



PSYC12014 *Critical, Cultural and Social* *Psychology* Term 2 - 2018

Profile information current as at 19/08/2022 07:13 pm

All details in this unit profile for PSYC12014 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will explore the key social psychological concepts of the social self, prejudice, attitudes and attitude change, conformity, aggression, helping and relationships, with a specific focus on cultural, sexual, ability and gender diversity. You will explore concepts such as the social self from both mainstream and diverse perspectives, including that of Aboriginal Australians. You will build on the academic research and writing skills from your foundation units. You will develop your understanding of yourself and others, with the broader goal of greater inclusiveness. You will develop knowledge that will assist you to work respectfully with diverse clients and to undertake research that is ethical, inclusive and makes a difference in people's lives.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: successful completion of 36 unspecified credit points

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 10%

2. **Online Test**

Weighting: 30%

3. **Practical Assessment**

Weighting: 30%

4. **Online Test**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Red button feedback

Feedback

Large amount of assignment work

Recommendation

Reduction in assessment items/ workload

Feedback from Red button feedback

Feedback

Assessments did not connect well to unit material

Recommendation

Realignment of assessments to better reflect key issues

Feedback from Red button feedback

Feedback

Lecture PowerPoint slides were dull

Recommendation

Enhanced slide presentation

Feedback from Red button feedback

Feedback

Textbook hard to read/understand

Recommendation

Alter textbook to reflect mainstream approach

Feedback from Red button feedback

Feedback

Lectures not posted at consistent times

Recommendation

Lectures should be posted once a week at set times - or in advance where possible

Feedback from Red button feedback

Feedback

Discussion threads cut-off week-by-week

Recommendation

One on-going discussion thread should be maintained for the whole course

Feedback from Red button feedback

Feedback

Tutorials not well structured

Recommendation

Alternative to tutorial session should be considered

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate social and cultural psychology concepts from both mainstream and diverse perspectives.
2. Identify and describe the sociocultural and international contexts that influence individual differences in beliefs, values, and behaviour
3. Critically reflect upon and evaluate social psychological concepts, research and theories
4. Recognise how privilege, power, and oppression affects prejudice, discrimination, and inequity

These learning outcomes reflect the Graduate Attributes of the Australian Undergraduate Psychology Program.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 10%			•	
2 - Online Test - 30%	•	•		
3 - Practical Assessment - 30%				•
4 - Online Test - 30%	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•			
2 - Problem Solving				
3 - Critical Thinking			•	
4 - Information Literacy				
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence		•		•
8 - Ethical practice				
9 - Social Innovation				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 10%	•		•	•						
2 - Online Test - 30%				•						
3 - Practical Assessment - 30%	•			•						
4 - Online Test - 30%				•						

Textbooks and Resources

Textbooks

PSYC12014

Prescribed

Social Psychology: Australian and New Zealand edition

Edition: 1st (2015)

Authors: Saul Kassin

Cengage

Australia

ISBN: 9780170254298

Binding: eBook

Additional Textbook Information

Your textbook is available as an e-book as well as in hard copy. The e-book is cheaper, but not able to be sold second hand at the end of your course.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Danielle Every Unit Coordinator
d.every@cqu.edu.au

Schedule

What is Social Psychology - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Chapter 1 of Kassin et al "What is Social Psychology"	

The Social Self - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Chapter 2 of Kassin et al "The Social Self"	

The Social Self: Perspectives from people who are differently-abled - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3	Reading from Dunn "Identity and people who are differently-abled" (reading supplied on Moodle)	

The Social Self: How the internet is changing our concept of self - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4	Reading from Rafaela, Raban and Kalman "Social Cognition Online" (reading supplied on Moodle)	Journal summary Due: Week 4 Monday (30 July 2018) 9:00 am AEST

Stereotypes, prejudice and discrimination - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 4 of Kassin et al. "Stereotypes, prejudice and discrimination"	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Revision Week - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Revise and review the chapter readings and lectures from Weeks 1 to 5.	

