

Community and Applied Social Psychology

PSYD15H. Current Topics in Social Psychology: Community and Applied Social Psychology

Course Information

Course name: PSYD15H3S-LEC03: Current Topics in Social Psychology

Class time and location: Winter 2019, Wednesdays 3:00-5:00pm, HW 402

Prerequisites: [PSYB01H3 or PSYB04H3] and PSYB10H3 and [PSYC12H3 or PSYC14H3].

Course Instructor

Course Instructor: Dr. Kosha Bramesfeld



Preferred mode of contact: Please use the Quercus inbox

Email: kosha.bramesfeld@utoronto.ca

Office: Portable Offices (near the Science Wing): PO103-111

Office hours: See Quercus “Contact Information” for details

Course website and materials

Materials for the course, including a link to the required readings, course announcements, assignment guidelines, and other resources will be posted on our course website on Quercus. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the materials on Quercus at least twice per week. <https://q.utoronto.ca>

Required readings

There is no assigned textbook for the course. Readings for this course will be made up of online lessons, journal articles, and media accessed via the web. Details about the required readings for each week are posted on Quercus. Assigned journal articles for the course are available via the UTSC library course reserves, which can be accessed via the course reserves tab in Quercus.

¹ Except for where otherwise noted in the image alt text, all images in this syllabus come from Pixabay.com and are used under a [CC0 creative commons license](https://creativecommons.org/licenses/by/4.0/).

Course Description

This course examines the applications of social psychological theory and research to understand and address social issues that affect communities. These social issues include (but are not limited to) issues around poverty, structural inequality, social identity in a community context, intersectionality, mental health, psychological sense of community, loss of community, intervention, evaluation, social change, empowerment, and advocacy, among other topics. In doing so the course bridges knowledge from the areas of social psychology and community psychology. Social psychology is the scientific study of how people think about, influence, and relate to one another. Community psychology is concerned with the application of psychological principles to understand and address the issues that affect communities.

The course encourages students to critically examine how social psychological theory can be applied to empower individuals and motivate social change. In the process, we will examine the complex intersection between scientific inquiry and voices of lived experience. In doing so, the course seeks to elevate voices that have not always been historically consulted in the development of social psychological theory and research, including (but not limited to) voices from Indigenous communities, racialized individuals, refugees and immigrants, mental health consumer/ survivors, individuals living with disability, individuals living in poverty, and members of the LGBTQQIA community. To engage students to think deeper about the course content, course readings are complemented with a student-led inquiry project, Ontario-based case studies, and guest speakers from UTSC and the Greater Toronto Area (GTA).

Learning Objectives

Foundational knowledge

1. Recognize the value of using the theories and research of social psychology to explain everyday life, community issues, and societal needs and the value of using real-life issues to guide the direction of social psychological theories and research.
2. Integrate and apply theories and research in social psychology to explain how the communities in which we live, attend school, work, travel, and interact shape beliefs, values, identities, relationships, and worldviews.
3. Apply principles of intersectionality theory to understand and examine how Indigenous, racial, cultural, ethnic, gender, sexual, social class, dis/ability, and other identities influence communities and community members, especially with respect to issues of colonization, power, privilege, and discrimination.

Values and ethics

4. Explain how to apply social psychological theory, research, and principles to promote social justice, activism, and empowerment that advances civic, social, and community outcomes that benefit communities and address pressing societal needs.
5. Identify the values of community and applied social psychology and discuss the ethical considerations of community research, intervention, and assessment, especially in relation to the guiding value of “nothing about us without us” and in consideration of the Canadian Psychological Association’s (CPA) response to the Truth and Reconciliation Commission (TRC).

Research, Intervention, and Evaluation

6. Explain how social psychology can inform the development of community research, intervention, and evaluation, and provide examples from within our own communities.
7. Critically evaluate the value, applicability, and limitations of various approaches to research, intervention, and evaluation when it comes to applying the theories, research, and principles of social psychology within community contexts.
8. Propose and justify appropriate research, interventions, and/or evaluations that could facilitate social change in applied and community settings.

