



Current Topics in Social Psychology

Exploring current events from a social psychological lens

Course Information

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

Class time: Online, Wednesdays 11:00-1:00pm, see Quercus for details

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

Delivery: This is an online course. We meet synchronously (at the same time) on Bb Collaborate once per week on Wednesdays from 11:10am-1:00pm. Outside of class times, students work on independent readings, activities, and assignments. In addition to our two-hour class meeting time, you should plan to spend at least three hours per week on the readings, preparation activities, and assignments (for a minimum commitment of 5 hours per week).

Course Instructor



Course Instructor: Dr. Kosha Bramesfeld

Preferred mode of contact: Q&A discussion board; Quercus inbox

Email: kosha.bramesfeld@utoronto.ca

Meetings: Available by appointment via Zoom

Office hours: On Bb Collaborate immediately after class (1-2pm)

Course Description

In this course you will learn to use social psychological theories and research to better understand the current events happening in the world around you. Early in the term, we will discuss key events that have dominated news headlines in the prior 6 to 12 months and discuss what role social psychological theory and research might play in better understanding and addressing these issues. Together, as a class, we will select a few of these topics to be the focal point of the course. As part of a series of individual assignments and small group discussions, students will gather various sources of information to inform our understanding of how social psychological theory and research advances knowledge, understanding, policy, and intervention around these topics.

Readings and course materials

There is no assigned textbook. Materials for the course, including course announcements, online meeting links, assignment guidelines, and other resources will be posted on our course website on Quercus. For each week of the course, students will be expected to complete guided preparation assignments to find, summarize, and share sources of information on the selected topics. Details about these assignments will be posted on Quercus each week. In general, 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>

Learning Objectives

The primary objective of this course is to build students' social psychological literacy skills as global citizens capable of finding, critically evaluating, and applying social psychological theory, research, and practice in order to advance knowledge, understanding, policy, and intervention about the events that are currently impacting, and will impact, global citizens in the 2020s. In the process, students are expected to:

Critically evaluate the role of social psychology in addressing current events

1. Identify which events are impacting, and will impact, global citizens in the 2020s.^{W1-2}
2. Critically evaluate the role that social psychologists play in advancing new knowledge, understanding, policy, and interventions around current events.^{W3-4}
3. Articulate arguments for and against the position that social psychology should remain objective and politically neutral as a psychological science.^{W3-4}
4. Interrogate the cultural identities, backgrounds, and experiences of those who are advancing and using social psychological knowledge.^{W3-4}

Interrogate the role of the media in advancing social psychological knowledge

1. Critically evaluate the role of the media in disseminating psychological research.^{W2-3}
2. Critically evaluate media reports related to social psychology and interrogate the validity of the media claims against peer-reviewed empirical research findings.^{W3}
3. Interrogate the ethics of releasing research findings to the general public prior to those findings being subjected to proper vetting, peer review, and replication.^{W3-4}
4. Generate recommendations for improving scientific communication and knowledge mobilization around social psychological theory, research, and practice.^{W3-4,8-12}

Build social psychological literacy skills

1. Articulate ways that social psychology may be uniquely positioned to advance knowledge, understanding, policy, and intervention about the events that are impacting, and will impact, global citizens in the 2020s.^{W1-12}
2. Practice using existing social psychological theory, research, and practice to better understand the complexities of an identified current event from a social psychological perspective.^{W1-12}
3. Practice using existing social psychological theory, research, and practice to identify key theoretical mechanisms that may be driving various social psychological phenomenon in relation to an identified current event.^{W5-7}
4. Practice using existing social psychological theory, research, and practice to propose new research, interventions, and knowledge mobilization efforts in relation to an identified current event.^{W8-12}

Note. The subscripts listed at the end of each objective indicate the week(s) in which that learning objective is explicitly introduced and most directly addressed. (e.g., W1 = Week 1; W3,4 = Weeks 3 & 4)

Course Assessments and Grading

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 current events project. Work for this course will be based on the assessments outlined in the table below. Grades will be determined based on the [UTSC undergraduate grading scale](#).

