



Community and Applied Social Psychology

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

Course Information

Course name: PSYD15H3F-LEC01. Current Topics in Social Psychology

Class time and location: Fall 2019, Tuesdays 1:00-3:00pm, IC 328

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.

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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 psychological sense of community, cultural narratives, social identity, intersectionality, poverty, structural inequality, mental health, 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. 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 and Ontario-based case studies.

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	Inadequate

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 community-engaged knowledge mobilization project. Project work will be assessed across four presentations and three papers.

Assessment category	Points	Percent	Deadline
Preparation and participation	10	10%	Weeks 1-12
In-class presentations (~4 x 5%)	20	20%	See schedule
Paper 1: Community profile	20	20%	Due Sept. 29
Paper 2: Theory and research	30	30%	Due Nov. 10
Final project submission	20	20%	Due Nov. 29
Maximum Total Points / Percent	100	100%	-----

Preparation and participation (10%)

The strength of a seminar course like this one is that it provides students with an opportunity to learn through discussion and hands-on activities. To make the most of this learning opportunity, you are expected to attend class each week, on time, and ready for participation. To help prepare you for active participation, each weekly unit includes a set of readings, an online module with links to videos and examples, and a preparation assignment that asks you to reflect on the preparation materials (see Quercus for details). These materials prepare you for in-class participation. **Preparation assignments must be submitted prior to class each week (by noon on Tuesday).**

No late preparation assignments or make-up participation will be allowed. Your mark will reflect the overall quality of your preparation and contribution to our course discussions. If you must miss a preparation assignment and/or cannot participate in a class meeting, you will be expected to increase the quality of your contributions in the weeks for which you can participate. In general, if you are not able to devote the time needed to regularly prepare for and attend our class you may wish to re-consider if this is the right time for you to take this seminar-based course.

Community-engaged knowledge mobilization project

To provide you with a hands-on opportunity to practice using social psychological theory and research to better understand and address social issues, you will work on a community-engaged project throughout the term. For the project, you will be asked to describe a real or imaginary community partner (i.e., organization, association, nonprofit agency, etc.) that works on behalf of a community that is personally and/or professionally important to you. You will then use social psychological theory and research to explore the dynamics of this community. Progress on your project will be assessed across four in-class presentations, two papers, and a final project submission, as outlined on the next page. (Please see Quercus for details).

In-class presentations (5% x 4 = 20%)

Throughout the term you will be expected to prepare a short synopsis of a specific aspect of your project and present that information to your classmates. Each presentation involves four parts: (1) submit an outline of your presentation before class, (2) deliver your presentation to your classmates, (3) provide feedback on your classmates' presentations, and (4) reflect on the experience. The tentative dates and topics for these presentations are outlined below (these details are subject to change based on external guest speaker availability; check Quercus for details):

- Presentation 1: Community context (tentatively Sept. 24)
- Presentation 2: Theory and application (tentatively Oct. 8)
- Presentation 3: Intervention and evaluation (tentatively Oct. 29)
- Presentation 4: Knowledge mobilization (last three weeks, Nov. 12-26)

Paper 1: Community profile (20%, due by Sept. 29)

For paper 1, you will be asked to provide a profile of the community partner and describe the social-ecological context of the identified community of interest.

Paper 2: Theory and research (30%, due by Nov. 10)

For paper 2, you will be asked to provide a literature review and analysis of how social psychological theory, research, and intervention could be used to better understand and empower the community partner and/or the community it serves.

Final project submission (20%, due by Nov. 29)

For your final assignment, you will prepare an artifact, such as a grant application, report, logic model, awareness campaign, infographic, video, poster, etc. that would have high practical importance for the community partner/community you identified. Your project will be assessed based on the quality and accuracy of the information, your effectiveness in communicating that information in a compelling way to your identified audience, and the usefulness of the tool for informing evidence-based practice.

Group option for the community-engaged project (optional)

Students who wish to work with others to complete all or some of the project requirements as a small group, rather than individually, should contact me early in the term to set up a meeting so that I can help you develop a group contract and progress plan that will meet the requirements of the project.

Missed Term Work

Missed preparation assignments and absences. This is a seminar-based course in which much of the learning occurs through in-class discussion. Because you must be present and prepared to benefit from these discussions, **no late preparation assignments or make-up participation will be allowed**. Your preparation and participation mark will reflect the overall quality of your preparation and contribution to our course discussions. If you must miss a preparation assignment and/or cannot participate in a class meeting, you will be expected to increase the quality of your contributions in the weeks for which you can participate. In general, if you are not able to devote the time needed to regularly prepare for and attend our class you may wish to re-consider if this is the right time for you to take this seminar-based course.

Missed presentations: Presentations occur within the context of small group discussions and are designed to provide you with timely feedback on your project work prior to the due date for each paper. As such, there is no equivalent way for you to make-up for these learning experiences. If you miss a presentation for a documented reason, you can follow the Psychology Department's policy for missed term work to request that the weight of the presentation grade be transferred to the relevant paper.

