

Community and Applied Social Psychology

PSYD10. Community and Applied Social Psychology

Course Information

Course name: PSYD10H3S-LEC01. Community and Applied Social Psychology

Prerequisites: PSYB10H3 and [0.5 credit at the C-level from PSY courses in the 10-series or 30-series] and [PSYB70H3 or (PSYB01H3) or (PSYB04H3)] and [PSYB07H3 or STAB22H3 or STAB23H3]. **Exclusions:** PSYD15H3 (if taken in Spring or Fall 2019)



Course instruction: Dr. Kosha Bramesfeld (she/her)

Class: Mondays from 3:10-5:00pm (see Quercus/ACORN for location)

Email: kosha.bramesfeld@utoronto.ca

Office hours: Mondays 1:30-2:30 PM and by appointment

Course Description

This course examines how social psychological theory and research can be applied 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 knowledge mobilization project.

Course website, readings, and materials

Readings for the course have been made available via the library reading list (see Quercus for access). Other materials for the course will be posted in the Modules section of 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 course materials on Quercus at least twice per week.

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 response to the Truth and Reconciliation Commission.

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.

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, which will be assessed via two papers.

Assessment category	Points	Percent	Deadline
Engagement: Preparation and participation	20	20%	Weeks 1-12
Paper 1 (Knowledge-mobilization draft)	40	40%	Due Nov. 5
Paper 2 (Knowledge-mobilization final document)	40	40%	Due Dec. 3
Total	100	100%	-----

Note. Letter grades will be assigned based on the [UTSC grading scheme](#). The bar for “excellent” work is set very high in this course. As a general principle, I do not assign A+’s on midterm work. If a student demonstrates consistent excellence across all course elements, a holistic grade of A+ may be awarded at the end of the term.

Engagement: Preparation and 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. To make the most of this learning opportunity, you are expected to attend our weekly class meetings prepared for active participation. Your engagement grade will be calculated out of **20 points**. Up to 20 points can be earned as follows:

Preparation assignments (x10). Preparation assignments are designed to prepare you for our in-class discussions. They also help you make steady progress on your knowledge mobilization project. As such, on-time, high quality completion is to your direct benefit. To give me time to review your submissions before class, they are due by **Sunday at 11:59pm**. On-time assignments will be assessed as “good” (1.0 pt), “pass” (0.65 pts), or “fail ” (0 pts) based on the quality of responses. Late preparation assignments (those submitted after 11:59 pm) will be accepted up until class time (i.e., Mon. at 3pm) for a maximum of 0.65 points. Preparation assignments are posted in advance on Quercus. Feel free to work ahead.

In-class participation (x12). We will use class time to build important knowledge and skills related to your projects. You will also have opportunities to share your project ideas with your classmates and to get feedback and suggestions on those ideas. As such, it is to your direct benefit to attend class, on time, and ready to engage each week. Participation will be marked as: on-time and fully engaged (1.0 pt), late or partially engaged (0.65 pts), or absent (0 pts).

Enhancement activities (x3). There are three optional enhancement activities (e.g., TCPS 2-Core ethics training, community interviews, and a final oral presentation). Each opportunity is worth 1 point. You can apply these extra points towards your engagement grade as a way to make-up for missed opportunities and/or to enhance your knowledge-mobilization project.

Accessibility, absences, and missed assignments: As outlined above, I will make available a total of 25 engagement points throughout the term. However, you only need 20 points to earn ‘full credit’ on the engagement component of the course. As such, there is built-in flexibility if you need to miss or be late to an occasional class or if you have missed some preparation points due to late submissions, poor performance, and/or missed assignments. Please reach out to me if you have any questions or concerns about the engagement component of this course.

Community-engaged knowledge mobilization project

For the project, you will analyze a social issue within the context of a specific community group, with whom you are personally and/or professionally connected. You will then use community sources, voices of lived experience, and social psychological theory and research to analyze the community and its issues and provide potential solutions and recommendations. You will summarize your analysis in the form of a dynamic Knowledge Mobilization (KM) Document addressed to a specific stakeholder. Progress on your project will be assessed across two papers:

- **Paper 1** (high-quality draft, 40% due Sunday, November 5 at 11:59 PM).
- **Paper 2** (final document, 40% due Sunday, December 3 at 11:59 PM).