Personal growth

9. Appreciate the importance of developing critical consciousness and cultural humility in order to respond authentically to the ever changing complexities of community work, especially in regards to promoting cultural safety and empowerment when interacting with peoples of diverse backgrounds, abilities, and cultural perspectives.
10. Reflect on how you can pursue personal opportunities to promote civic, social, and global outcomes that benefit the people living within your own communities.

Grading Scale

Grade	Points	%	Definition	Grade	Points	%	Definition
A+	895-1000	90-100	Excellent	C+	665-694	67-69	Adequate
A	845-894	85-89		C	625-664	63-66	
A-	795-844	80-84		C-	595-624	60-62	
B+	765-794	77-79	Good	D+	565-594	57-59	Marginal
B	725-764	73-76		D	525-564	53-56	
B-	695-724	79-72		D-	495-524	50-52	
				F	< 494	< 49	

Course Structure and Assessments

The course is organized into weekly units. Each unit in the course is associated with three components: (1) before class preparation, (2) in-class participation, and (3) ongoing work on a course project (to be assessed via the submission of two papers):

Assessment category	Points	Percent	Deadline
Preparation and participation	200	20%	Weeks 1-12
Paper 1: Community in context	400	40%	Mar.3
Paper 2: Evidence-based applications	400	40%	Mar. 31
Maximum Total Points / Percent	1000	100%	-----

Preparation and participation

You are expected to attend class each week, on time, and ready for participation. To help you prepare for active participation, each weekly unit includes a set of readings, case studies, and/or reflection assignments. These materials introduce you to the weekly topic and prepare you for in-class participation. Class time will be used for interactive activities, discussions, and engagement with guest speakers. You can earn preparation and participation points by completing out-of-class preparation assignments and by actively participating during in-class activities. Specific preparation and participation opportunities will be posted on Quercus each week. You can opt into these points in various combinations up to a maximum of 200 points total.

- **Late preparation assignments.** Late preparation assignments are not accepted. If you miss a preparation assignment deadline you can make up for the points by participating in other preparation and participation elements throughout the term.
- **Absences / missed class.** If you miss a class, you cannot earn in-class participation points for that week. You can, however, make up for the points by participating in other preparation and participation elements throughout the term.
- **Missing a commitment-based opportunities.** Some of the preparation and participation opportunities in the course are commitment-based, meaning that these activities impact other people (e.g., volunteering to greet a guest speaker). For this reason, missing commitment-based opportunities are treated more seriously. If you must miss a commitment-based opportunity, you are required to provide the instructor with notice of cancellation at least 4 hours in advance (but preferably at least 24 hours in advance). The **first** time you cancel a commitment-based opportunity with advanced notice there is no penalty. The next time you cancel an opportunity and/or any time you cancel without notice, you will receive a penalty worth -100% of the value of that opportunity (i.e., points will be subtracted from your overall participation grade). If you miss more than two commitments, you will no longer be allowed to sign up for the commitment-based options for fulling your preparation/participation points. Exceptions will be made only when there are documented extenuating circumstances.

Papers

To provide you with a hands-on opportunity to apply the content of the course, you will pick a real or imaginary community of interest and identify a topic of social psychological interest that is central to members of that community. Two paper assignments challenge you to think at a deeper level about your community topic and potential evidence-based approaches for enacting change in that community.

- **Paper 1: Community in context** (400 pts, due by March 3) describes the community and its social-ecological context and identifies a topic of social psychological interest.
- **Paper 2: Evidence-based applications** (400 pts, due by March 31) discusses your identified topic within the framework of social psychological theory and research and examines an action plan for social change drawing on that literature.

Peer-review: Mid-way through the term, you will have an opportunity to participate in a peer review process to receive feedback on Paper 2. Participating in the peer review assignment is worth up to 30 participation points. To receive feedback you must:

- Turn in a solid draft of Paper 2 by **March 10**.
- Read and meaningfully review the paper of a peer by **March 17**.
- Revise your paper based on the peer feedback and submit it by **March 31**.