Assessment Criterion

| Assessment category | Percent | Deadline |
|-----------------------------------------------------------|-------------|--------------|
| Engagement: Preparation and participation | 20% | Weeks 1-12 |
| Assignment 1: Article critique | 15% | Sept. 22 |
| Assignment 2: Theory paper & presentation | 20% | Oct. 18 |
| Assignment 3: Literature review & fact sheet | 30% | Nov. 1 |
| Assignment 4: Knowledge mobilization group project | 20% | Nov. 22 |
| Maximum Total Points / Percent | 100% | ----- |

Engagement: Preparation and in-class participation (20%)

In-class participation: 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. As such, active participation in our weekly online class meetings is a required and expected component of this seminar-based course. The course meets via Bb Collaborate on Wednesdays from 11:10am-1:00pm. You can participate in the class sessions via video, audio, and/or text chats. See Quercus for details.

Preparation assignments: To make the most of our class meeting time, you are expected to complete preparation activities in advance of class. The guidelines for these preparation activities will be posted on Quercus at least one week in advance of each class meeting. Most weeks, these assignments are due the night before class on Tuesday by 11:59pm. See Quercus for details.

Engagement points: The quality of your weekly preparation and in-class contributions will be marked out of 2 points per week (x 12 weeks = 24 points). Only the top 20 points will count towards your grade. As such, you can miss up to 4 points (in any combination) without penalty. You must submit a high quality preparation activity on time and actively participate in the class discussion to earn 2/2 points.

| Quality of preparation work submitted | Level of in-class participation | | |
|---------------------------------------|---------------------------------|----------------|----------|
| | Active / Strong | Passive / Weak | Absent |
| High quality (on time) | 2.00 pts | 1.50 pts | 1.00 pts |
| Low quality (on time) | 1.50 pts | 1.00 pts | 0.50 pts |
| *Late (high quality) | 1.50 pts | 1.00 pts | 0.50 pts |
| *Late (low quality) | 1.00 pts | 0.50 pts | 0.00 pts |
| Missing/not submitted | 1.00 pts | 0.50 pts | 0.00 pts |

Missed Opportunities

Late and missing preparation activities: Students must submit the preparation activities on time (by Tuesday at 11:59pm) to earn full credit. However, high quality late submissions will be accepted for partial credit up until the start of class time (Wednesday at 11:10am). Late activities will not be accepted for points once class time has started. However, you can miss up to 4 engagement points (in any combination) without it hurting your engagement grade.

Missed class meetings. Because of the discussion-based nature of the course, there is no way to directly make-up for a missed class meeting. However, you can miss up to 4 engagement points (in any combination) without it hurting your engagement grade. If you must miss class, you are encouraged to submit, on time, a high quality preparation activity as a way to earn partial credit for that week. See the engagement points table for details.

Note. The above accommodations are available for everyone in the course, without the need for documentation or formal request. Please do not submit Missed Term Work forms to the department requesting accommodation for missed preparation activities or class absences. These requests will be denied.

AccessAbility and other considerations. If you have concerns about meeting the preparation and participation requirements of this course due to AccessAbility concerns, time zone conflicts, extended illness, technology access, or other considerations, please contact Dr. Bramesfeld (via the Quercus inbox) as soon as possible so that we can discuss if alternative arrangements can be made for you to meet the participation requirements of this course.

Assignment 1. Article critique (10%, due Sept. 22)

Early in the term, you will be asked to find a media article that provides a summary of a research study related to a social psychological topic. For Assignment 1, you will find and read the original journal article and use this information to interrogate the validity of the media claims against the published research findings. See Quercus for guidelines.

Assignment 2. Theory paper and presentation (20%, due Oct. 18)

Early in the term, you will be assigned a social psychological review journal and asked to scan the table of contents of that journal to identify integrative reviews that might help our class members better understand one of the identified current events. For the paper, you will summarize the key informational points from the article and discuss how, exactly, it informs our understanding of the current event. You will then use your paper to produce a video that teaches your classmates about this information. These presentations will be reviewed and discussed in week 6 of the course. See Quercus for guidelines.

Assignment 3. Literature review and fact sheet (30%), due Nov. 1

For Assignment 3, you will expand your theory paper to write an APA-style literature review focused on the ways that a specific area of social psychology can contribute to the understanding of at least one aspect of one of the identified current events. The expectation is that your literature review will meaningfully cite and reference a minimum of 6 peer reviewed articles and will provide an important analysis of the current event from a social psychological lens. Based on the findings of your literature review, you should also prepare a single-spaced one page ‘fact sheet’ that summarizes the key take-away messages of your literature review. Plan on sharing and discussing this fact sheet with your classmates. See Quercus for guidelines.