Quiz 1 Covering Weeks 1 to 5 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz Weeks 1 to 5 Due: Week 7 Monday (27 Aug 2018) 9:00 am AEST

Conformity - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 6 of Kassin et al. "Conformity, Compliance and Obedience"	

Group processes - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 7 of Kassin et al. "Group Processes"	

Attraction and close relationships - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Chapter 8 of Kassin et al. "Attraction and close relationships"	Reflection on research participation Due: Week 10 Monday (17 Sept 2018) 9:00 am AEST

Attraction and close relationships: LGBTQI perspectives and experiences - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Reading from Clark et al "Relationships" (chapter provided on Moodle)	

Relationships: Aboriginal perspectives and experiences - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Reading from Dudgeon et al. "Identity, relationships and Aboriginal Australians" (reading provided on Moodle)	

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Revise and review chapter readings and lectures from Weeks 8 to 12	

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz Weeks 8 to 12 Due: Exam Week Friday (19 Oct 2018) 12:00 pm AEST

Assessment Tasks

1 Journal summary

Assessment Type

Written Assessment

Task Description

Assessment 1 introduction:

- Aggression is behaviour intended to harm another individual. Aggression occurs in our daily lives and includes words and acts from gossip to physical and verbal abuse.
- Violence is extreme acts of aggression. In 2011 there were almost 15,000 reported violent crimes in Australia.
- Social psychologists have long been interested in understanding aggression and violence.
- One theme in this research has been the link between violence in video games and violence enacted in real life. Are these linked?
- Your task is to read and critically review the journal article which explores the relationship between aggression and violent video games.

Assessment 1 instructions:

- Download the journal article from this url: <https://onlinelibrary.wiley.com/doi/epdf/10.1002/ab.21748>
- Write a critical summary of 250 words (+/- 10%). This does not include your references.
- Include a title page.
- Use appropriate APA formatting in-text. Include a reference page with correct APA formatting.
- An abstract is not required.
- Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. everyd.doc
- It is good practice to submit the assessment a couple of days before the due date to allow Turnitin to review your work.

Follow the assessment structure below. (The total for this assessment task is 10 marks.)

Introduction/Literature Review (2 marks)

- Outline the issue being investigated.
- Explain why this issue was important enough to research

Method (2 marks)

- Describe how many people were included in the study's sample and who made up the study's sample (i.e. why they were chosen, where they were from, their age)
- Describe the dependent variable(s).
- Describe the independent variable(s).

Results/Discussion (4 marks)

- Pick ONE of the main findings discussed in this section. Describe the finding AND what it means.
- Describe a strength of this study.
- Describe a limitation of this study.
- Describe a future direction for research noted by the authors.
- Summarise the overall conclusion of the article.

Assessment Due Date

Week 4 Monday (30 July 2018) 9:00 am AEST

Return Date to Students

Week 6 Friday (24 Aug 2018)

Weighting

10%

Assessment Criteria

Total possible of 10 points.

Introduction and literature review (2 points)

0 Not present or was not relevant to the journal article.

1 Issue was summarised, but only loosely applied to the journal article.

1.5 Issue summarised, Related clearly and effectively to the journal article

2 Issue concisely summarised, Related clearly and effectively to the journal article using original language and interpretation

Method (2 points)

0 Discussion on methodology not present or was not relevant to the journal article.

1 Methodology discussed but only loosely applied to the journal article.

1.5 Methodology discussed. Related clearly and effectively to the journal article

2 Methodology discussed. Related clearly and effectively to the journal article using original language and interpretation

Results / discussion (4 points)

0 Results / discussion not present or were not relevant to the journal article.

2 Results and discussion have been loosely summarised and relate to the journal article

3 Results and discussion are summarised and relate well to the journal article

4 Results and discussion are clearly and effectively summarised Related clearly and effectively to the journal article using original language and interpretation

APA formatting (2 points)

0 APA formatting not present

1 Attempt made with APA formatting but contained many errors

1.5 APA formatting contained few errors

2 Exceptional formatting with very few errors

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critically reflect upon and evaluate social psychological concepts, research and theories

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Quiz Weeks 1 to 5

Assessment Type

Online Test

Task Description

There are two online quizzes.

Both quizzes are completed via the Moodle site.

Quiz 1 opens on Friday 24 August at 9am and will close on Monday 27 August 9am

Quiz 1 will cover content from weeks 1-5.

Once you start the quiz, you have 40 minutes to complete all the questions.

There are 30 questions in each quiz - 6 questions from each week's reading (either a chapter from your textbook or a chapter from another textbook supplied by the lecturer).

At the end of 45 minutes the quiz will close and the system will submit all answered questions for grading.

Assessment Due Date

Week 7 Monday (27 Aug 2018) 9:00 am AEST

Return Date to Students

Week 7 Monday (27 Aug 2018)

Weighting

30%

Assessment Criteria

Each question is worth 1 mark.