Late submission: The requirements for each paper will be posted early in the term. You are expected to start each paper early and work on it frequently. If you experience a last minute illness or qualifying event that warrants a paper extension you must follow the department's missed term work policies and submit evidence of adequate progress on your paper up until the onset of the illness/qualifying event. Otherwise a late penalty of 10% per day will apply. Extensions will be granted only for the length of the qualifying event (up to a maximum of a 7 day extension). Do not wait for extension approval to submit your paper. Please submit it as soon as possible after the missed deadline.

Plagiarism prevention: Each of the papers requires you to cite peer-reviewed empirical journal articles in support of your paper. These sources must be properly cited and referenced using APA-style. The Plagiarism Prevention Tutorial available on Quercus provides information on how to properly cite, paraphrase, and reference sources. You are responsible for knowing this information. Please carefully document your paper writing process. If you make a request for late submission and/or there are any concerns about your paper (academic integrity concerns or otherwise), you will be asked to provide documentation of your paper writing process (notes, articles, etc.).

Save and backup your work often: Please save and back up your work often and plan to submit each paper in advance of the deadline to allow time for trouble shooting. Technological mishaps do not count as a qualifying event for a paper extension.

Course Schedule

Please note: This schedule is subject to revisions with advanced notice from the instructor to best meet students' learning needs and to facilitate guest speakers. Please see the "Modules" section on Quercus for weekly unit details and activities.

UNIT 1 (Jan. 9): What is community?

- **Readings:** Course syllabus, welcome materials, and Lesson 1
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Jan. 9):** What is community?

UNIT 2 (Jan. 16): Social and community psychology

- **Readings:** Lesson 2, Howarth (2001), & Piff et al. (2018) pp. 57-63
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Jan. 16):** Introduction to social and community psychology
- **Paper progress:** Select a real or imaginary community and a paper topic

UNIT 3 (Jan. 23): Community in an ecological context

- **Readings:** Lesson 3 & Piff et al. (2018) pp. 63-86
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Jan. 23):** Community in an ecological context
- **Paper progress:** Start finding and reading articles for your papers

UNIT 4 (Jan. 30): Understanding structural inequality

- **Readings:** Lesson 4 & Piff et al. (2018) pp. 86-109
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Jan. 30):** Understanding structural inequality
- **Paper progress:** Describe the ecological context of your community topic

UNIT 5 (Feb. 6): Self in a community context

- **Readings:** Lesson 5 & Kang et al. (2015)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Feb. 6):** Self in a community context
- **Peer review option:** Submit Paper 1 by **Feb. 10**.

UNIT 6 (Feb. 13): Community narratives: Voices of lived experience

- **Readings:** Lesson 6 & article and case study analysis (see Quercus for options)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Feb. 13):** Community narratives: Voices of lived experience
- **Peer review option:** Submit your peer review by **Feb. 24**.

READING WEEK: NO CLASS FEBRUARY 20

UNIT 7 (Feb. 27): Knowledge translation

- **Readings:** Lesson 7 & Dovidio & Esses (2007)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Feb. 27):** Knowledge translation in a community context
- **Paper progress:** Please bring a copy of Paper 1 to class on Feb. 27.
- **Paper 1 is due no later than Sunday March 3 at 11:59pm**

UNIT 8 (Mar. 6): Intervention

- **Readings:** Lesson 8 & Walton (2014)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Mar. 6):** Intervention in a community context
- **Paper progress:** Please bring an intervention on your topic to class on Mar. 6

UNIT 9 (Mar. 13): Evaluation

- **Readings:** Lesson 9 & Mehl (2018)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Mar. 13):** Psychological research in the real world
- **Paper progress:** Please bring an evaluation on your topic to class on Mar. 13

UNIT 10 (Mar. 20): Self-advocacy and social change

- **Readings:** Lesson 10 & Tseng et al. (2002)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (March 20):** Self-advocacy and social change
- **Note:** March 24 is the last day to withdraw from the course without penalty

UNIT 11 (Mar. 27): “Allyship” and social change

- **Readings:** Lesson 11 & article and case study analysis (see Quercus for options)
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Mar. 27):** Self “allyship” and social change
- **Paper 2 is due no later than Sunday March 31 at 11:59pm**

UNIT 12 (Apr. 3): Reflections

- **Readings:** Lesson 12, course evaluations, & end of term survey
- **Preparation and participation:** See Quercus for options
- **Course Meeting (Apr. 3):** Reflections, presentations, and wrap-up

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups². Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [AccessAbility Services](#) as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

<https://www.utsc.utoronto.ca/~ability/>

Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the [UTSC Health and Wellness Centre](#).

