

**Psychology 241: Social Psychology  
Winter 2022**

Instructor: David Hauser (he/him)  
Office: Craine 320  
Email: [david.hauser@queensu.ca](mailto:david.hauser@queensu.ca)

Classroom: [Monday Teams](#); [Wednesday Teams](#) (first half) / Biosci 1102 (second half)  
Class meets: Monday 1:00 pm – 2:30 pm; Wednesday 11:30 am – 1:00 pm  
Office hours: Mondays 2:30 pm – 4:00 pm  
What are office hours?: <https://vimeo.com/270014784>  
Jan – Feb office hours: [Teams link here](#)  
March – April office hours: in person (Craine 320)

Teaching assistant: Carina Pham (she/her)  
Email: cp136@queensu.ca

Teaching assistant: Jillian Antoun (she/her)  
Email: jpd3@queensu.ca

Teaching assistant: Lisa Bas  
Email: bas.lisa@queensu.ca

Teaching assistant: Ava Camposarcone  
Email: ac267@queensu.ca

Teaching assistant: Samantha Shang (she/her)  
Email: xs11@queensu.ca

Teaching assistant: Samantha Tigchelaar (she/her)  
Email: slt11@queensu.ca

**Textbook:**

Myers, D. G., Twenge, J. M., Jordan, C. H., & Smith, S. (2021). *Social Psychology (8<sup>th</sup> Canadian Edition)*. McGraw-Hill Ryerson.

\*\*Note, this textbook has an “e-version” as well, which you can purchase instead of the hard copy. See <https://www.mheducation.ca/social-psychology-9781260327014-can-group> . Either option is fine. Also, this book has several online resources associated with it. You are welcome and encouraged to take advantage of these resources but they are not formally part of the course content (tl;dr – they are optional).

If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the 2021 version. I do not think older vs newer editions dramatically vary in content, but I am not 100% confident in that. 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 Feb 3
- Paper 2                      10%                      Due March 31
- Midterm                      30% or 50%                      March 2
- 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:**

#### ***Midterm and final exams***

There will be two exams. These exams will be a mixture of multiple choice, short answer, and essay 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. Students receiving permission to write a deferred midterm or final exam will be expected to do so during one of the Psychology Department's centrally-administered deferred exam dates (usually on a weekend within a week or two of the exam). Requests for individualized deferred exam dates cannot be accommodated.

#### ***Location and Timing of Exams***

The midterm will occur in class on March 2nd.

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 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.**

#### ***Papers***

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.

#### ***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" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long term requests submitted through the portal will be handled on a case-by-case basis.

There is a 72 hour grace period for papers, such that extensions can be requested for extending the due date for papers for up to 72 hours. **Let Carina Pham ([cp136@queensu.ca](mailto:cp136@queensu.ca)) know in advance of the paper deadline if you are taking the grace period.** Requests must arrive in Carina's inbox prior to the deadline (e.g., make sure you spell her email address correctly and make sure that your mail sends and is not merely drafted). Grace period requests made after the deadline will not be granted. Papers submitted after the due date (if the grace period is not requested) or after the grace period due date (if the grace period is requested) will receive late penalties, outlined later in the syllabus.

### ***Regrading policy for papers and exams***

Sometimes, the TAs and I, but usually me, make mistakes in grading. If either of us 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.

### **Extra credit via the Psychology Participant Pool**

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. **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 information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3<sup>rd</sup> week of the term. 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 by 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.

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.

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

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.

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).**

### **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 Social 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.

### **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](#).

If you are registered with QSAS and have an accommodations letter, please upload it to the onQ assignment named "Accommodations letters". Additionally, please email it as an attachment to Carina Pham at [cp136@queensu.ca](mailto:cp136@queensu.ca). Any questions about accommodations can be directed to Carina.

### **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.

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

Instructor/Course Coordinator Name: David Hauser

Instructor/Course Coordinator email address: [david.hauser@queensu.ca](mailto:david.hauser@queensu.ca)

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

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](#).

### **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](http://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](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:**

In extreme circumstances, the syllabus and/or course schedule may be modified at my discretion. I will announce all changes via onQ.

**Late policy:**

Two and a half points (which translates to 25 percentage points) per day will be subtracted from late paper assignments.



**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.

\* = class is online on Teams

<b>Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assessments</b>
Jan 10*	Introduction & research methods	Ch 1	
Jan 12*	The self in the social world	Ch 2	
Jan 17*	The self in the social world		
Jan 19*	Social beliefs and judgments	Ch 3	
Jan 24*	Social beliefs and judgments		
Jan 26*	Behaviors and attitudes	Ch 4	
Jan 31*	Behaviors and attitudes		
Feb 2*	Persuasion	Ch 5	Paper 1 Feb 3rd
Feb 7*	Conformity	Ch 6	
Feb 9*	Conformity		
Feb 14* (Calgary)	Group influence	Ch 7	
Feb 16* (Calgary)	Group influence		
Feb 21	READING WEEK		
Feb 23	STILL READING WEEK		
Feb 28	Altruism: helping others (and midterm review)	Ch 8	
Mar 2	<b>Midterm Exam</b>		MIDTERM
Mar 7	Altruism: helping others		
Mar 9	Aggression: hurting others	Ch 9	
Mar 14	Aggression: hurting others		
Mar 16	Attraction and intimacy	Ch 10	
Mar 21	Attraction and intimacy		
Mar 23	Sources of prejudice	Ch 11	
Mar 28	Sources of prejudice		
Mar 30	Consequences of prejudice	Ch 12	Paper 2 Mar 31
Apr 4	Consequences of prejudice		
Apr 6	Catch up / final exam review		