Late papers: The requirements for each paper will be posted well in advance before each deadline. You are expected to start these papers early and make steady progress on them leading up the deadline. If you experience an illness or qualifying event that warrants a paper extension you must follow the department's missed term work policies to request accommodation. **Otherwise a late penalty of up to 10% per day may apply.** Extensions will typically be granted only for the length of the qualifying event, usually no more than 1-3 days for each self-declaration of illness or 1-7 days for other qualifying events. Do not wait for extension approval to submit your paper. Please submit your work as soon as possible after the missed deadline.

Save and backup your work often: Internet outages and technological mishaps do **not** count as a qualifying event for a paper extension. 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. Please note that I will mark the document that you submit. Please double check that your submitted file matches the file you intended to submit. Extensions will **not** be granted for accidentally submitting the wrong document.

Campus closures / snow days: In the event of a campus closure, class discussions and activities will be moved online. Unless explicitly noted otherwise, the deadlines for the preparation assignments and papers will remain the same. See Quercus for details.

Psychology Department's Missed Term Work Policy

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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

Please note that there are no tests in this course. As such, the department's policies for missed term tests are not listed on this course syllabus.

Procedure:

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

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor 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.**
- You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.
- If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.
- 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.

Missed Accommodations

- If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

Course Schedule

Please note: This schedule is subject to revisions to best meet students' learning needs and/or to facilitate the scheduling of guest speakers. Please see the "Modules" section on Quercus for updates, announcements, and detailed week-by-week requirements.

UNIT 1 (Sept. 3): What is community?

- **Readings:** Course Syllabus; Lesson 1; McMillan & Chavis (1986)
- **Preparation:** Welcome Survey; Introduce yourself
- **Course Meeting:** What is a "community"?
- **Project work:** Read the assignment guidelines and choose a community partner

UNIT 2 (Sept. 10): Social psychology in a community context

- **Readings:** Lesson 2; Howarth (2001)
- **Preparation:** Is your community a "community"?
- **Course Meeting:** Social psychology in a community context
- **Project work:** Start learning more about your identified community partner

UNIT 3 (Sept. 17): Cultural narratives

- **Readings:** Lesson 3; Case & Hunter (2012); Hasford, J. (2016)
- **Preparation:** Whose voice? Critically evaluating cultural narratives
- **Course Meeting:** Cultural narratives and counterspaces
- **Project work:** Start synthesizing information into a community profile

UNIT 4 (Sept. 24): Communities in context

- **Readings:** Lesson 4; Christens et al. (2007)
- **Preparation:** Submit the outline for presentation 1
- **Course Meeting:** **Presentation 1 (community in context)**
- **Project Work:** **Paper 1 is due by Sept. 29 at 11:59pm**

UNIT 5 (Oct. 1): There is nothing so practical as a good theory

- **Readings:** Lesson 5; Jason et al. (2016); Walton (2014)
- **Preparation:** Finding social psychological theory and research
- **Course Meeting:** Using theory to inform practice
- **Project work:** Identify a social psychological topic and start finding articles

UNIT 6 (Oct. 8): Theory exchange

- **Readings:** Lesson 6
- **Preparation:** Submit the outline for Presentation 2
- **Course Meeting:** **Presentation 2 (theory exchange)**
- **Project work:** Reflect on how social psychological theory informs your topic

READING WEEK: NO CLASS ON OCTOBER 15

UNIT 7 (Oct. 22): Planning and intervention

- **Readings:** Lesson 7; Abdi & Mensah (2016); Snelling & Meserve (2016)
- **Preparation:** Finding interventions and evaluations
- **Course Meeting:** Logic models and program evaluation
- **Project work:** Find interventions and evaluations to present in class on Oct. 29

UNIT 8 (Oct. 29): Intervention and evaluation

- **Readings:** Lesson 8; Mehl (2018)
- **Preparation:** Submit the outline for Presentation 3
- **Course Meeting:** **Presentation 3 (intervention and evaluation exchange)**
- **Project work:** Write the literature review for Paper 2

UNIT 9 (Nov. 5): Knowledge mobilization

- **Readings:** Lesson 9; Dovidio & Esses (2007); 3M (2019)
- **Preparation:** Knowledge mobilization ideas
- **Course Meeting:** Scientific communication and evidence-based decision making
- **Project work:** **Paper 2 is due by Nov. 10 at 11:59pm**

UNITS 10-12 (Nov. 12, Nov. 19, Nov. 26): Social change

- **Readings:** Lessons 10-12; Tseng et al. (2002)
- **Preparation:** Submit the outline for Presentation 4
- **Course Meetings:** Guest speakers and final presentations (**presentation 4**)
- **Project work:** Complete work on your knowledge mobilization project

WRAPPING UP

- **Project work:** **The final project is due by Friday, Nov. 29 at 11:59pm**
- **Course evaluations:** Do not forget to complete the course evaluations!

Additional information

See Quercus Modules each week for details about the required readings and preparation assignments.

See Quercus to access the online lessons for each week. See the Library Course Reserves to access the assigned journal articles.

Check in with Quercus regularly to keep track of ongoing course requirements.

Nov 18 is the deadline to drop courses without academic penalty.

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 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>.

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.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.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.

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.

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/>

English Language Development Centre: <http://www.utsc.utoronto.ca/eld/>

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 Fall 2019, Nov 18 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.