

Psychology 241:
Social Psychology Fall, 2018

Instructor: Thomas Vaughan Johnston

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Office hours: By appointment

Class meets Monday, 8:30 a.m. t

Myers, D. G., Jordan, C. H., Smith, S., & Spencer, S. J., & (2011). Social Psychology (7th Canadian ed.). McGraw-Hill Ryerson.

**Please note that 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 (i.e., 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 8th edition.

Description of Course The goals of the course are as follows:

- x To develop an understanding of the methods used by social psychologists
- x To learn about social psychological science, particularly through the lens of historical and ongoing debates that have facilitated the growth of knowledge.
- x To introduce studies and theories concerning the self in the social world.
- x 3' concerning heuristics, persuasion, and social judgment.
- x 3' concerning group identity, conflicts, and prejudice.

Course Philosophy and

As a scientist and instructor I follow a philosophy I call scientific agonism (from the Greek *agon*, referring to struggle in the sense of competition, contest) which science is characterized by an endless series of conflicting positions which stimulate the growth of knowledge. These conflicts can be addressed through adversarial collaboration, respectful debate, and critical tests. This philosophy informs how I lecture (I focus on scientific debates in preference to listing dry facts), and how assignments are designed (see below). Another consequence of this philosophy is that you are expected to learn which psychologist(s) made what claim and why, as well as learning their opponents in sim-

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

Week	Dates	Topic	Key Debate(s)/ Other Notes	Reading
0	September 6	Introduction to Course	N/A	-
1	Sept. 10, 13	Introducing Social Psychology	BIRT implicit measures are better than explicit measures.	Chapter 1
2	Sept. 17, 20	The Self in a Social World	BIRT the self is culturally variant Sociometer versus Terror Management Theory	Chapter 2
3	Sept. 24, 27	Social Beliefs and Judgments	% , 5 7 S H R Social Judgments are ultimately rational Debate paper 1 assigned.	Chapter 3
4	Oct. 1, 4	Behaviour and Attitudes	Cognitive Dissonance versus Impression Management versus Self Affirmation versus Self Perception	Chapter 4
5	Oct. 8, 11	Persuasion	TBA	Chapter 5
6	Oct. 15, 18	Conformity	BIRT the Stanford Prison Experiment is high quality psychological science Debate paper 1: due October 18 th 11:59pm	Chapter 6
7	Oct. 22, 25	Group Influence	TBA Midterm 1: held in class October 2 nd .	Chapter 7
8	Oct. 31, Nov. 1	Altr0 1 167.3 381.6		

Debate Papers

You will be assigned two paper assignments that will give you the opportunity to apply what you have learned in the course. Please note that we will be enforcing a very strict word limit on these papers (1000 words maximum). I will assign those papers three weeks before they are due with additional details. They will be returned in and handed back online via Turnitin.com. In brief, each assignment will have two parts. In Part A you will argue for one side of a major scientific debate, and in Part B you will argue for the opposite side of that debate.

Examinations

There are two exams. The marking scheme for each is as follows:

Part A. Fifteen multiple choice questions, @ 1 marks = 15 marks.

Part B. Five short answer questions, @ 2 marks = 10 marks

Part C. One short essay question @ 5 marks = 5 marks

Notes: The exams, including the final examination, are non-cumulative (i.e., the content will focus on one half of the course material each).

Statement on Academic Integrity:

Academic Integrity is constituted by the six core fundamental values of 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/principlesandpriorities>).

consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclw/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Factp>) 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 requests can be submitted at: <http://www.queensu.ca/artsci/accommodati> Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.