

# PSYC\*3490, Course Outline: Fall 2022

## General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

**Course Title:** Social and Organizational Psychology

### **Course Description:**

In this course, you will learn about social and organizational psychology. A particular emphasis will be placed on learning about diversity, equity, and inclusion in the workplace. Topics include discrimination, stress, power, and income inequality. As you learn about team processes, you will put this into practice with group projects worth 26% of your final grade (group contract and three group work assignments).

**Credit Weight:** .5

**Academic Department (or campus):** Department of Psychology

**Semester Offering:** Fall 2022

**Class Schedule and Location:** ROZH 102

## Instructor Information

Instructor Name: Professor Leanne Son Hing

Instructor Email: sonhing@uoguelph.ca

Office location and office hours: Wednesdays 4-5pm via Teams, unless you'd like to meet in person, in which case, send me an email to let me know at least 24 hours in advance (MacKinnon Extension room 3010)

***Expectations about Email Communication:*** As a general rule, I will do my best to answer emails within 2 business days. I do not check or answer emails on Saturdays or Sundays. I prefer that you ask your questions during class so that everyone can benefit from the discussion. Only questions that can be answered simply (e.g., "yes" or "no", or with a short sentence) will be answered by email. Questions requiring longer answers will result in a request for you to talk with me directly. If the matter is private, please call during office hours to discuss.

## **GTA Information**

GTA Name: Ralitza Dimova

GTA Email: rdimova@uoguelph.ca

GTA office location and office hours: 10:30-11:20 Wednesdays, in person, location TBD or email to set up a Teams meeting

GTA Name: Rachel Appiah

GTA Email: appiahr@uoguelph.ca

GTA office location and office hours: by appointment via Teams

GTA Name: Rahul Patel

GTA Email: rpatel40@uoguelph.ca

GTA office location and office hours: by appointment via Teams

## **Course Content**

### **Specific Learning Outcomes:**

1. Depth and Breadth of Understanding: Successful students will learn about how social psychological phenomena and organizational processes affect people's experiences at work with a particular focus on inequalities.
2. Professional Behaviour: Successful students will demonstrate professional behaviour in that they are able to meet the responsibilities and deadlines associated with this course (attend class when reasonable to do so, submit assignments properly and on time, do readings in advance of class, study material, contribute positively to class discussion).
3. Teamwork: Successful students will demonstrate personal responsibility to the group, work collaboratively with others to maximize team performance, handle conflicts proactively, and be aware of their own and others' contributions and evaluate them fairly
4. EDI Understanding: Successful students will demonstrate knowledge of equity (E), diversity (D), and inclusion (I) issues for different groups in the workplace. They will understand the barriers to EDI and how to best achieve EDI. Students will reflect on their own forms of privilege and disadvantage, and practice respect for others' experiences and perspectives in team and class discussions.
5. Communication: Successful students are able to understand the readings, videos, and class lectures, and ask relevant questions and make insightful comments that move our discussions forward. They are able to communicate verbally and in written form in a clear, concise manner.