Required paper content (see the Project and Paper Guidelines on Quercus for details)

	Paper 1 (draft)	Paper 2 (final)
Dynamic cover page (p. 1)	* Recommended	<input checked="" type="checkbox"/> Required
Foreword (p. 2)	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Introduction (starts on a new page)	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Community context	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Social issues analysis	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Evidence-based solutions	~ Optional	<input checked="" type="checkbox"/> Required
Recommendations	~ Optional	<input checked="" type="checkbox"/> Required
Citations and reference list (new page)	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Clear subheadings & paper organization	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
Dynamic formatting and images	~ Optional	<input checked="" type="checkbox"/> Required
Appendix: Interview questions (optional)	* If relevant	* If relevant

Required sources (see the Project and Paper Guidelines on Quercus for details)

	Paper 1 (draft)	Paper 2 (final)
Community sources; lived experience (general)	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
McMillan & Chavis; Howarth (course)	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
2+ qualitative articles (qualitative)★	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
2+ theoretical literature reviews (theory)★	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required
2+ community interviews (interviews) -OR- 2+ additional peer-reviewed articles (scholarly)★	* Recommended	<input checked="" type="checkbox"/> Required
2+ intervention studies (intervention)	~ Optional	<input checked="" type="checkbox"/> Required

★Articles must be peer-reviewed and carried full-text by the UTSC library to meet requirements.

Please see the Project Guidelines on Quercus for paper details and requirements.

Late papers: If you need to submit your paper late, please see the [missed term work policy](#) (outlined on the next page) to request a paper extension. Otherwise your work might not be accepted and/or a late penalty of up to 10% per day may apply.

Please note: The primary purpose of Paper 1 is for me to provide you with feedback on your written work prior to the final Paper 2 deadline. If you have not submitted Paper 1 to me by November 20 (at the absolute latest), I will not be able to grade and provide feedback on your draft prior to the final paper deadline. In that case, the weight of Paper 1 will be transferred to the weight of Paper 2 and your final KM document will be worth 80% of your total course grade.

Missed Term Work Policy

Engagement activities: There is no need to request accommodation on the engagement activities, as the accommodation policy has been built into the course and made available to all students. Specifically, I will make available a total of 25 engagement points throughout the term. However, you only need 20 points to earn 'full credit' on the engagement component of the course. As such, there is built-in flexibility if you need to miss or be late to an occasional class or if you have missed some preparation points due to late submissions, poor performance, and/or missed assignments (see the information about the [Engagement Activities](#)).

Paper 1 extensions: Students who require a one-time extension of up to 3 days on Paper 1 (for any reason) can request that extension document-free by emailing me to request a no-penalty extension. Students who require an extension of more than 3 days (for a maximum extension of up to two weeks) must email me proper documentation with their request (as outlined below). Otherwise a late penalty of up to 10% per day may apply. Please note, the primary purpose of the Paper 1 draft is for me to provide you with feedback on your written work prior to the final Paper 2 deadline. If you have not submitted Paper 1 to me by November 20, I will not be able to provide feedback on your draft prior to the Paper 2 deadline. In that case, the weight of Paper 1 will be transferred to Paper 2 and your final paper will be worth 80% of your total course grade.

Paper 2 extensions: As per university policy, "term work may only be accepted until the last day of the term". Short-term extensions of 1-5 business days can be granted only in rare cases and only with proper supporting documentation (as outlined below). After 5 business days, accommodations are only possible via the [Registrar's Office petition process](#).

