Social Psychology
SOCI 273
Winter, 2019
Wednesday: 1:00-2:30 MACDON 1
Friday: 11:30-1:00 MACDON 1

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Office Hours: Thursday: 12:00-2:00

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Description and Objectives
This course brings together key aspects of both sociology and psychology in order to provide an overview of the foundations of social psychology. By combining theoretically oriented explanations and practical applications of key analyses and findings within the field, students will have an understanding of the various ways that both macro and micro social-psychological practices might influence people’s everyday lives and experiences.

Aims
By encouraging students to critically reflect on the fundamental dimensions of social psychology (ex. self and identity, attraction, deviance etc.) students will be provided with the necessary skills to understand the interconnections between broader social structures and the nuances of everyday interactions.

Outcomes
By the end of this course, students will be able to:
- Evaluate the strengths and weaknesses of key social-psychology perspectives, theories, and research studies
- Apply a critical lens to evaluate important debates within the field
- Clearly communicate an understanding of social psychology concepts and how they relate to both larger social structures and everyday experiences/events
- Demonstrate the ability to clearly communicate relevant information and evaluate and synthesize material from various written sources.

Assessment
Assignment 1: (4 pages). Due: Monday January 28

Assignment 2, Midterm Critical Analysis Paper: (9 pages). Due: Friday Feb. 15

Assignment 3: (4 pages) Due: Monday March 18

Assignment 4, Final Take-Home Exam: (9 pages) Due: Monday April 22
More details on all assignments will be provided on OnQ. Students are advised to begin preparation well in advance of the deadlines.

**Mark Distribution**
Assignment 1: 15%
Assignment 2: Midterm Critical Analysis Paper: 35%
Assignment 3: 15%
Assignment 4: Final Take-Home Exam: 35%

**Grading Method**
Late assignments will receive a penalty of 5% per day after the submission date.
All assignments will receive a numerical percentage mark. The final grade you receive for the course will be delivered by converting your numerical course average to a letter grade according to the Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
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<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<td>C</td>
<td>63-66</td>
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<td>C-</td>
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<td>D+</td>
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<td>F</td>
<td>49 and below</td>
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**Appeals**
**Informal Steps:** undergraduate students may first appeal any grades to the instructor, after indicating to the TA in a paragraph why they think the grade is unfair. If the matter cannot be resolved with the TA and the Instructor, the student can appeal to the Head of the Department, who will ask a member of the Department with some or related expertise in the course subject matter to undertake a blind assessment of the work relating to the appeal.

**Formal Steps:** Undergraduate students may formally appeal their grades first to the Faculty of Arts and Science, then to the Board of Studies, and finally to the University Student Appeal Board: [https://www.queensu.ca/artsci/students-at-queens/academic-appeals](https://www.queensu.ca/artsci/students-at-queens/academic-appeals)

**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 honesty, 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.

OnQ, Reading and Other Resources
This material is designed for use as part of SOCY 273 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

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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 accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student’s responsibility to register with the Counseling and Disability Resource Centre and to request academic accommodation, if required.

Academic Consideration for Students in Extenuating Circumstances
The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senateandtrustees/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 may 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.

Course Structure and Readings

PART ONE: Understanding Key Dimensions of Social Psychology

[1] Introduction to Social Psychology (Jan. 9 &11)


[2] Self and Social Identity (Jan. 16 & 18)


[5] **Attraction and Relationships (Feb. 6 & 8)**  
Reading  


Reading  


**MIDTERM READING WEEK (February 19-22)**

**PART TWO:** Contextualizing Social Psychology in Everyday Life

[7] **Explanatory Talk (Feb. 27 & March 1)**  
Reading  


Recommended  

[8] **Attitude Change and Persuasion (March 6 & 8)**  
Reading  


[9] **Stereotypes and Prejudice (March 13 & 15)**


[10] **Aggression and Intergroup Conflict (March 20 &22)**


Deviance and Inequality/ Conclusions (April 3 & 5)

Reading
