

**Psychology 241: Social Psychology
Fall 2019**

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Classroom: Biosci auditorium
Class meets: Tuesday 11:30 am – 1:00 pm; Friday 1:00 pm – 2:30 pm
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Office hours: Tuesdays 1 pm – 3 pm (or by appointment)
What are office hours?: <https://vimeo.com/270014784>

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Textbook:

Myers, D. G., Jordan, C. H., Smith, S. & Spencer, S. J. (2018). *Social Psychology (7th Canadian Edition)*. McGraw-Hill Ryerson.

**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 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 2018 version.

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 October 11th
- Paper 2 10% Due November 29th
- Midterm 30% or 50% October 22nd
- 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 October 22nd.

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office." The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term, the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

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 3rd 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 3rd 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 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.

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:

Queen's University is committed to achieving full accessibility for persons 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 of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website

at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students in Extenuating Circumstances:

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements.

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 they submit a request at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

Academic Integrity:

Queen's students, faculty, administrators, and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honest, trust, fairness, respect, and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery, and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

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>.

Computers and electronics in class:

I recognize the benefit of being able to take notes and annotate papers using your laptop. Therefore, I won't expressly prohibit using these tools. However, one of the benefits of this class is being able to interact with your peers and engage in fruitful discussion on the topic, which laptops often inhibit. Also, research demonstrates that cognitive performance suffers dramatically with multi-tasking (but that the multitasker isn't usually aware of the detrimental effect). **Texting, gchatting, tweeting, instagramming, youtubing, fortniting, and the like are obviously not appropriate behavior during class.**

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:

One point (which translates to 10 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.

Dates	Topics	Readings	Assessments
Sept 6	Introduction & research methods	1	
Sept 10 & 13	The self in the social world	2	
Sept 17 & 20	Social beliefs and judgments	3	
Sept 24 & 27	Behaviours and attitudes	4	
Oct 1 & 4(no class)	Persuasion	5	
Oct 8 & 11	Conformity	6	Paper 1 Oct 11
Oct 15 & 18(no class)	Group influence	7	
Oct 22 & 25(no class)			Midterm 22 nd
Oct 29 & Nov 1	Altruism: helping others	8	
Nov 5 & 8	Aggression: hurting others	9	
Nov 12 & 15	Attraction and intimacy	10	
Nov 19 & 22	Sources of prejudice	11	
Nov 26 & 29	Consequences of prejudice	12	Paper 2 Nov 29