

# **PSYC\*4310 Advanced Topics in Social and Applied Social Psychology, Course Outline: Fall 2024**

## **General Information**

This course is offered using Face-to-Face format. The course has a set day, time, and location of class.

**Course Title:** Advanced Topics in Social and Applied Social Psychology: Social Interventions

### **Course Description:**

This course will provide an in-depth examination of specific advances in social psychological research, theory, and applications.

Theoretical approaches and research in the field of applied social psychology will be critically examined with a particular focus on work aimed at generating intervention strategies intended to improve social and practical problems.

For their final project, students will each create a mock intervention that could be used by social scientists, scholars, or community leaders to address a particular social issue.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2024

**Class Schedule and Location:** Tuesday & Thursdays, 4:00pm- 5:20pm in ALEX 117

## **Instructor Information**

Instructor Name: Rima M. Hanna

Instructor Email: hannar@uoguelph.ca

Office location and office hours: by appointment

## **GTA Information**

GTA Name: Hajar Soltan

GTA Email: hsoltan@uoguelph.ca

GTA office location and office hours: by appointment

## **Course Content**

### **Specific Learning Outcomes:**

After successful completion of this course, you should be able to:

1. Demonstrate the ability to extract and integrate information from course material.
2. Critique and debate research and research articles.
3. Ask and attempt to answer questions from a critical perspective.
4. Show awareness and attention to similarities and differences in human behaviour from diverse perspectives.
5. Evaluate the logic and applicability of social psychological theory to intervention work.
6. Apply social psychological theory to several different contexts, including your own research interests.
7. Use social psychological theory in the development of an intervention proposal.
8. Express your ideas effectively through participating in class discussions, participation responses, and written responses to course material.
9. Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.

### **Class meetings:**

Class meetings will consist of a mixture of guided discussion of course material as well as small and large group discussions and activities.

The topics and content of this course will be divided into three main parts: social issues (Sep 10<sup>th</sup>- Sep 26<sup>th</sup>), social theory (Oct 1<sup>st</sup> – Oct 31<sup>st</sup>), and social interventions (Nov 1<sup>st</sup> – Nov 28<sup>th</sup>) There will be dedicated readings or multi-media content for each class. These will be provided on Courselink ahead of the scheduled class. Students are expected to show up each week having read and engaged with assigned readings or material. This will help with discussion facilitation, reflection papers, and ultimately the creation of a mock social intervention.

Week	Class #/Date	Topics and assignments due	
0	1: Sep 5	<b>Course introduction/course outline</b> Reading peer-reviewed academic articles Writing for Psychology graduate courses Respectful and effective participation	
1	2: Sep 10  3: Sep 12	<b>1 Social issues: What is “wrong?” According to who?</b> Community consultation: culture, rituals, “bad” habits Ideologies/perspectives in Psychology <b>Participation responses 1 due before midnight Sep 12</b>	
2	4: Sep 17  5: Sep 19	Systemic and societal violence: Misogynoir, racism, sexual violence, body politics <b>Participation responses 2 due before midnight Sep 19</b>	
3	6: Sep 24  7: Sep 26	Social norms, media, social media Mental health and well-being <b>Participation responses 3 due before midnight Sep 26</b> <b>Reflection Paper 1 due before midnight Sep 27</b>	
4	8: Oct 1  9: Oct 3	<b>2 Social theories: What can we use to understand and address social issues?</b> Theory of Planned Behaviour <b>Participation responses 4 due before midnight Oct 3</b> <b>Topics due for intervention proposal Oct 4</b>	
5	10: Oct 8  11: Oct 10	Compliance and conformity <b>Participation responses 5 due before midnight Oct 10</b>	
	BREAK	*** No class Tues Oct 15	
6	12: Oct 17	Cognitive dissonance <b>Participation responses 6 due before midnight Oct 17</b> <b>Reflection Paper 2 due before midnight Oct 18</b>	
7	13: Oct 22  14: Oct 24	Bystander Theory <b>Participation responses 7 due before midnight Oct 24</b>	
8	15: Oct 29	Social identity Self-categorization	

	16: Oct 31	<b>Participation responses 8 due before midnight Oct 31</b>	
9	17: Nov 5 18: Nov 7	<b>3 Interventions: What can we do?</b> Social interventions <b>Participation responses 9 due before midnight Nov 7</b> <b>Reflection Paper 3 due before midnight Nov 8</b>	
10	19: Nov 12 20: Nov 14	Arts-based methods Culture jamming <b>Participation responses 10 due before midnight Nov 14</b> <b>Intervention proposals due before midnight Nov 15</b>	
11	21: Nov 19 22: Nov 21	Testing and implementing interventions <b>Participation responses 11 due before midnight Nov 21</b> <b>Reflection Paper 4 due before midnight Nov 22</b>	
12	23: Nov 26 24: Nov 28	<b>Course wrap up</b> <b>Participation responses 12 due before midnight Nov 28</b> <b>Final interventions due before midnight Dec 5</b>	

### Course Assignments:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Response/reflection papers	Fridays by midnight (Sep 27 <sup>th</sup> , Oct 17 <sup>th</sup> , Nov 7 <sup>th</sup> , Nov 21 <sup>st</sup> )	4 x 11.5% = 46%	1, 2, 3, 4, 5, 6, 7, 8, 9
Class attendance + participation responses	Thursdays by midnight, starting Week 1	12 x 2% = 24%	1, 2, 3, 4, 5, 6, 7, 8, 9
Social Intervention (chosen topic, short proposal, final paper)	Topic due October 4 <sup>th</sup> , Proposal due November 14 <sup>th</sup> , Final intervention due December 5 <sup>th</sup>	2% + 8% + 20% = 30%	1, 2, 3, 4, 5, 6, 7, 8, 9
Bonus marks (Participant Pool)	By end of pool	2%	

## 1. Reader response/reflection papers x 4 = 48%

You will submit **four** short reflections (500 words) in response to the readings for a given weeks prior to the due date. They should rely on a close reading of the texts, and respond to one or more of the main arguments/issues in the texts. Feel free to comment on their relevance to your own thinking and research interests, but **do not merely summarise material**. Referencing is necessary when you use course material or if you use additional sources. Detailed instructions will be given on Courselink in addition to what is below.