Supporting documentation: If documentation is required (as outlined above), the following supporting documents will be accepted:

- **ACORN:** A screenshot of an [ACORN Absence Declaration](#) submitted to me (typically within **2 business days** of the missed work). Students may use the Absence Declaration tool to declare an absence once per term for a maximum of seven consecutive days.
- **ALTERNATIVE DOCUMENTATION:** Students who cannot declare on ACORN because they have already used their one declaration for the term, or because they missed the declaration window, will need to submit alternative documentation to me (typically within **2 business days** of the missed work). Examples include:
 - A [UofT Verification of Illness Form](#).
 - A death certificate or funeral announcement or similar document.
 - An Accommodation Letter or note from an AccessAbility consultant.
 - An email to me explaining why compassionate consideration is warranted.
- **CONFLICTS:** Because students can work on their papers in advance of deadlines (and/or around various scheduled events), academic conflicts, religious observances, and university-sponsored activities are typically not considered valid reasons for requesting a paper extension. With that said, in some cases, I might approve an extension request if there are extenuating circumstances that warrant unique consideration. This is especially true if I am notified in advance of the paper deadline (and certainly no later than within **2 business days** of the missed work).

Course Schedule

Pasted below is a tentative course schedule. This schedule is subject to changes to best meet students' learning needs. The dates in parentheses reflect our course meeting dates. A detailed list of weekly readings, preparation assignments, paper guidelines, and resources are available on Quercus. The preparation assignments are due no later than the day before class each week (i.e., **Sunday at 11:59 PM**).

Unit 1 (Sept. 11): Community and applied social psychology

- **Readings:** Syllabus; Bramesfeld et al. (2022); [Intro CPsy](#); [Intro CDev](#)
- **Preparation:** Welcome survey & introductions are due by Sun., Sept. 10 (see Quercus)
- **In-class activities:** Community and applied social psychology in context
- **Project work:** Read the project guidelines; choose an issue and community of interest

Unit 2 (Sept. 18): Community connections

- **Readings:** [Approaches & frameworks](#); McMillan & Chavis (1986, pp. 8-16)
- **Preparation:** Initial community ideas are due by Sun., Sept. 17 (see Quercus)
- **In-class activities:** Sense of community; community connections
- **Project work:** Start learning more about your identified community of interest

Unit 3 (Sept. 25): Describing communities

- **Readings:** [Describing communities](#); Howarth (2001)
- **Preparation:** Community complexities essay is due by Sun., Sept. 24 (see Quercus)
- **In-class activities:** Community complexities; finding qualitative articles
- **Project work:** Find sources; complete the [TCPS2-CORE](#); submit an interview plan

Unit 4 (Oct. 2): Analyzing social issues

- **Readings:** Finding and Citing Sources; [Analyzing Community Problems](#)
- **Preparation:** Reading list is due by Sun., Oct. 1 (see Quercus)
- **In-class activities:** Issues analysis; summarizing qualitative articles; project Q&A
- **Project Work:** Find sources; complete the [TCPS2-CORE](#); submit an interview plan

Reading week: No class October 9

Unit 5 (Oct. 16): Scholarly analysis

- **Readings:** [Qualitative research](#); Finding and Citing Sources
- **Preparation:** Qualitative research summary is due by Sun., Oct. 15 (see Quercus)
- **In-class activities:** Qualitative research exchange; understanding theory
- **Project Work:** Find sources; complete the [TCPS2-CORE](#); submit an interview plan

Unit 6 (Oct. 23): Theory exchange

- **Readings:** [Theories in Psychology](#); Finding and Citing Sources
- **Preparation:** Theoretical literature review summary is due by Sun., Oct. 22 (see Quercus)
- **In-class activities:** Theory exchange; putting theory into action
- **Project work:** Start outlining and writing Paper 1

Unit 7 (Oct. 30): Paper 1 writing workshop

- **Readings:** Paper 1 Guidelines; [Strategies for outlining a scholarly paper](#)
- **Preparation:** Paper 1 outline is due by Sun., Oct. 29 (see Quercus)
- **In-class activities:** Paper 1 Writing Workshop; Paper 1 Q&A
- **Project Work:** Finalize Paper 1

Paper 1 is due no later than Sunday, November 5 at 11:59pm

Unit 8 (Nov. 6): Evidence-based solutions

- **Readings:** [Choosing community interventions](#); Intervention examples ([Ch 11-18](#)).
- **Preparation:** **Paper 1 is due by Sun., Nov. 5 (see Quercus)**
- **In-class activities:** Finding and understanding community interventions.
- **Project work:** Look for community interventions.