Assignment 4. Knowledge mobilization group project (20%), due Nov. 22

Working in small groups, you will identify some of the key “take away” themes that emerged from your various group members’ literature reviews. You will then discuss who outside of the scientific community might benefit from knowing this information and why. Guided by social psychological theory and research, you will develop a strategy for communicating this information to your identified audience and you will develop a prototype of that communication strategy that you can share with the other members of the course (i.e., via podcast, informational video, news article, brochure, website, infographic, petition, letter to the editor, or some other means).

As a group, you will also be expected to submit a supporting document that outlines each of the following:

- **Purpose:** What information did you want to communicate and why?
- **Audience:** Who was your target audience and why were they selected?
- **Goals:** What were your goals in communicating this information to this audience?
- **Method:** Why did you choose the communication modality that you did? What theories and practices in social psychology shaped this approach? (Some good areas for consideration include information on cognitive biases, persuasion, information processing, impression management, etc.).
- **Evaluation:** From an evaluation standpoint, how will you know if these communication efforts were successful at meeting your stated goals?
- **References:** What sources of information helped shape your project?

The group project is worth 20% of your total course grade. Your grade on the project will be distributed as follows:

- Quality of the artifact (group grade, 5%).
- Quality of the supporting document explaining the artifact (group grade, 10%).
- Contribution to the Q&A sessions (individual grade, 5%).

Course Schedule

Listed below is the tentative schedule of readings and activities. This schedule is subject to change, in consultation with students, to best meet students' learning needs.

Week 1. Welcome to PSYD15

- **Readings:** Course syllabus, Murdoch (2016).
- **Preparation:** Introductions and current events (due Sept. 9; see Quercus).
- **Online class meeting 1:** Wed., Sept. 9, 11:10am-1:00pm (Bb Collaborate).

Week 2. Social psychology in the news

- **Readings:** Leach and Allen (2017); Kazak (2020).
- **Preparation:** Find and share a media article (due Sept. 15; see Quercus).
- **Online class meeting 2:** Wed., Sept. 16, 11:10am-1:00pm (Bb Collaborate).

Assignment 1. Article critique due by Sept. 22 (see Quercus for details)

Week 3. Understanding the gap between public opinion and science

- **Readings:** Ratele and Malherbe (2020); Dovidio and Esses (2007).
- **Preparation:** Assignment 1 Article critique (due by Sept. 22; see Quercus).
- **Online class meeting 3:** Wed., Sept. 23, 11:10am-1:00pm (Bb Collaborate).

Week 4. Ethical considerations

- **Readings:** Roberts et al. (2020); Viglione (2020); Xafis et al. (2020).
- **Preparation:** Ethical considerations (due Sept. 29; see Quercus).
- **Class meeting 4:** Wed., Sept. 30, 11:10am-1:00pm (Bb Collaborate).

Week 5. Social psychological theory

- **Readings:** van Zomeren et al. (2012).
- **Preparation:** Literature review reading list (due no later than Oct. 6; see Quercus).
- **Class meeting 5:** Wed., Oct. 7, 11:10am-1:00pm (Bb Collaborate).

Assignment 2. Theory paper and presentation due by Oct. 18 (see Quercus)

READING WEEK (Oct. 10 – 16): NO CLASS MEETING

Week 6. Theory discussions

- **Assignment 2:** Theory paper and presentation due by Oct. 18.
- **Preparation:** Review the assigned presentations (due by Oct. 21; see Quercus).
- **Class meeting 6:** Wed., Oct. 21, 11:10am-1:00pm (Bb Collaborate).

Week 7. Workshop: Theoretical integration

- **Literature search:** Search for articles that address the questions from Week 6.
- **Preparation:** Formulate evidence-based responses (due by Oct. 27; see Quercus).
- **Class meeting 7:** Wed., Oct. 28, 11:10am-1:00pm (Bb Collaborate).

Assignment 3. Literature review and 'fact sheet' due by Nov. 1 (see Quercus)

Week 8. Discussions: Theoretical integration

- **Assignment 3:** Literature review and fact sheet due by **Nov. 1**.
- **Preparation:** Review the assigned fact sheets (due by Nov. 4; see Quercus).
- **Class meeting 8:** Wed., Nov. 4, 11:10am-1:00pm (Bb Collaborate).

Week 9. Discussions: Knowledge mobilization and intervention

- **Readings:** Walton (2014); 3M (2019).
- **Preparation:** Share knowledge mobilization examples (by Nov. 10; see Quercus).
- **Class meeting 9:** Wed., Nov. 11, 11:10am-1:00pm (Bb Collaborate).