The quiz will be automatically graded on submission.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Articulate social and cultural psychology concepts from both mainstream and diverse perspectives.
- Identify and describe the sociocultural and international contexts that influence individual differences in beliefs, values, and behaviour

Graduate Attributes

- Information Literacy

3 Reflection on research participation

Assessment Type

Practical Assessment

Task Description

Assessment 3 introduction:

- Social psychology has long been interested in the concept of attitudes - in particular how we can influence those attitudes which are related to stigma and prejudice towards others.
- One group of people who are often the target of negative attitudes are people experiencing homelessness.
- Your task is to participate in a research project on attitudes and attitude change and write a critical reflection of your participation.
- Reflection is thinking about something in a serious, deliberate way. It enables us to gain an understanding of how personal, social and cultural experiences and theory are related to practices such as research.

If you do not wish to participate in the research project, then you need to complete the alternative assessment - A 1200 word essay on the how media portrayals of people experiencing homelessness influence positive and negative attitudes towards homelessness.

Assessment 3 instructions:

- Log into and complete a research project (link to be provided)
- Write a reflection of 500 words (+/- 10%). This does not include your references.
- Include a title page
- Use appropriate APA formatting in-text. Include a reference page with correct APA formatting.
- An abstract is not required.
- Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. everyd.doc
- It is good practice to submit the assessment a couple of days before the due date to allow Turnitin to review your work.

Follow the assessment structure below. (The total for this assessment task is 30 marks)

Describe the experience you are going to be reflecting on. (10 marks)

- Outline what this study is about.
- Explain what you were asked to do as part of this study.

Analyse the experience. (10 marks)

- Describe your thoughts and feelings as you watched the video. What prompted these thoughts/feelings?
- Describe the thoughts and feelings as you completed the surveys. What prompted these thoughts/feelings?
- What about this experience challenged or reinforced your ideas about yourself?
- What challenged or reinforced your ideas about people experiencing homelessness?

Evaluate the experience. (10 marks)

- What was positive and negative about this experience?
- What will you draw from it?
- In what ways did it lead you to change or not change the way you respond to homelessness?
- In what ways did lead you to change or not change the way you think about homelessness?
- Do you think it was successful in changing your attitudes? In what ways/or not?
- What were the elements of the experience that helped you change or not change?

Assessment Due Date

Week 10 Monday (17 Sept 2018) 9:00 am AEST

Return Date to Students

Week 12 Friday (5 Oct 2018)

Weighting

30%

Assessment Criteria

Total possible of 30 points.

Describe the experience (8 points)

0 The description did not relate to the topic, was not summarised effectively or correctly.

4 The description loosely related to the topic and was summarised, but missed key points.

6 The description related to the topic, was summarised correctly. The summary covered most key points.

8 The description related clearly to the topic and was effectively summarised. The description was effectively covering all key points.

Analyse the experience (10 points)

0 Analysis was not present, did not relate to the participation.

5 Analysis included some reflection, but missed key components.

7.5 Analysis included comprehensive reflection, with some components lacking substance or depth.

10 Analysis is comprehensive, reflection showed insight and critical interpretation, all components covered.

Evaluate the experience (10 points)

Analysis was not present, did not relate to the participation.

5 Analysis included some reflection, but missed key components.

7.5 Analysis included comprehensive reflection, with some components lacking substance or depth.

10 Analysis is comprehensive, reflection showed insight and critical interpretation, all components covered.

APA formatting (2 points)

0 APA formatting not present

1 Attempt made with APA formatting but contained many errors

1.5 APA formatting contained few errors

2 Exceptional formatting with very few errors

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Recognise how privilege, power, and oppression affects prejudice, discrimination, and inequity

Graduate Attributes

- Communication
- Information Literacy

4 Quiz Weeks 8 to 12

Assessment Type

Online Test

Task Description

Quiz 2 opens on Wednesday 16 October at 9am and will close on Friday 19 October at 12pm

Quiz 2 will cover content from weeks 8 to 12.

Once you start the quiz, you have 45 minutes to complete all the questions.

There are 30 questions in the quiz - 6 questions from each week's reading (either a chapter from your textbook or a chapter from another textbook supplied by the lecturer).

At the end of 45 minutes the quiz will close and the system will submit all answered questions for grading.

Assessment Due Date

Exam Week Friday (19 Oct 2018) 12:00 pm AEST

Return Date to Students

Review/Exam Week Monday (8 Oct 2018)

Weighting

30%

Assessment Criteria

Each question is worth 1 mark.

The quiz is automatically graded on submission.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Articulate social and cultural psychology concepts from both mainstream and diverse perspectives.
- Identify and describe the sociocultural and international contexts that influence individual differences in beliefs, values, and behaviour

Graduate Attributes

- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem