

## Psychology 241: Social Psychology Winter 2026

**Instructor: David Hauser** (he/him)

**Office:** see onQ

**Office hours:** see onQ

**What are office hours?:** <https://vimeo.com/270014784>

**Lecture times and locations:** see onQ

**Teaching assistants:** see onQ

### **Required Course Textbooks:**

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

- Purchasing link: <https://www.campusbookstore.com/?ID=90&Course=PSYC27648>
- Cost: \$129.95
- Available in Library? YES

Note, this textbook has an “e-version” as well, which you can purchase instead of the hard copy. Either option is fine. Also, this book has online resources (e.g., homeworks, assignments, study aides) called “Connect” associated with it. You are welcome and encouraged to take advantage of these resources but they are not formally part of the course content (i.e., “Connect” is not necessary).

If you choose to buy an older edition of this textbook, please note that you are responsible for all the information in the 2024 version (9<sup>th</sup> Canadian Edition). 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.

### **Course Learning Outcomes:**

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 Feb 2
- Paper 2                      10%                      Due March 23
- Midterm                      30% or 50%              Feb 26
- 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

**Grade Rounding Policy:**

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.

**Assessment 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 assignment submission policy and grace periods***

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.

One point out of 10 (i.e., 10%) shall be deducted from an assignment for each day it is late (including weekends) after the grace period or after the negotiated due date with [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)). The absolute last day to submit a late assignment in this course is the last day of the course. Anything that arrives after this will not be accepted.

### ***Exams – 80% of course mark***

There will be two exams: the Midterm exam and the Final exam. These exams will include multiple choice questions. 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), 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. As discussed previously in the syllabus (see “Grade Rounding Policy”), throughout the semester I take opportunities to bump up everyone’s grade as high as I can. Regrades raise the class grade distribution over the upper limit; thus, **papers will not be regraded**

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. Debates about why more points should have been awarded on a particular assignment will not be entertained.

If you wish to get more feedback on your assessment, please contact the TA who graded it to set up a meeting. I (Dave Hauser) 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.

### *Timing of Exams*

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should **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. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science’s Academic Consideration webpage](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

### **Where to go with Questions:**

If you have a question about a paper extension or an exam deferral, see the Assessment Extension and Deferral Guide on the course onQ page. It provides exact details on how to handle those situations.

If you have a question about the course, please take the following actions:

1. Check the syllabus (yes, this one). It’s most likely answered here.
2. Check the course onQ announcements to see if it’s answered there.
3. Check the course onQ Questions Discussion Forum to see if it’s already been asked and answered there.
  - a. If it has not been, please post your question there and I will respond as soon as I can.
  - b. If your question is personal and you’d rather not post it on the discussion board, please see me after class or in office hours and I would be happy to answer it then.

Lastly, email me your question only if the above actions do not work for you. However, note that email is an asynchronous medium. My inbox is often flooded. I will try my best to respond to you as soon as possible, but please do not be offended if my response is delayed or your email falls through the cracks.

### **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. I would like to discuss issues of diversity in Psychology as part of the course from time to time. 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 3<sup>rd</sup> 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 3<sup>rd</sup> week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). 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](mailto: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, Dave Hauser) 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](mailto:participant.pool@queensu.ca).**

## **Accommodations for Disabilities**

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

## **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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>).

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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. 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 the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](mailto: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](mailto: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](mailto: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.

### **Queen's Policy Statement on Academic Integrity:**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“The Fundamental Values of Academic Integrity”, 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

### **Generative Artificial Intelligence Tools (e.g., ChatGPT):**

Students must submit their own work and cite the work that is not theirs. Students are permitted to utilize generative AI writing tools such as ChatGPT in their paper assignments as long as students cite the material that they generate. Note that students are also responsible for the accuracy (or inaccuracy) of the material that ChatGPT generates. Any other use constitutes a Departure from Academic Integrity.

### **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 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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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 Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern 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:**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure

from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**Changes to the syllabus:**

In extreme circumstances, 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.

<b>Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assessments</b>
Jan 5	Introduction & research methods	Ch 1	
Jan 8	The self in the social world	Ch 2	
Jan 12	The self in the social world		
Jan 15	Social beliefs and judgments	Ch 3	
Jan 19	Social beliefs and judgments		
Jan 22	Behaviors and attitudes	Ch 4	
Jan 26	<i>No class</i>		
Jan 29	Behaviors and attitudes	Ch 5	
Feb 2	Persuasion	Ch 6	Paper 1 Feb 2
Feb 5	Conformity		
Feb 9	Conformity		
Feb 12	Group influence	Ch 7	
Feb 16	<i>READING WEEK (no class)</i>		
Feb 19	<i>READING WEEK (no class)</i>		
Feb 23	<i>Midterm Exam Review (optional)</i>		
Feb 26	<b>Midterm Exam</b>		MIDTERM
Mar 2	Altruism: helping others	Ch 8	
Mar 5	Altruism: helping others		
Mar 9	Aggression: hurting others	Ch 9	
Mar 12	Aggression: hurting others		
Mar 16	Attraction and intimacy	Ch 10	
Mar 19	Attraction and intimacy		
Mar 23	Prejudice	Ch 11	Paper 2 Mar 23
Mar 26	Prejudice		
Mar 30	Conflict and peacemaking	Ch 12	
Apr 2	Conflict and peacemaking		