

PSYC*6910, Course Outline: Winter 2021

General Information

**DUE to the ongoing COVID-19 pandemic, this course is offered in an alternative format.
Alternative Delivery Synchronous – AD-S Virtual: day and time for class lecture**

Course Title: Critical Approaches to Applied Social Psychology

Course Description:

The purpose of this course is to introduce students to theoretical and methodological resources for doing “critical” research in applied social psychology. The course will require students to reflect on what is meant by the term “critical,” and to bring their own observations and insights into dialogue with theoretical perspectives that question the nature of social and psychological reality. Though the course will cover approaches that are “applied” in the traditional sense, it will also focus on the potential role for critique in eliciting social change through such means as stimulating public debate, and informing substantive policy development.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: W21

Class Schedule and Location: Thursdays, 11:30am – 2:20pm; Microsoft Teams

Instructor Information

Instructor Name:	Dr. Jeffery Yen
Instructor Email:	iyen@uoguelph.ca
Office location and office hours:	By appointment

Course Content

Specific Learning Outcomes:

After successful completion of this course, students should:

1. develop an understanding of critical scholarship in social psychology as it has been applied to social issues and specific problems;
2. be able to use critical scholarship as a foundation for an analysis of research and practice in at least one domain of applied social psychology;
3. be able to select and argue for the value of a particular theoretical approach for social issues related to their own research programs;

4. be able to analyse the politics of psychological expertise and intervention;
5. develop reflexive awareness of their own role as psychological experts and its implications for their efforts to “apply” psychological knowledge to social issues.

Course format:

Each week, students will be required to read, and be prepared to discuss, one or more articles/books on that week’s topic. In the latter part of the course, students will be required to give presentations and lead discussion on their chosen research paper topic.

Class topics and schedule:

<i>14 January</i>	<i>Introduction and course overview</i>
<i>21 January</i>	<i>What do we mean by “critical”?</i>
<i>28 January</i>	<i>Theoretical resources I: Feminist theory</i>
<i>4 February</i>	<i>Theoretical resources II: Conduct of everyday life; Governmentality</i>
<i>11 February</i>	<i>Theoretical resources III: Decolonial and indigenous psychology</i>
<i>18 February</i>	<i>WINTER BREAK</i>
<i>25 February</i>	<i>Neoliberalism and psychology</i>
<i>4 March</i>	<i>Work, precarity and poverty</i>
<i>11 March</i>	<i>Racism</i>
<i>18 March</i>	<i>Climate change and psychology</i>
<i>25 March</i>	<i>What have we missed?</i>
<i>1 April</i>	<i>Student presentations</i>
	<i>Summary and conclusion</i>

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. Reader response essays x 4	Variable	20	1, 2, 3, 4, 5
2. Research paper	15 April	50	1, 2, 3, 4, 5
3. Presentation	1 April	10	2, 3
4. Class participation	N/A	20	1, 2, 3, 4, 5

Additional Notes:

1. *Reader response essays x 4:*
 - a. These (~1000 word) essays should provide a tightly argued response to the readings for that week. They should rely on a close reading of the texts. At the start of term, students will sign up for their four weeks to submit a response essay. Essays will be due via email to the instructor 48 hrs before class.
2. *Research paper (due April 15th):*

- a. The purpose of this assignment will be to write a proposal/essay of 12 – 15 pages on a particular social issue in which you select a theoretical approach, formulate a plan to study/intervene in it, and explain the research and rationale that informs it. The paper should include the following:
 - i. a detailed description of the issue/problem;
 - ii. a discussion of the research, theory and personal experience that pertains to it;
 - iii. a description of your proposed study/intervention and the rationale for it;
 - iv. a conclusion in which you critically reflect on your proposal and your learning.
 - b. Your paper will be assessed on the extent to which it addresses the following questions (which relate directly to particular course objectives):
 - i. what core assumptions and values underlie your proposed intervention/program?
 - ii. what particular theoretical approaches inform your proposed intervention/program?
 - iii. what are the roles of the psychologist(s) in your proposed intervention/program?
3. *Presentation (due April 1st):*
- a. In the last week of class, you will give a 20-minute presentation based on your research, reading, and thinking about your proposal/essay. This will be an opportunity to try out your ideas, stimulate discussion and debate, and get feedback from the class. You should also prepare some questions for the class to help them think through the issues with you (roughly 10 - 15 minute discussion).
4. *Participation in discussions:*
- a. Each week you will take turns in preparing discussion questions for the group, and leading the class discussion. Your grade will be based on the quality of meaningful engagement in class discussions. I expect students to attend every class, except in the case of emergencies, and to come prepared to discuss the assigned readings.

Course Resources

Required Texts:

Please see the accompanying reading list for details. This is a reading intensive course. All articles will be posted to Courselink.

Course Policies

Grading Policies

[Graduate Grade interpretation](#)

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

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Lectures held via Teams may be recorded for the purpose of review. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

Recording of Lecture Materials

The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions.

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and

development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

University Policies

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Academic Consideration

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

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

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

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

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

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

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

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is April 12, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

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

[Current Graduate Calendar](#)