General Information


Course Description:
The overall aim of this course is to review some of the theoretical approaches and research in the field of applied social psychology with a particular focus on work aimed at generating intervention strategies intended to ameliorate social and practical problems. The course will also consider implications for social policy.

Credit Weight: 0.50
Academic Department (or campus): Department of Psychology
Semester Offering: Fall 2016
Class Schedule: Thursdays 8:30-11:20
Location: MCKN room 119

Instructor Information:
Instructor Name: Dr. Paula C. Barata
Instructor Email: pbarata@uoguelph.ca
Telephone: 519-824-4120 ext. 56562
Office location: MacKinnon Building Extension (MCKN) 3017
Office hours: Tuesdays 1-3

Course Content

Intended learning outcomes
1. Demonstrate the ability to critique and debate research that is used to develop and evaluate social psychological theory.
2. Evaluate the logic, rigorous development, and applicability of social psychological theory to intervention work.
3. Synthesize and communicate logical arguments related to social psychological research and theory.
4. Communicate constructive feedback to enhance debate and learning about complex research and theory in social psychology.
5. Apply social psychological theory to a number of different contexts including your own work.
6. Use social psychological theory in the development of a research or intervention proposal.
7. Show awareness and attention to similarities and differences in human behaviour, cognition, and emotion across cultures and from diverse perspectives.
8. Demonstrate key ethical principles and professionalism (including accountability and responsibility).
**Seminar Content:**
This is a seminar course, which will be led by one or two students each week. In many ways, it is a risky format because so much depends upon students’ willingness to contribute to class discussion. Often, instructors “motivate” students to contribute to class discussions by giving marks for class participation. I am not doing so. Instead, I trust that all of you will be active participants in the course.

Below is a list of reading, which must be completed before each class.

<table>
<thead>
<tr>
<th>Schedule of Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Sep. 10</td>
</tr>
<tr>
<td>Historical Roots of Applied Social Psychology</td>
</tr>
<tr>
<td>Issues in Applied Social Psychology</td>
</tr>
</tbody>
</table>
- Cialdini, R. B. (2009). We have to break up. *Perspectives on Psychological Science, 4*(1), 5-6.  
<p>| <strong>Week 2:</strong> Sep. 17  |
| The Use of Social Theory in Applied Social Psychology |
| <strong>Week 3:</strong>  |
| Social Thinking: Cognitive Dissonance  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
  • Have a quick look at this website: http://bread-n-butter-gf.com/  
<p>| Oct. 8     | Thought paper due                                | Social Influence: Compliance and Conformity                              |</p>
<table>
<thead>
<tr>
<th>Week 7: Social Relationships: Social Identity and Self-Categorization Theories</th>
<th>Oct. 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought paper due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8: Social Relationships: Gender</th>
<th>Oct. 29</th>
</tr>
</thead>
</table>

| Week 9: Interventions: Planning |
### Schedule of Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

**Week 12:** Policy Implications
Schedule of Readings

Nov. 26


Course Assignments and Tests:

<table>
<thead>
<tr>
<th>Assignment or Test</th>
<th>Due Date</th>
<th>Contribution to Final Mark (%)</th>
<th>Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Presentation #1</td>
<td>Varied</td>
<td>15%</td>
<td>1-4, 7-8</td>
</tr>
<tr>
<td>Seminar Presentation #2</td>
<td>Varied</td>
<td>15%</td>
<td>1-4, 7-8</td>
</tr>
<tr>
<td>Thought Papers</td>
<td>Oct 8 &amp; 22</td>
<td>5% each (20% total)</td>
<td>1-3, 5, 7-8</td>
</tr>
<tr>
<td></td>
<td>Nov. 5 &amp; 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>Dec. 7th (before noon)</td>
<td>50%</td>
<td>2-3, 5-8</td>
</tr>
</tbody>
</table>

Student Seminar Presentations (30%)

Each of you will be responsible for presenting on two of the topics covered. Topic selection will occur during the first class on September 10th. Your task during your two seminars will be threefold. First, you will provide a brief (10 minutes) summary of the readings. Second, you will prepare discussion questions for the class and distribute these to the class ahead of time. Third, you will guide class discussion.

Thought Papers (20%)

You will write four biweekly thought papers. The papers will be short (no more than two double spaced pages). You are free to write whatever you wish except that: (a) the papers cannot be simple summaries of the readings; (b) the papers should refer to the readings of that week and/or the week.

Thought papers can be on a variety of issues. A thought paper could consist of a critical evaluation of a week’s reading or it could link separate readings done on two consecutive weeks. The papers could also illustrate the principles discussed by using relevant examples from one’s life or could link the material under review with that of other courses. Thus, what you write about is somewhat up to you. The papers can be wide ranging, but they cannot be simple summaries of the readings. I expect to read some analysis or reflection on the material under study.

The thought papers must be handed in at the beginning of class starting October 8th. To be clear, papers must be handed in on the following dates: October 8th, October 22th, November 5th, and November 19th.
Final Paper (50%)

The paper can take one of three forms:

1) Design an intervention that is intended to have an impact on a particular social problem. The intervention must clearly incorporate social psychological theory and research. Be sure to provide, the context for the intervention (i.e., why is it needed; what has already been tried, how is it building on previous work?); the stakeholders and participants (i.e., who will care about this intervention and for whom is it intended); the components of the intervention (i.e., what is involved and why is it included). You should feel free to connect with a real stakeholder group in the community, but this is not necessary.

2) Design the evaluation of an existing intervention that is intended to have an impact on a particular social problem. The evaluation must include components that are intended to understand the social psychological processes through which the intervention is having its intended impact. You should feel free to connect with a real stakeholder group in the community that is already using the intervention or is developing the intervention, but this is not necessary.

3) Design a research study intended to further the development of an intervention idea. This will be a standard research proposal (i.e., intro, methods, planned analysis), but should have the clear goal of furthering the development of an intervention.

Regardless of the form you choose for your final paper, the development of the theoretical context of your paper is particularly important and will be weighed more heavily than the other components. The paper should be no more than 15 pages double spaced plus references.

Course Resources

Required Texts:
All of the articles in the schedule of readings can be found at the library.

The following books will be read in whole or in part and are on course reserve at the library:

  (Note: We are reading this entire book, so you may want to purchase it)

Recommended Texts:
The following are on course reserve at the library because they may prove useful to you in the completion of your final paper:


Other Resources:
Please visit the CourseLink site regularly to obtain important information and materials for this course (e.g., readings, grades, etc.).

Course Policies

Grading Policies

Please note that 10% will be deducted for each day that an assignment is late unless arrangements are made in advance.

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.

University Policies

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 appropriate section of 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 the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: 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 November 6th. For regulations and procedures for Dropping Courses, see the Academic Calendar: Current Graduate Calendar.