# PSYC12014 *Critical Social Psychology*
## Term 3 - 2023

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 as they apply to mental illness, disability, sexuality and First Nations people. You will explore social psychological concepts from both mainstream and critical perspectives, including perspectives of First Nation Australians. In undertaking this unit, you will expand your understanding of yourself and others, enabling you to promote greater inclusiveness and ethical practice.

### 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
24 credit points and PSYC11010 or PSYC11009
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 3 - 2023

- Online

### 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. **Critical Review**
Weighting: 20%
2. **Learning logs / diaries / Journal / log books**
Weighting: 30%
3. **Written Assessment**
Weighting: 50%

## 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 SUTE

**Feedback**

Videos seen as out of date by some students

**Recommendation**

Continue to develop video materials, updating more of the unit materials for 2023 delivery.

### Feedback from SUTE Staff feedback

**Feedback**

Some students indicated dissatisfaction with group/peer learning activities.

**Recommendation**

Provide more information on the benefits of peer-based learning, and the need for psychology students to gain group work experience through participating directly in group activities with their classmates.

# Unit Learning Outcomes

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

1. Articulate social and critical psychology concepts from both mainstream and diverse perspectives
2. Identify the sociocultural contexts that influence individual differences in beliefs, values, and behaviour
3. Evaluate social psychological concepts, research and theories from a critical perspective
4. Explain 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

| — | N/A Level | ∘ | Introductory Level | ∘ | Intermediate Level | • | Graduate Level | ∘ | Professional Level | ∘ | Advanced Level |

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | **1** | **2** | **3** | **4** |
| **1 - Critical Review - 20%** | • | | • | |
| **2 - Learning logs / diaries / Journal / log books - 30%** | | • | | • |
| **3 - Written Assessment - 50%** | • | • | • | • |

## 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** | | | | |
| **10 - Aboriginal and Torres Strait Islander Cultures** | | | | |

## Textbooks and Resources

### Textbooks

PSYC12014

**Supplementary**

**Social Psychology: Australian and New Zealand edition**
2nd Australian and New Zealand edition (2015)
Authors: Kassin, S., Fein, S., & Markus, H.R.
Cengage Learning Australia
Melbourne , Victoria , Australia
ISBN: 9780170420563
Binding: Paperback

**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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Karen Luke** Unit Coordinator
k.luke@cqu.edu.au
**Cassy Dittman** Unit Coordinator
c.dittman@cqu.edu.au

## Schedule

**Week 1 - 06 Nov 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Critical social psychology. | Chapter 1 of prescribed text. Selected reading provided on Moodle. | |

**Week 2 - 13 Nov 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Study support for Assessment 1. | Read information on Assessment 1. | |

**Week 3 - 20 Nov 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The social self. | Chapter 2 of prescribed text. | |

**Week 4 - 27 Nov 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| Disabled people. | Selected reading provided on Moodle. | |

**Vacation Week - 04 Dec 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

**Week 5 - 11 Dec 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Mentally ill people. | Selected reading provided on Moodle. | **Critical Review of Seminar Paper: 'On Being Sane in Insane Places'** Due: Week 5 Friday (15 Dec 2023) 5:00 pm AEST |

**Week 6 - 18 Dec 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Stereotypes, prejudice and discrimination. | Chapter 4 of prescribed text. | |

**Vacation Week - 25 Dec 2023**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

**Week 7 - 01 Jan 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Social influence. | Chapter 6 of prescribed text. | |

**Week 8 - 08 Jan 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Gender and sexuality. | Chapter 8 of the prescribed text. | |

**Week 9 - 15 Jan 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Social relations | Chapters 9 and 10 of prescribed text. | |

**Week 10 - 22 Jan 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Relationships: Aboriginal perspectives and experiences | Selected reading provided on Moodle. | **Critical Reflexive Learning Diary** Due: Week 10 Thursday (25 Jan 2024) 5:00 pm AEST |

**Week 11 - 29 Jan 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Critical community psychology. | Reading from Ch 12 of prescribed text with supplementary reading provided on Moodle. | |

**Week 12 - 05 Feb 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Study support for Assessment 3. | Continue working on assessment 3. | **A Critical Analysis of Heteronormativity in Historical Psychological Perspectives on Sexuality** Due: Week 12 Monday (5 Feb 2024) 5:00 pm AEST |

## Assessment Tasks

# 1 Critical Review of Seminar Paper: 'On Being Sane in Insane Places'

**Assessment Type**
Critical Review

**Task Description**
**Discuss the significance of David Rosenhan's 1973 paper "On Being Sane in Insane Places" to critical social psychology. How did this study challenge traditional notions of mental illness in mainstream psychology?**

In this assessment, you will explore a critical social psychological perspective through reviewing the 1973 paper by David Rosenhan. This has become a very influential study in the field of critical social psychology and made a major contribution to the Psychiatric Survivors' Movement and other civil rights movements of people labelled with a mental illness. The Rosenhan study has also had an impact on mainstream psychology that has been broad and polarising. It has had a particular impact on psychological theories and practices regarding mental health and mental illness. In this essay you will draw upon materials covered in the first four weeks of the unit to show your understanding of the cultural and political context and consequence of diagnosing people with a mental illness.