Week 10. Workshop: Knowledge mobilization and intervention

- **Information search:** Using social psychology to contextualize your strategy
- **Preparation:** Submit a draft of your mobilization strategy (by Nov. 17; see Quercus).
- **Class meeting 10:** Wed., Nov. 18, 11:10am-1:00pm (Bb Collaborate).

Assignment 4. Project paper and showcase due by Nov. 22 (see Quercus)

Note: For Fall 2020, Nov 23 is the deadline to drop courses without academic penalty.

Weeks 11 & 12. Project presentations and showcase

- **Preparation:** Review the showcases & post questions (by the flagged deadline).
- **Class meeting 11:** Project Q&A – see schedule on Quercus (Bb Collaborate).
- **Class meeting 12:** Project Q&A – see schedule on Quercus (Bb Collaborate).

Journal article readings

The assigned journal article readings for this course are listed below in the order that they are assigned. To access the articles, please see the Library Course Reserves link in our main course menu on Quercus.

Weeks 1&2. Murdoch, D. D. (2016). Psychological literacy: Proceed with caution, construction ahead. *Psychology Research and Behavior Management*, 9, 11.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.2147/PRBM.S88646>

Weeks 1&2. Leach, C. W., & Allen, A. M. (2017). The social psychology of the black lives matter meme and movement. *Current Directions in Psychological Science*, 26(6), 543-547.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1177/0963721417719319>

Weeks 1&2. Kazak, A. E. (2020). Psychology is an essential science: *American Psychologist* highlights the role of psychology in understanding and addressing COVID-19. *American Psychologist*, 75(5), 605-606. <http://dx.doi.org.myaccess.library.utoronto.ca/10.1037/amp0000682>

Week 3. Ratele, K. & Malherbe, N. (2020). What antiracist psychology does and does not (do). *South African Journal of Psychology*. Advance online publication. <https://doi.org/10.1177/0081246320947361>

Week 3. Dovidio, J. F., & Esses, V. M. (2007). Psychological research and public policy: Bridging the gap. *Social Issues and Policy Review*, 1(1), 5-14.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1111/j.1751-2409.2007.00002.x>

Week 4. Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*. Advance online publication. <https://doi.org/10.1177/1745691620927709>

Week 4. Viglione, G. (2020). Are women publishing less during the pandemic? Here's what the data say. *Nature*, 581(7809), 365-366. <https://doi.org/10.1038/d41586-020-01294-9>

Week 4. Xafis, V., Schaefer, G. O., Labude, M. K., Zhu, Y., & Hsu, L. Y. (2020). The perfect moral storm: Diverse ethical considerations in the COVID-19 pandemic. *Asian Bioethics Review*. Advance online publication. <https://doi.org/10.1007/s41649-020-00125-3>

Week 5. van Zomeren, M., Leach, C. W., & Spears, R. (2012). Protesters as "Passionate economists": A dynamic dual pathway model of approach coping with collective disadvantage. *Personality and Social Psychology Review*, 16(2), 180-199.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1177/1088868311430835>

*Students will find and share their own readings for Units 6 & 7 (see Quercus for details).

Week 8. Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, 23(1), 73-82.
<http://dx.doi.org.myaccess.library.utoronto.ca/10.1177/0963721413512856>

Week 8: 3M (2019). Scientists as storyteller guide: Expert advice for STEM communicators on how to make science stories more relatable.
<https://multimedia.3m.com/mws/media/1667242O/sosi-3-13-toolkit-pdf.pdf>

Missed Term Work Requests

Missed engagement points (absences and missed preparation assignments):

Missed classed meetings and missed preparation activities cannot be made up. However, you can miss up to 4 engagement points (in any combination) without it hurting your engagement grade. These accommodations are available for everyone in the course, without the need for documentation or formal request. Please do not submit Missed Term Work forms to the department requesting accommodation for missed or late preparation activities. These requests will be denied.

Late assignments: The requirements for each assignment will be posted well in advance before each deadline. You are expected to start these assignment 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.

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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS** or **SELF-ISOLATION**

REQUIREMENTS:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

NOTE: There are no terms tests for this course, so the information for missed term tests is not shown.

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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- 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** or **TERM TESTS** in **OTHER CIRCUMSTANCES:**

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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>).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

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 groups¹. 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](#).

¹ 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.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.

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.sprgtoronto.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/>

Academics²

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 2020, Nov 23 is the deadline to drop courses without academic penalty.

² 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.