### *Guidelines for reader response papers:*

- The main aim of these papers is to provide you with a written means of engaging with the course content. They are an opportunity for you to gather and express your thoughts, questions, reactions, and/or confusions in response to the reading material.
- There is no strict rule for how to write your papers, as long as they reflect an attempt to critically and creatively engage with, and make sense of, the ideas and topics raised for the week. Your papers should show an attempt to understand the material accurately but should not merely be a summary of course material – they should be a response.
- For example: you can write about links between social theories and personal life experiences; or you can reflect on connections between course content and ideas in other courses you are taking; or you could relate course material to current events and issues.
- If your opinion about an issue changes during the course, you can write about this in a reflection paper.
- In later papers, you may also want to explore broader themes that appear to link the course topics together.
- The response papers are meant to be part of an ongoing reflection on new and sometimes complex ideas, and you can expect that your ideas about things will change as the course progresses. This means that your papers can be exploratory. Be aware, however, that your TAs will look for evidence that you have actually read the course material when grading your papers.

### *Format for submissions:*

- **APA referencing is necessary for citing materials on your reading list and anything else you choose.**
- Length is 500 words (2 double spaced pages).
- Quality is more important than quantity!
- Submit via the CourseLink dropbox (please double check that your file has uploaded).
- Use any of the following file formats: .doc, .docx, .pdf, .rtf.

*Late submissions:* 10% per day up to a maximum of 3 days, after which you will receive zero.

## 2. Participation responses 10 x 2% = 20%

Class attendance and participation are encouraged for this course and will be part of your grade. However, if you are unable to attend certain classes, there will still be opportunities to earn most or some of the marks. Starting from week 1 to week 12, there are 12 opportunities to submit participation responses to CourseLink. You need to submit Thursdays before midnight. If you attend both courses in the week, you have the opportunity to score full marks. If you miss one class, you can still submit modified participation but for 2/3 of the marks. If you attend both classes in the week, you can still submit modified participation, but for 1/3 of the marks. Detailed instructions for participation responses will be given through CourseLink in addition to what is below.

For each class, you will write responses to each of the following questions:

**IF YOU ATTENDED CLASS (one or both):**

*TUESDAY*

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) that another student shared in class that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings OR that another student shared that you either disagreed with OR upset you OR made you uncomfortable.

*THURSDAY*

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) that another student shared in class that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings OR that another student shared that you either disagreed with OR upset you OR made you uncomfortable.

**IF YOU DID NOT ATTEND CLASS:**

*TUESDAY*

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings you either disagreed with OR upset you OR made you uncomfortable.

*THURSDAY*

Describe one thing (concept or idea or theory or research study or etc.) from the readings that piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings that surprised you or piqued your interest.

Describe one thing (concept or idea or theory or research study or etc.) from the readings you either disagreed with OR upset you OR made you uncomfortable.

\*\* Please indicate at the top of your submission if you attended both classes, one class, or neither classes.

### 3. Social Intervention Project 2% + 8% + 20% = 30%

You will be designing a mock social intervention that is intended to have an impact on a particular social problem. The intervention must clearly incorporate social psychological theory and research. You will include a brief literature review on the social issue (from which perspective/according to who), the context for potential intervention (why is it needed and according to who; what has already been tried, how is it building on previous work?), a brief explanation of the theoretical context, the components of the intervention (what is involved and why is it included), and implementing the intervention (how will it work).

There are three separate submissions for this assignment: your chosen topic, a short proposal or outline (one or two pages), and the final intervention paper (between 6-8 pages double-spaced, 1500-2000 words; ex., 1-2 pages literature review, 1-2 pages intervention context, 1-page theoretical context, 1-2 pages describing intervention, 1-2 pages implementing intervention). You may use course material and outside sources. References are not included in the page count.

More details will be given in a separate document on Courselink. We will also have plenty of opportunity to discuss this assignment in class.

### 4. Bonus Marks 2%

You have the opportunity to earn 2% bonus marks by participating in studies posted through the participant pool. More information will be posted on Courselink.

Final examination date and time: **There is no final exam for this course.**

## Course Resources

### **Required Texts:**

All required reading materials and recorded videos will be made available on Courselink.

**Other Resources:**

All course material will be available on Courselink.

**Course Policies****Grading Policies**

A grade of 0 will be assigned for non-completion of any assignment when scheduled, except for documented medical or compassionate reasons (see Academic Consideration below).

Keep paper and/or other reliable back-up copies of the assignments (i.e., papers, participation responses, final intervention, etc.) as you may be asked to resubmit work at any time.

**Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

**University Policies****Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

**Academic Misconduct**



The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., papers).

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 25<sup>th</sup> – April 8<sup>th</sup>. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday November 29th, 2024. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

### **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.