- The length of the assessment must not exceed 800 words.
- Text should be word-processed and follow APA 7 style for layout.
- Use Arial font and double spacing.
- You must include a reference section at the end of the assessment. Referencing and citations should be in APA 7 format.

**Assessment Due Date**
Week 5 Friday (15 Dec 2023) 5:00 pm AEST

**Return Date to Students**
Week 8 Friday (12 Jan 2024)
Marks and feedback will be returned approximately 2 to 3 weeks after submission.

**Weighting**
20%

**Assessment Criteria**
The full marking criteria will be in the form of a detailed marking rubric available on the Moodle site. The criteria reflected in that rubric will be on how well you: present a summary of the Rosenhan paper and its reception by the Psychiatric Survivor Movement; relate the findings of the Rosenhan paper to mainstream psychology's approach to the topic of mental illness; and elaborate on the relationship between the Rosenhan paper and a critical social psychological perspective on mental illness.

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Submit via Moodle in Microsoft Word format (other file types will not be accepted).

**Learning Outcomes Assessed**

- Articulate social and critical psychology concepts from both mainstream and diverse perspectives
- Evaluate social psychological concepts, research and theories from a critical perspective

# 2 Critical Reflexive Learning Diary

**Assessment Type**
Learning logs / diaries / Journal / log books

**Task Description**
Critical social psychology is an area of the discipline of psychology which offers us the opportunity to adopt a more

subjective, reflexive relationship to theory and practice. In Critical Social Psychology the objective, neutral stance of the psychologist is rejected in favour of a subjective, partisan stance. Assessment Two offers you an opportunity to develop or re-engage with those reflexive skills through the practice of diary keeping. Reflexivity is different from reflectivity. Reflective means thinking about one's own thoughts, feelings and actions. Reflexive means thinking about one's own thoughts, feelings and actions through the eyes of another. For this assessment, you will engage with reflexivity through the eyes of the various writers whose work we will discuss during the unit.

For the first eight teaching weeks, you should keep a weekly diary of your learning. The diary will contain two sections. In the first section you should summarise what you have learnt from that particular week (e.g., week 1) in the form of a summary of the ideas contained in, for example, the teaching videos, content covered by any required or suggested reading and the topics discussed during the online tutorial for that week. This should be a concise summary and be no longer than 125 words.

The second section will be your critical reflexions on that material in relation to what you learned about the role of social cultural factors in psychology, how your understanding of social support and social power has either been consolidated or changed during that week and what dilemmas or inconsistencies you have identified in your understanding of psychology's approach to particular social issues. You should approach this task as an exercise of considering your own thoughts, feelings and actions through the perspective of the different approaches we cover that week. This section should be no longer than 275 words.

Once you have completed eight weeks of diary entries (one entry per week for the first eight teaching weeks), you will choose the two diary entries that you feel best meet the marking criteria. Pick you best work and submit those two diary entries in one document. The other six logs should be included as a appendix to that document but will not be assessed. The length of the assessment must not exceed 800 words (this word count does not include your appendices).

- Text should be word-processed and follow APA 7 style for layout.
- Use Arial font and double spacing.
- You must include a reference section at the end of the assessment. Referencing and citations should be in APA 7 format.

**Assessment Due Date**
Week 10 Thursday (25 Jan 2024) 5:00 pm AEST

**Return Date to Students**
Week 12 Friday (9 Feb 2024)
Marks and feedback will be returned approximately 2 to 3 weeks after submission.

**Weighting**
30%

**Assessment Criteria**
The marking criteria will be in the form of a detailed marking rubric available on the Moodle site. The criteria laid out in the rubric will assess you on how well you are able to: identify and describe the socio-cultural contexts that impact two key areas of social psychological enquiry; recognise how privilege, power and oppression impact upon the social practices of prejudice and discrimination and the social context of inequity; identify the personal dilemmas you face and inconsistencies of beliefs you have in relation to social psychological topics and how well you think through possible resolutions for these; and, attain knowledge about key social psychological concepts by sifting and sorting through complex areas of the research literature. Your mark will be based on how well you address the following criteria:

- Review the key content of a teaching week: 30%
- Interrogate the social and cultural context of a key piece of mainstream psychological theory or practice: 40%
- Analyse the vested interests behind that mainstream psychological theory or practice: 30%

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Submit via Moodle in Microsoft Word format (other file types will not be accepted). Only submit one document (containing the two diary entries for grading and the other six as an appendix).

**Learning Outcomes Assessed**

- Identify the sociocultural contexts that influence individual differences in beliefs, values, and behaviour

- Explain how privilege, power, and oppression affects prejudice, discrimination, and inequity.