Class	Date	Topic	Reading
1	Th Sep 8	Introduction	
2	T Sep 13	Status & Stereotyping	McGee & Galinsky 2008
3	Th Sep 15	Power	McGee & Galinsky 2008
4	T Sep 20	Leadership	Rothmann & Cooper
5	Th Sep 22	Teams	Hackman 1998
6	T Sep 27	Prejudice and Discrimination	Waite 2021
7	Th Sep 29	Group Conflict & group contract	De Dreu 2008
8	T Oct 4	Inverted class 1 odd groups Gender & Influence	Carli 2006
9	Th Oct 6	Inverted class 1 even groups Gender & Influence	Carli 2006
10	Th Oct 13	Antisocial behaviour	Porath 2018 Ted talk
11	T Oct 18	Midterm	
12	Th Oct 20	Distributive Justice	Starmans et al 2017
13	T Oct 25	Procedural and Interactional Justice	Cropanzano et al 2007
14	Th Oct 27	Gender discrimination & Sexual harassment	Stamarski & Son Hing 2015
15	T Nov 1	Inverted class 2 odd groups Sexual Harassment	Fitzgerald & Cortina 2018; OHRC dress policy
6	Th Nov 3	Inverted class 2 even groups Sexual Harassment	Fitzgerald & Cortina 2018; OHRC dress policy
17	T Nov 8	Unethical behaviour	Ipsos Reid, Police policy, Eply & Kumar 2019
18	Th Nov 10	Stress	Tetrick & Winslow 2015
19	T Nov 15	Inequality and Social Mobility	Keith Payne 2020 Ted talk
20	Th Nov 17	Negative Responses to Diversity Management	Dover et al 2020
21	T Nov 22	Inverted class 3 odd groups Work Life Conflict	Lee et al 2021
22	Th Nov 24	Inverted class 3 even groups Work Life Conflict	Lee et al 2021
23	T Nov 29	Successful Diversity Management	J Williams 2021 Ted talk Inclusive Futures
24	Th Dec 1	Catch up, Final exam review	

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
70% (18/24) of classes attended	Sept 8-Dec 1	3	2 3 5
Hard copy of Personal information sheet due	Sept 20 1:00pm	2	2 3 4 5
Team contract	Sept 30 6:00pm	5	1 2 3 4 5
Inverted class 1 Individual responses Odd groups due Even groups due	Oct 4 1:00pm Oct 6 1:00pm	5	1 2 3 4 5
Group Work Assn 1 due	Oct 13 1:00pm	7	1 2 3 4 5
Peer review 1 due	Oct 13 6:00pm	3	2 3 4 5
Midterm exam	Oct 18 1:00pm	20	1 2 4 5
Inverted class 2 Individual responses Odd groups due Even groups due	Nov 1 1:00pm Nov 3 1:00pm	5	1 2 3 4 5
Group Work Assn 2 Odd groups due Even groups due	Nov 8 1:00pm Nov 10 1:00pm	7	1 2 3 4 5
Peer review 2 Odd groups due Even groups due	Nov 8 6:00pm Nov 10 6:00pm	3	2 3 4 5
Inverted class Individual responses Odd groups due Even groups due	Nov 22 1:00pm Nov 24 1:00pm	5	1 2 3 4 5
Group Work Assn 3 Odd groups due Even groups due	Nov 29 1:00pm Dec 1 1:00pm	7	1 2 3 4 5
Peer review 3 Odd groups due Even groups due	Nov 29 6:00pm Dec 1 6:00pm	3	2 3 4 5
Final exam	Dec 10 7-9pm	25	1 2 4 5

### **Additional Notes (if required):**

Midterm: You are responsible for readings (5 in total) and lectures for classes 1-7. The exam will consist of 5-8 short answer questions. You will have plenty of time to complete the exam. Make sure you have your student ID card and pen for writing the midterm. 20% weight

Final exam: You are responsible for readings (8 in total, 3 of which are very short), 3 videos and lectures for classes 10, 12-14, 17-20, 23-24. The exam will consist of 6-9 short answer questions. You will have plenty of time to complete the exam. Make sure you have your student ID card and pen for writing the midterm.

**Final examination date and time: Saturday December 10 7-9 pm**

**Final exam weighting: 25%**

### **Course Policies**

#### **Lecture Slides**

Only skeleton slides will be posted on Courselink. Their purpose is simply to provide you with a sense of structure for the class.

#### **Sharing of Course Material**

Students are not to share any course material (readings, lecture slides, lecture notes, assignments or exams) on electronic platforms. We will be monitoring websites.

#### **Grading Policies**

#### **Class Attendance**

Students are encouraged to attend class by making attendance worth 3% of your grade. It is in class that we will hold discussions and probe the course material. It is not possible to learn the material only from the readings and the skeleton slides posted on CourseLink. Because conflicts and illness can cause legitimate conflicts, only 70% attendance (18 classes) is required to pass this component of the course (pass/fail worth 3%).

