

PSYC*3490, Course Outline: Fall 2025

General Information

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: This course examines how social and organizational psychology intersect to shape behavior, relationships, and outcomes in the workplace. Students will explore themes such as power, status, leadership, teamwork, conflict, discrimination, and diversity, considering how these processes both reinforce and challenge social hierarchies. Emphasis is placed on linking theory to practice: students will critically evaluate research, apply psychological frameworks to organizational issues, and reflect on the cultural and ethical dimensions of work life. Through lectures, discussions, and applied activities, the course develops the skills needed to analyze organizational challenges, engage with multiple perspectives, and translate social psychological knowledge into real-world solutions.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Fall 2025

Class Schedule and Location: Mondays, Wednesdays & Fridays, 3:30 PM - 4:20 PM
Guelph, LA 204

Instructor Information

Instructor Name: Hajar Soltan

Instructor Email: hsoltan@uoguelph.ca

Office location and office hours: 025 MacKinnon; Fridays: 4:30pm-5:30pm

GTA Information

GTA Name: Mohamed Hassan

GTA Email: mhasa06@uoguelph.ca

GTA office location and office hours: Thursdays, 4:30–5:30 PM (virtual; meetings must be scheduled in advance by email)

GTA Name: Brianna Martey

GTA Email: bmartey@uoguelph.ca

GTA office location and office hours: Wednesdays, 10:00–11:00 AM (in person or virtual; meetings must be scheduled in advance by email)

Classroom and Email Communication Protocols

Below are some guidelines to support clear, smooth, and efficient communication throughout the semester:

Respectful Conduct: Talking with those seated beside you during lecture disrupts the learning environment and distracts others. You are expected to maintain professionalism by reserving conversations for before or after class, or for designated discussion periods.

Ask questions in class whenever possible: If you are unsure about something, chances are others are too. Asking in class allows the response to benefit everyone and often sparks useful discussions.

Use your group discussions: Peers are often great resources; sometimes talking through questions with classmates in seminars clarifies things before you even need to ask me or the TAs.

Check CourseLink first: Most information (deadlines, rubrics, instructions) is posted online. Emails that duplicate CourseLink information will be redirected.

Email for short or personal matters: If you are requesting accommodation or sharing that you are facing challenges, there is no need to provide personal details. I am compassionate about student well-being and want to remove the pressure to overshare; simply let me know what support you need, and I will work with you to find a solution. If further documentation is needed, I will let you know.

Use office hours: Office hours are the best place for discussing readings, assignments, or study strategies in detail. Think of them as dedicated time for more meaningful academic support.

Response time: Emails are normally answered within 48 hours on weekdays. Messages are not monitored on weekends.

Grades: Direct grading questions to your TAs first, either during their office hours or by email if necessary.

Specific Learning Outcomes:

Students who successfully complete this course are expected to:

1. Demonstrate knowledge of key theories and research in social and organizational psychology.
2. Distinguish between concepts such as power, status and hierarchy, and explain their relevance to organizational life.

3. Recognize how prejudice, discrimination, and harassment shape workplace experiences and assess their impact on equity and inclusion.
4. Identify how both hostile and benevolent forms of bias reinforce social and gender hierarchies in organizations.
5. Evaluate the role of diversity and equity initiatives in fostering fairness, inclusion, and positive intergroup relations.
6. Apply course concepts to analyze and address real-world organizational challenges and workplace dilemmas.
7. Demonstrate openness to multiple perspectives, including cultural and intergroup viewpoints, when discussing social and organizational issues.
8. Engage critically with research and questions that connect theory, evidence, and practice.
9. Communicate ideas clearly and effectively in writing and class discussions.

Lecture Content:

Date	Topic / Activity	Assigned Readings	Assignments & Deadlines
Sep 5 (Fri)	Course Overview & Introduction	Course Outline	—
Part I: Core Processes in Groups and Organizations			
Week 1			
Sep 8 & 10 (Mon/Wed)	Applying Social Psychology to Organizations	Rast et al., 2015 Van Dick ,2001	—
Sep 12 (Fri)	Seminar 1		Notes for Seminar Guide #1 (Bring to Class)
Week 2			
Sep 15 & 17	Teams and Group Dynamics	Hackman, 1998 (pages 246-267 of the pdf document)	—
Sep 19	Seminar 2		Notes for Seminar Guide #2
Week 3			
Sep 22 & 24	Status, Stereotyping & Power	Magee & Galinsky, 2008	—
Sep 26	Seminar 3		Notes for Seminar Guide #3
Week 4			
Sep 29 & Oct 1	Leadership and Power	Turner et al., 2008	Critical Thinking Essay #1 due on Sep 29 by 11:59 PM.
Oct 3	Seminar 4		Notes for Seminar Guide #4
Week 5			
Oct 6 & 8	Conflict	De Dreu, 2007	—
Oct 8	No Class – Prep for Midterm: e.g., <i>Office Hours Available: 1:00–3:00 PM</i>		

Oct 10	Midterm Exam		
Week 6			
Oct 13–17	Reading Break (No Classes)		
Date	Topic / Activity	Assigned Readings*	Assignments & Deadlines
Part II: Theoretical and Applied Perspectives on Diversity and Inequality			
Week 7			
Oct 20 & 22	Gender Ideologies and Sexism	Lee et al., 2010; Stamarski & Son Hing, 2015	—
Oct 24	Seminar 5		Notes for Seminar Guide #5
Week 8			
Oct 27 & 29	Culture and Intergroup Relations	Brannon et al., 2017	—
Oct 31	Seminar 6		Notes for Seminar Guide #6
Week 9			
Nov 3 & 5	Diversity and Migrants' Labor Market Mobility	Berry, 2016; Sabzalieva et al., 2022	Critical Thinking Essay #2 due on Nov 3rd by 11:59 PM.
Nov 7	Seminar 7		Notes for Seminar Guide #7
Week 10			
Nov 10 & 12	Diversity Management	Guimond et al., 2014	—
Nov 14	Seminar 8		Notes for Seminar Guide #8
Week 11			
Nov 17 & 19	Theories Discrimination	Fibbi et al., 2021	—
Nov 21	Seminar 9		Notes for Seminar Guide #9
Week 12			
Nov 24 & 26	Experiences of Discrimination	Waite, 2021	Critical Thinking Essay #3 due Nov 24th by 11:59 PM.
Nov 28	Seminar 10		Notes for Seminar Guide #10 Seminar Reflection Survey due on Nov 28th by 11:59 PM.
Week 13			

Dec 1	Catch Up & Final Exam Review	—	
Dec 6 (Sat) Final Exam 11:30 AM–2:00 PM (Location TBA)			

Seminars

Seminars are a core component of this course, designed to move beyond passive learning and cultivate active engagement with social psychological theory. They take place **every Friday** and serve as a dedicated space for students to deepen their understanding of weekly readings through discussion and collaborative analysis.

At the start of each week, a Seminar Reflection Guide will be posted on CourseLink, containing 2-3 focused questions tied to the assigned readings. Students are expected to prepare written notes in advance and bring them to class. During the Friday session, students will work in small, assigned groups to share and compare responses, sharpening their ability to articulate arguments, challenge assumptions, and consider multiple perspectives. Each seminar concludes with a whole-class wrap-up led by the instructor to ensure that all students leave with a clear understanding of the main arguments from the readings and their relevance to real-life situations.

Course Assignments and Tests:

Assignment or Test	Due Date / Time	Contribution to Final Mark (%)
Critical Thinking Essay #1	Sept 29, 11:59 PM	15%
Midterm Exam	Oct 10 (in class)	15%
Critical Thinking Essay #2	Nov 3, 11:59 PM	15%
Critical Thinking Essay #3	Nov 24, 11:59 PM	15%
Seminar Reflection Survey	Nov 28, 11:59 PM	5%
Participation (Attendance & Engagement)	Ongoing – credit awarded for attending at least 70% of classes	5%
Final Exam	Dec 6, 11:30 AM–2:00 PM	30%

Assessment Details

1. Class Attendance and Participation (10%)

Attendance and participation are important components of this course because much of the learning happens through class discussions, seminar activities, and engagement with peers. Participation will be assessed in two parts:

- **Attendance (5%):** Students are expected to attend at least 70% of the 35 scheduled classes (a minimum of 25 classes). This policy is designed with compassion and flexibility in mind, recognizing that unexpected circumstances may arise during the semester such

as illness, personal responsibilities, or other challenges. If you are facing more significant or ongoing difficulties that may prevent you from meeting this requirement, please reach out to me as early as possible so that we can discuss appropriate supports or options available to you through the university.

- Seminar Reflection Survey (5%): In addition to attendance, students will complete one short online reflection survey, submitted to the CourseLink Dropbox by Friday, November 28th at 11:59 PM. Students will be asked to choose one seminar from the semester and provide a brief reflection on what they learned and how it influenced their perspective. A detailed description of the survey and grading rubric will be provided in a separate document on CourseLink.

Together, these two components (5% attendance + 5% reflection survey) make up the 10% participation grade.

2. Midterm and Final Exams (15% and 30%)

All exams will be in multiple-choice format, and you will have enough time to complete them. Please bring your student ID card and a pencil to both the midterm and final exams. The midterm exam will cover material from Part I (Weeks 1–5), including lectures, assigned readings, and seminar discussions. The final exam will be cumulative, with a stronger focus on material from Part II (Weeks 7–12). You are responsible for all course content, including lecture slides and notes, assigned readings, seminar activities, in-class discussions, and any supplementary materials such as videos.

Accommodations and Academic Consideration

To understand rules and regulations regarding examinations, students are encouraged to read the [Student's Responsibilities: Examinations](#). If you are unable to meet final exam requirements due to medical, psychological, or compassionate circumstances, please review the Student's Responsibilities in the Academic Consideration, Appeals and Petitions section of the Academic Calendar for guidance on next steps.

3. Critical Thinking Essays (15% each)

Students are required to submit three critical thinking essays. For each assignment, students will choose from several essay questions, with detailed instructions provided to guide their response. Essays must be 2–3 pages in length, plus a separate reference page, and formatted in double-spaced, 12-point Times New Roman font with one-inch (2.54 cm) margins. Each essay must cite the assigned reading identified in the question; no additional sources are required.

All citations and references must follow APA style. The essay questions will be posted weeks in advance to allow students sufficient time to prepare, and detailed instructions along with the grading rubric are available on CourseLink.

Essays must be submitted electronically via the Dropbox on CourseLink. Students are encouraged to review the essay questions before completing the assigned readings to guide their engagement with the material and to take notes as they go. Any questions about the assignments should be addressed in advance by booking a meeting with a TA or attending the instructor's office hours.

Course Resources

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this course.

Required Readings:

Rast III, D. E., Axtell, C., & McGlynn, S. (2016). (Re) Applying social psychology to organizational work, well-being, and leadership. *Journal of Applied Social Psychology*, 46(1), 3-6.

<https://doi.org/10.1111/jasp.12363>

Van Dick, R. (2001). Identification in organizational contexts: Linking theory and research from social and organizational psychology. *International Journal of Management Reviews*, 3(4), 265-283. <https://doi.org/10.1111/1468-2370.00068>

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)

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).

Turner, J. C., Reynolds, K. J., & Subasic, E. (2008). Identity confers power: The new view of leadership in social psychology. *Public leadership: Perspectives and practices*, 57-72.

De Dreu, C. K. (2008). The virtue and vice of workplace conflict: Food for (pessimistic) thought. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 29(1), 5-18.
<https://doi.org/10.1002/job.474>

Lee, T. L., Fiske, S. T., & Glick, P. (2010). Next gen ambivalent sexism: Converging correlates, causality in context, and converse causality, an introduction to the special issue. *Sex Roles*, 62(7), 395-404. <https://doi.org/10.1007/s11199-010-9747-9>

Stamarski, C. S., & Son Hing, L. S. (2015). Gender inequalities in the workplace: the effects of organizational structures, processes, practices, and decision makers' sexism. *Frontiers in psychology*, 6, 1400. <https://doi.org/10.3389/fpsyg.2015.01400>

Brannon, T. N., Taylor, V. J., Higginbotham, G. D., & Henderson, K. (2017). Selves in contact: How integrating perspectives on sociocultural selves and intergroup contact can inform theory and application on reducing inequality. *Social and Personality Psychology Compass*, 11(7)
<https://doi.org/10.1111/spc3.12326>

Berry, J. (2016). Diversity and equity. *Cross Cultural & Strategic Management*, 23(3), 413-430. <https://doi.org/10.1108/CCSM-03-2016-0085>

Sabzalieva, E., El Masri, A., Joshi, A., Laufer, M., Trilokekar, R. D., & Haas, C. (2022). Ideal immigrants in name only? Shifting constructions and divergent discourses on the international student-immigration policy nexus in Australia, Canada, and Germany. *Policy Reviews in Higher Education*, 6(2), 178–204. <https://doi.org/10.1080/23322969.2022.2096106>

Guimond, S., De La Sablonnière, R., & Nugier, A. (2017). Living in a multicultural world: Intergroup ideologies and the societal context of intergroup relations. In *European Review of Social Psychology: Volume 25* (pp. 142-188). Routledge.

Fibbi, R., Midtbøen, A.H., Simon, P. (2021). Theories of Discrimination. In: Migration and Discrimination. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-67281-2_3

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. <https://doi.org/10.1080/00918369.2020.1712140>

Other Resources:

Lecture slides will be made available online. Attending lectures regularly is important to do well in the course. The results of examinations and the grades for all assignments will be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and ensure the accuracy of your grades.

Course Policies

Sharing of Course Materials

Students may not share any course materials (e.g., lecture slides, lecture notes, readings, assignments, or exams) on electronic file-sharing or “cheating” platforms. The unauthorized distribution of course content undermines academic integrity and may constitute an academic offence. Websites will be monitored for unauthorized postings.

Use of Generative AI (e.g., ChatGPT)

The use of artificial intelligence tools for course assignments is not permitted unless explicitly authorized by the instructor. All written and oral assignments must reflect the student's own intellectual work and demonstrate the application of critical thinking and problem-solving skills. Submitting materials produced in whole or in part by AI without prior permission constitutes an

academic offence under the University's academic misconduct policy, either as plagiarism or the use of unauthorized aids.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. 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.

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:

[Academic Consideration, Appeals and Petitions](#)

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 Undergraduate Calendar:

[Academic Misconduct Policy](#)

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).

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](#)

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](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday November 28, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)