Unit 9 (Nov. 13): Interventions and evaluation

- **Readings:** [Choosing community Interventions](#); [Experimentation and Validity](#)
- **Resources:** [Research Methods](#); Intervention examples ([Ch 11-18](#))
- **Preparation:** Intervention and evaluation summary is due by Sun., Nov. 12 (see Quercus)
- **In-class activities:** Evaluating interventions
- **Project work:** Continue finding interventions related to your topic

Unit 10 (Nov. 20): Developing recommendations

- **Readings:** [Adapting community interventions](#); [Planning Community Initiatives](#)
- **Resources:** [Community assets](#)
- **Preparation:** An outline of recommendations is due by Sun., Nov. 19 (see Quercus)
- **In-class activities:** Developing recommendations
- **Project work:** Respond to the Paper 1 feedback; last chance to submit an interview plan.

November 20 is the deadline to drop courses without academic penalty.

Unit 11 (Nov. 27): Putting it all together

- **Readings:** [3M. Scientists as storytellers guide](#)
- **Resources:** [Community assets](#)
- **Preparation:** A paper preparation and revision plan is due by Sun., Nov. 26 (see Quercus)
- **In-class activities:** Knowledge mobilization; scientists as storytellers.
- **Project work:** Respond to the Paper 1 feedback and start writing Paper 2.

Unit 12 (Dec. 4): Project showcase

- **Course evaluations:** **Do not forget to complete the course evaluations!**
- **Preparation:** **Paper 2 is due by Sun., Dec. 3 (see Quercus)**
- **In-class activities:** Class party and project showcase!
- **Project work:** Submit Paper 2; optional Oral Report

Paper 2 is due no later than Sunday, December 3 at 11:59pm.

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

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 offences in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Citing and referencing sources: This course includes a required reading titled *Finding, Citing, and Referencing Community and Scholarly Resources* (see Quercus to access this document). This document outlines tips and strategies for finding sources for your [Knowledge-Mobilization Project](#). It also outlines my expectations when it comes to citing and referencing sources. You will be held accountable for properly citing and referencing your sources throughout the term. Please also remember: if you cite and/or reference a source as part of your submitted work for this course, this is you stating that you have actually found and consulted that source. Be prepared to produce and explain any source that you cite within your course work.

University's Plagiarism Detection Tool. Normally, students will be required to submit their course papers to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their papers to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Artificial Intelligence (AI) tools. The use of generative artificial intelligence tools (including, but not limited to ChatGPT) **is strongly discouraged** in the preparation of your work for this course. Using generative AI tools has the potential to violate two key premises of academic integrity that are core to this course:

1. Your written work should reflect your own knowledge, understanding, and critical analysis. Asking anyone (or any tool) to do your work for you is an academic integrity violation. Be prepared to explain anything that you include in your work for this course.
2. If you cite and/or reference a paper in your work for this course, this is you stating that you have actually found and consulted that source. Be prepared to produce and explain any source that you cite within your course work.

Recording and/or distributing class materials. Recording, photographing, or distributing any aspect of this course, including (but not limited to) assignment prompts, paper guidelines, lectures, or resources – without (a) prior approval of all involved and (b) written approval from the instructor is not permitted. This includes (but is not limited to) entering assignment prompts or paper guidelines into generative artificial intelligence tools (such as ChatGPT) or other questionable “studying” services (such as CourseHero). For your own protection, you should also avoid entering your own written work into generative artificial intelligence tools (such as ChatGPT) because once you give a generative AI tool information, that information becomes part of the training/information database. Down the line, this could result in someone else passing off your work as their own (which could implicate you in an act of plagiarism/cheating without you even knowing it).

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.spratoronto.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/>

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.