² This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>.

Missed Term Work

As per the Psychology Departments' policy on missed term work: "All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

1. A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
2. Appropriate documentation to verify your illness or emergency, as described below.
3. **Please also see the course specific requirement noted below.**

Appropriate Documentation for Missed Term Work:

(NOTE: there are no tests in this course so policies for missed tests are not displayed)

For missed term work due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term work in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.
- For **religious accommodation**, submit the Missed Term Work Form, normally a minimum of three weeks in advance. Additional documentation is not required: <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

Exclusions: Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

COURSE-SPECIFIC REQUIREMENT: If you request an extension on a paper for the course, you must also directly submit to Dr. Bramesfeld a record of your progress on the paper up until the qualifying event occurred. Please note that it can take a week or more for extension requests to be approved. However, extensions will be granted only for the length of the qualifying event (typically corresponding with a 1 to 7 day extension). Do **not** wait for extension approval to submit your late paper. Submit your paper as soon as possible after the missed deadline! Any late penalties that are applied will be dropped if/when the extension request is received and approved.

Missed Term Work Documentation Procedure:

As per the Psychology Departments' policy on missed term work:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (**NOTE: This course does not have a final exam**) (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

AccessAbility Accommodations: Additional Information

If you are registered with the AccessAbility office to receive accommodations on papers, presentations, and/or assignments, I strongly encourage you to set up a meeting with me early in the term to go over your desired accommodations. You can access your Letters of Introduction through your online [myAIMS account](#). Once you are logged on, select the Accommodations tab. You will be able to view your Letters of Introduction and generate PDF copies for printing.

If you need to register for accommodations or need assistance, please go to the AccessAbility website: <https://www.utsc.utoronto.ca/~ability/index.html> and/or contact AccessAbility Services directly: Tel/TTY (416) 287-7560 or ability@utsc.utoronto.ca

Please note: This course encourages participation in the form of in-class group work, oral presentations, in-class activities, and written work. If you have concerns about any of these elements of the course and how they can fit into your accommodation plan, please schedule an appointment with me as soon as possible (preferably in the first week or two of the term) so that we can discuss accommodation options (kosha.bramesfeld@utoronto.ca).

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on Quercus.

Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Writing Support

Writing Centre

This course requires the submission of two term papers. Among other criterion, your papers will be assessed on their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: <https://www.utsc.utoronto.ca/twc/welcome>

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre

Because of its emphasis on written and oral communication, all students in this course are expected to exhibit a high level of “Academic English”. Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at: <http://www.utsc.utoronto.ca/eld/>

Note on academic integrity and paper writing services:

You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

Plagiarism Prevention Tutorial

The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments, papers, and presentations.

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a social psychology scholar.

Social Psychology

UTSC Psychology Department Website: <https://www.utsc.utoronto.ca/psych>

University of Toronto's Social and Personality Research Group:
<http://www.sprgutoronto.org/>

Psychology research laboratory opportunities: <http://tinyurl.com/jjq25t7>

Canadian Psychological Association, Social and Personality Section:
<https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/>

Social Psychology Network: <https://www.socialpsychology.org/>

Society for Personality and Social Psychology: <http://www.spsp.org/>

Academics³

UTSC Student Policies: <https://www.utsc.utoronto.ca/studentaffairs/student-policies>

UTSC Dates and Deadlines: <https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

Writing Services: <http://www.utsc.utoronto.ca/twc/>

Presentation Skills: <http://www.utsc.utoronto.ca/ctl/presentation-skills>

AccessAbility: <http://www.utsc.utoronto.ca/~ability/>

Health and Wellness: <http://www.utsc.utoronto.ca/hwc/>

Skill building, future planning, Academic Advising, Career Centre:
<http://www.utsc.utoronto.ca/aacc/>

For Winter 2019, March 24 is the deadline to drop courses without academic penalty.

³ I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.