# 3 A Critical Analysis of Heteronormativity in Historical Psychological Perspectives on Sexuality

**Assessment Type**
Written Assessment

**Task Description**
Essay writing is one of the key skills used by critical social commentators. It is the medium that offers the opportunity to fully engage with and communicate your critical thinking on important social issues. Throughout history, skilled essay writers have been among the most important agents of social change as essays combine literary skills with research skills to produce written texts that can create sufficient social and political ruptures to enable progressive social change. For example, the essays of Gore Vidal have influenced the peace movement, James Baldwin's essays influenced the black civil right movement, the essays of Simone de Beauvoir influenced the women's movement and so on. So, be inspired by the prospect of writing an essay, don't be daunted by it.

Once you become skilled at essay writing, it can become a means for you to find your 'academic voice' – a style of argument that both conforms to the conventions of academic practice but also has a unique quality that reflects your disposition, your life experiences, and your particular way of seeing the world. The convention that you will follow will be: to cite evidence to support your arguments; to provide citations and references to the literature from where that evidence comes; to structure your essay with an introduction, main text body and conclusion (no abstract required); and, to identify and defend against the counter arguments and counter claims that are made in relation to your own arguments and claims.

Your voice comes through with the way you express your ideas. The more you stay away from citing long quotes, the less you paraphrase the work of others, and the less reliant you are on AI technologies like ChatGPT to write for you, the more space you will have to hone your skills and develop your own writing style.

This assessment changes each term the unit is delivered and in this term your task is to undertake a comprehensive examination of the concept of heteronormativity within the context of psychology's past treatment of human sexuality. The task involves critically evaluating how psychological theories or practices in the past have reinforced and perpetuated heteronormative norms and beliefs related to sexual orientation and behaviour. This involves considering both critical psychological perspectives and perspectives from the LGBTQI+ movement.

Here is a breakdown of what this essay task entails:

- **Heteronormativity:** You should focus on the concept of heteronormativity, which is the societal assumption that heterosexuality is the default and preferred sexual orientation. You should explore how this concept has been embedded in psychological theories and practices in the past.
- **Critical Analysis:** You should approach the topic critically. This means you should engage in analysis rather than description. Your analysis should be in-depth, focusing on of how psychology, in the past, has helped to reinforce heteronormative norms. This might involve discussing instances where non-heterosexual orientations have been marginalised or ignored within psychology. You can use theories from critical social psychology and social psychology to help you with this analysis.
- **Historical Perspectives:** You should examine the historical context, including key psychological theories or practices that relate directly to the topic of human sexuality. This may include influential figures like Sigmund Freud, or key approaches like evolutionary psychology, that played an important role in shaping the discipline of psychology and what it has said about sexuality.
- **Consequences and Implications:** You should consider some real-world consequences and implications of promoting heteronormativity in psychology. You can, for example consider how mainstream psychology may have contributed to discrimination, stigma, or to limiting our understanding of diverse sexual orientations.
- **Analysis of power:** While the focus is on historical work in mainstream psychology, you also should consider how that work remained current for as long as it did and how the legacy of that work might have an ongoing negative impact. You should use theories and concepts on social power from critical social psychology or social psychology here.

In essence, this essay task challenges you to engage in a thoughtful and critical examination of the historical roots of heteronormativity in psychology and its implications for our understanding of sexuality. It encourages you to question the prevailing norms and biases in the field and to persuasively challenge mainstream psychology to play a greater role in promoting a more inclusive and equitable perspective on human sexuality.

**Important points:**

- The length of the assessment must not exceed 1200 words.
- Text should be word-processed and follow APA 7 style for layout.
- Use Arial font and double spacing.
- You must include a reference section at the end of the assessment. Referencing and citations should be in APA 7 format.

**Assessment Due Date**
Week 12 Monday (5 Feb 2024) 5:00 pm AEST

**Return Date to Students**

Marks and feedback will be returned approximately 2 weeks after submission.

**Weighting**
50%

**Assessment Criteria**
With this being the main piece of assessment, the marking criteria will cover all the unit's learning outcomes. The marking criteria will be in the form of a detailed marking rubric available on the Moodle site. The criteria laid out in the rubric will assess how well you are able to: identify how heteronormativity has impacted culture and the resistance against heteronormativity; articulate how heteronormativity impacted psychology in the past; critically reflect on how psychology sought to promote a more socially progressive approach to sexuality; and, recognise the real world consequences of heteronormativity.

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Submit via Moodle in Microsoft Word format (other file types will not be accepted).

**Learning Outcomes Assessed**

- Articulate social and critical psychology concepts from both mainstream and diverse perspectives
- Identify the sociocultural contexts that influence individual differences in beliefs, values, and behaviour
- Evaluate social psychological concepts, research and theories from a critical perspective
- Explain how privilege, power, and oppression affects prejudice, discrimination, and inequity.

# 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