#### **Personal information sheet**

Your responses are used to put you in teams that have the potential to be successful. So please be accurate and forthcoming in your responses. A grade of 2% is given for on time (Sept 20<sup>th</sup> 1pm), hard copy submissions, 1% for late submissions (up till 9:00pm on Sept 20 by email to sonhing@uoguelph.ca), thereafter a grade of 0% is given. Those who submit late are put in teams with others who submit late; those who fail to submit will be placed in a team with others who fail to submit.

#### **Team contract**

Your group will complete a contract clearly outlining how you will work together effectively. Each team is to complete one copy of their contract and submit electronically by **6:00pm Friday**

**Sept 30** on CourseLink. Grading is based on clear, detailed, thoughtful responses (5% of grade). Late assignments are docked 5% per day.

### **Inverted classes 123 Individual responses**

We will have three classes for each group with an inverted class format. You will do a reading in advance and respond to questions as individuals before the class. During our inverted classroom days, groups will engage in a group discussion and then a class-wide discussion that will lead. To make this manageable, the groups will be split across two classes – sit with your group. Please note that the deadlines and class dates vary based on your group number (odd vs. even groups) for each assignment. Please submit your individual responses electronically to CourseLink. These responses are graded by the TAs for accurate understanding of the readings, thoughtful insights, and clear written communication. Each assignment is worth 5% x 3 assignments = 15% of grade. Late submissions or no submissions receive a grade of 0%. TAs can dock marks for groups that repeatedly upload more than one copy of the assignment.

### **Group Work Assignments 123**

There are three group work assignments that you have one week to complete after your group's inverted class discussion. The assignment requires you to reflect on what you learned as a group. Your group's response will be graded for insightful, clear, well-written responses that bring together themes from the readings, lecture, and class discussion and that follow the formatting guidelines (e.g., max words). Each group submits one assignment electronically to CourseLink. Make sure you include a cover page with the GWA #, your group #, the name and student IDs of each person in the group. Ensure your group number is in the file name. Late assignments are docked 5% per day. TAs can dock grades for failure to format assignments, cover pages, and file names correctly or for repeatedly uploading more than one file per group.

**Each person's grade will be a function of (a) the group grade x (b) their peer assessment. So, for instance, if the group grade is 80% but your team members give you a grade of 50%, you receive a grade of 40%. (7% x 3 assignments = 21% of your grade).**

### **Peer reviews 123**

Five hours after your group work assignment is due, your peer review must be completed on PEAR. You will evaluate and provide feedback to your team members about (a) how your team worked together, (b) how your team can work more effectively in the future, and (c) your peer evaluation grade for each member's contribution to the written group assignment. There are three peer reviews worth 3% each, which equals 9% of your final grade. A grade of 3% is given for complete, accurate, on time submissions, 1% is granted for incomplete or late submissions (up to 24 hours after the deadline). Thereafter, a grade of 0% is given.

### **Course Policy on Group Work:**

Each person's grade for the Group Work Assignments will be a function of (a) the group grade x (b) their average peer assessment. Your peers will evaluate your level of responsibility and professionalism, your teamwork skills, your communication, and the quality of the work you contributed to the written assignment. These peer evaluations can drastically change your grade. For instance, if the group grade is 80% for a group work assignment but your team

members give you a grade of 50%, you receive a grade of 40%. (7% x 3 assignments = 21% of your grade).

## **Course Resources**

### **Other Resources:**

All readings and links required for this course will be made available on CourseLink.

