

Psychology 241: Social Psychology Winter 2025

Textbook:

Myers, D. G., Jordan, C. H., Smith, S. & Twenge, J. M., (2024). *Social Psychology (9th Canadian Edition)*. McGraw-Hill Ryerson.

**Note, the hard copy of this textbook can be purchased \$119.95 (plus tax) at the bookstore. There is an “e-version” of the textbook as well, which you can purchase for 180-days through the bookstore for \$70 (plus tax). Either option is fine.

If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the older version. Older vs newer editions vary in content. Use an older edition at your own risk.

Course Description:

Social psychology is a fascinating field that applies to our everyday lives. In this course, I will provide you with a general overview of research and influential theories in social psychology, based on classic and contemporary findings from the literature. This course is research-oriented. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research.

Because of the size of the class, it is largely lecture-based. I do, however, encourage (and welcome!) class participation. If you have a question, please feel free to ask it! I will also incorporate class demonstrations and activities as time permits. A course on Social Psychology is more fun when everyone is more social.

Intended Student Learning Outcomes and Methods of Assessment:

Upon completion of this course, a successful student should:

1. Understand major studies and theories in social psychology, such as the self in the social world, persuasion and social influence, and group identity and conflicts (Midterm & Final).
2. Comprehend the methods used by social psychologists (Midterm & Final).
3. Evaluate historical and ongoing debates that have facilitated the growth of knowledge in the field (Paper 1).
4. Apply social psychological constructs to their daily lives (Paper 2).

Grading Scheme:

• Paper 1	10%	Due Jan 30
• Paper 2	10%	Due March 27
• Midterm	30% or 50%	February 27
• Final	50% or 30%	TBA

Grading Method:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade
Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Please note that there will be no “rounding up” of final grades (as in, a final percentage of 79.6 will receive a B+ and not an A-). The logic is as follows: to treat all students equally, whatever points I add to one student’s grade I must also add to all students’ grades. So, if I bump up a 79.6 to an A-, I effectively add .4 to that student’s grade, which I must then add to all students’ grades. After that, someone else will be on the cusp, and bumping them will put someone else on the cusp, etc, etc. Rinse and repeat and everyone has A+s. For these reasons, final grades receive no rounding up.

Assignment details:

Papers – 20% of course grade

There will be two paper assignments for this course, each worth 10% of the course mark. Paper 1 will focus upon examining both sides of a controversy within social psychology while Paper 2 will focus upon connecting constructs within social psychology to everyday life. Assignments will be posted in onQ at least 3 weeks prior to their due date and will be submitted via onQ. Both papers are essential requirements for the course. Failure to complete a paper will result in a zero being assigned for the paper mark.

Late submission grace period for papers

There may be a time when you are unable to complete a paper by the due date for personal reasons. This course has been designed with accommodations and considerations for extenuating circumstances in mind. This means that Short Term Requests for Academic Consideration up to 3 days (submitted through the Faculty of Arts and Science portal without documentation) are not needed for paper assignments and long term requests for academic consideration (for 4 days or more extension) submitted through the portal will be handled on a case-by-case basis.

For more information on how to request a paper deadline extension because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

All students automatically receive a 72 hour grace period for papers, such that extensions for extending the due date for papers for up to 72 hours are permitted. **If you wish to take the 72 hour grace period, just take it; there is no need to inform me.** All papers received prior to the 72 hour grace period will

receive no late penalties. Papers submitted after the grace period due date (or after the negotiated due date with psyc.accom@queensu.ca) will receive late penalties of 2.5 points per day late.

Exams – 80% of course mark

There will be two exams: the midterm exam and the final exam. The midterm will include material covered in the first half of the term while the final will concentrate on material covered in the second half. The emphasis of exam questions will be on material covered in lecture but some questions will be drawn exclusively from the readings or in-class videos. The exams will be weighted such that your best exam mark will count for 50% of the total course mark and your lowest exam mark will count for 30% of the total course mark. It is expected that students will write both exams. Both exams are essential requirements for the course. Failure to complete an exam will result in a zero being assigned for the exam mark.

Deferred exam policy

Students receiving permission to write a deferred midterm or final exam will be expected to write their exam during the Faculty of Arts and Science or Psychology Department's deferred exam period.

Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. Note that deferred exams may contain different questions than the originally administered exam and therefore may differ in difficulty.

For more information on how to request an exam deferral because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

Regrading policy for papers and exams

Sometimes, the TAs and I, but usually me, make mistakes in grading. If we made a clerical error in grading your assignment (e.g., we added up your paper score incorrectly or we deducted points for the wrong font being used when the right font was used), please reach out to me and I'll be happy to correct it.

Aside from those circumstances, all grades assigned by TAs and myself are final. The TAs and I are happy to discuss graded assignments and provide additional feedback to students in office hours as long as those meetings take the form of discussions about how to improve on future assignments and do not take the form of debates about why more points should have been awarded on a particular assignment.

If you wish to get more feedback on your assessment, please contact the TA who graded it to set up a meeting. I (Ava Camposarcone) am often unable to provide useful feedback about the particular nuances of your paper because I am not the one who graded it. TAs are able to provide far better feedback in these circumstances.

Location and Timing of Exams

The midterm will occur on February 27th. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students must delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

Questions, emails, and onQ:

I've discovered throughout the years that I often find myself answering the same questions from students multiple times throughout the year. This places a huge burden on my time and inbox bandwidth. So, I now ask students who are emailing me with non-personal questions related to the course to please post their question on their question to the onQ "Questions" discussion board. I'll answer it there within a few days so that everyone can see it. And while you are there, please search the discussion board to see if your question has already been answered.

Diversity and Inclusion

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that you prefer, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honour the diversity of your classmates.

Extra credit via the Psychology Participant Pool

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 3%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psyc courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 241 you can have 3 credits assigned to it. If you have 4 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request credit reassignment is the final day of class. Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session

due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

Note that your course instructor (i.e., me, Ava Camposarcone) is not involved in the administration of studies and alternative assignments. **If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.**

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the Psychology Accommodation coordinator. Please use the following contact information:

Psychology Accommodations Coordinator Name: Tara Karasewich
Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact the psyc.accom@queensu.ca as soon as possible once a consideration request has been made. Any delay in contact may limit the Consideration options available.

Please follow up with psyc.accom@queensu.ca via email within 1 day of making your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

For more information on how to make an Academic Consideration request, please see the Assessment Extension and Deferral Guide on the course onQ website.

Academic Integrity:

Queen's students, faculty, administrators, and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Relevant to academic integrity is plagiarism, intended or not. Regardless of how and where you retrieve information, the principles of academic integrity apply with regard to plagiarism. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Turnitin:

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Copyright of Course Materials:

The material presented in class is designed for use as part of the course on social psychology at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as the book chapters and articles found on onQ) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>.

Changes to the syllabus:

The syllabus and/or course schedule may be modified at my discretion. I will announce all changes via onQ.

Course Schedule:

It is strongly recommended that you read the assigned chapter **before** each class. The lectures will be more meaningful if you are familiar with the material to be discussed.

Dates	Topics	Readings	Assessments
Jan 6	Introduction & research methods	Ch 1	
Jan 9	The self in the social world	Ch 2	
Jan 13	The self in the social world		
Jan 16	Social beliefs and judgments	Ch 3	
Jan 20	Social beliefs and judgments		
Jan 23	Behaviors and attitudes	Ch 4	
Jan 27	Behaviors and attitudes		
Jan 30	Persuasion	Ch 5	Paper 1 Jan 30
Feb 3	Conformity	Ch 6	
Feb 6	Conformity		
Feb 10	Group influence	Ch 7	
Feb 13	Altruism: helping others (not on midterm)	Ch 8	
Feb 17	READING WEEK (no class)		
Feb 20	READING WEEK (no class)		
Feb 24	Midterm review (no new content)		
Feb 27	Midterm Exam		MIDTERM
Mar 3	Altruism: helping others		
Mar 6	Aggression: hurting others	Ch 9	
Mar 10	Aggression: hurting others		
Mar 13	Attraction and intimacy	Ch 10	
Mar 17	Attraction and intimacy		
Mar 20	Sources of prejudice	Ch 11	
Mar 24 (no class)	Sources of prejudice		
Mar 27	Consequences of prejudice	Ch 11	Paper 2 Mar 27
Mar 31	Consequences of prejudice		
Apr 3	Flexible class		