Magee & Galinsky (2008). Social hierarchy: the self-reinforcing nature of power and status. *The Academy of Management Annals*, 21, 351-398. (34 pages of text)

Rothmann, S., & Cooper, C.L. (2022). *Work and Organizational Psychology* (3rd ed.). Routledge. <https://doi.org/10.4324/b22796> (16 pages of text)

Hackman, J. R. (1998). Why teams don't work. In R. S. Tindale, L. Heath, J. Edwards, E. J. Posavac, F. B. Bryant, Y. Suarez-Balcazar, E. Henderson-King, & J. Myers (Eds.), *Theory and research on small groups* (pp. 245–267). Plenum Press. (21 pages of text)

Waite, S. (2021). Should I stay or should I go? Employment discrimination and workplace harassment against transgender and other minority employees in Canada's federal public service. *Journal of homosexuality*, 68(11), 1833-1859. (21 pages of text)

De Dreu (2008). The virtue and vice of workplace conflict: Food for (pessimistic) thought. *Journal of Organizational Behaviour*, 29, 5-18. (11 pages of text)

Carli L.L. (2006). Gender issues in workplace groups: Effects of gender and communication style on social influence. *Gender and Communication at Work*. (9 pages)

Why being disrespectful to your coworkers is good for business. Christine Porath Ted Talk. (2018). (15 minute video/transcript available)

Starmans, Christina & Sheskin, Mark & Bloom, Paul. (2017). Why people prefer unequal societies. *Nature Human Behaviour*. 1. 0082. 10.1038/s41562-017-0082. (5 pages of text)

Cropanzano Bowen Gilliland (2007). The management of organizational justice. *Academy of Management Perspectives*, 21, 34-48. (12 pages of text)

Stamarki and Son Hing (2015). Gender inequalities in the workplace: The effects of organizational structures, processes, practices, and decision makers' sexism. *Frontiers in Psychology*, 6, 1-20. (14 pages of text)

Fitzgerald, & Cortina, L. M. (2018). Sexual harassment in work organizations: A view from the 21st century. In *APA handbook of the psychology of women: Perspectives on women's private and public lives* (Vol. 2, pp. 215–234). American Psychological Association.

<https://doi.org/10.1037/0000060-012> (14 pages)

Ontario Human Rights Commission policy position on sexualized and gender-specific dress codes (1 page)

Ipsos Reid. (2013). Four in Ten (42%) Employed Canadians Have Observed Some Form of Workplace Misconduct. (4 pages)

Police <https://policyoptions.irpp.org/magazines/august-2022/police-crimes-oversight/> (4 pages)

Epley, N. & Kumar, A. "How to Design an Ethical Organization," *Harvard Business Review*, May – June 2019, pp. 144 – 150 (4 pages).

Tetrick, & Winslow, C. J. (2015). Workplace Stress Management Interventions and Health Promotion. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 583–603. <https://doi.org/10.1146/annurev-orgpsych-032414-111341> (17 pages)

The psychology of inequality and political division. Keith Payne Ted Talk 2020 (12 minute video/transcript available)

Dover, T. L., Kaiser, C. R., & Major, B. (2020). Mixed signals: The unintended effects of diversity initiatives. *Social Issues and Policy Review*, 14(1), 152-181. 10.1111/sipr.12059 (23 pages)

Lee, Son Hing, L. S., Gnanakumaran, V., Weiss, S. K., Lero, D. S., Hausdorf, P. A., & Daneman, D. (2021). INSPIRED but Tired: How Medical Faculty's Job Demands and Resources Lead to Engagement, Work-Life Conflict, and Burnout. *Frontiers in Psychology*, 12, 609639–609639. <https://doi.org/10.3389/fpsyg.2021.609639> (13 pages)

Why corporate diversity programs fail—and how small tweaks can have big impact. Joan C.

Williams Ted Talk 2021. (15 minute talk with transcript)

Inclusive Futures: Indigenous Engagement in Canada's Workforce. (2020). (26 pages of text but lots of graphics)

## **University Policies**

### **Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a

teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is December 2, 2022. 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 Undergraduate Calendar](#)

### **Copies of Out-Of-Class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic Misconduct**

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

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.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **COVID-19 Safety Protocols**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

## **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

## **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.