PSYC12014 *Critical Social Psychology*
Term 3 - 2024

Profile information current as at 02/07/2025 10:55 am

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 - 2024

- 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 Self reflection.

Feedback

While many students benefit from learning activities provided during tutorial sessions, not all students are taking advantage of these opportunities.

Recommendation

Implement an upgraded video streaming production workflow with a new hardware video switcher to enhance the quality of live online tutorials and tutorial recordings. This updated setup will include the integration of multiple presenter cameras, dynamic Zoom chat overlays, and improved video quality for both live streaming and recorded content.

Feedback from Student feedback (comments on SUTE student teacher evaluation).

Feedback

Student feedback was received that not all students could attend tutorials and felt they may have been disadvantaged.

Recommendation

Communicate more clearly to students that the introduction and conclusion sections of tutorials, which summarise the key content discussed in the class, are recorded. Teaching materials will be developed to provide more specific examples to students on how they can engage with their peers in order to have a similar learning experience to students who are able to engage in live tutorial classes

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

Prescribed

Social Psychology (Australia and New Zealand edition)
(Australia and New Zealand edition) (2015)
Authors: Kassin, S., Fein, S., Markus, H. R., McBain, K. A., & Williams, L. A.
Cengage
Melbourne , Victoria , Australia
ISBN: 9780170420563
PSYC12014

Supplementary

Critical Social Psychology
Edition: n/a (1997)
Authors: Ibanez, T., & Iniguez, L.
Sage
London , UK
ISBN: 9780761952893

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

Cassy Dittman Unit Coordinator
c.dittman@cqu.edu.au

Schedule

Week 1 - 04 Nov 2024

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

Week 2 - 11 Nov 2024

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

Week 3 - 18 Nov 2024

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

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Disabled people.	Selected reading provided on Moodle.	

Week 5 - 02 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mentally ill people.	Selected reading provided on Moodle.	

Week 6 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stereotypes, prejudice and discrimination.	Chapter 4 of prescribed text.	**Debate Script on the Relevance of the Rosehnam (1973) Paper** Due: Week 6 Monday (9 Dec 2024) 9:00 am AEST

Week 7 - 16 Dec 2024

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

Vacation Week - 23 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Week - 30 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 06 Jan 2025

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

Week 9 - 13 Jan 2025

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

Week 10 - 20 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Relationships: Aboriginal perspectives and experiences.	Selected reading provided on Moodle.	**Critical Reflexive Learning Diary** Due: Week 10 Monday (20 Jan 2025) 9:00 am AEST

Week 11 - 27 Jan 2025

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 - 03 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Debate Script on the Relevance of the Rosehnam (1973) Paper

Assessment Type
Critical Review

Task Description
Devise an argument for a debate against the motion: the David Rosenhan's 1973 paper is no longer relevant to the field of psychology because it is now over 50 years old and things are different now.
Your task is to write a script for a presentation you will give to a debating society. You have a maximum of 10 minutes to speak. To make sure you do not go over time, your script should be no more than 800 words in length. **This is a written script only.** You are not being asked to submit any slides and you will not be required to present your script orally, although reading it out to someone else would be an excellent way of proofreading your script before you submit it. The focus of the debate you are preparing your script for is on the 1973 paper by David Rosenhan called 'Staying Sane in Insane Places'. The debate is on a motion that states the Rosenhan paper is no longer relevant to psychology. You will be arguing **against** that motion.
The Rosenhan paper has been very influential 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 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 assignment, 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 and how that understanding points to the continued relevance of the Rosenhan paper.
Important information:

- The length of the assessment must not exceed 800 words.
- Your writing style should adopt a conversational tone: use simple, clear language that sounds natural when spoken. Avoid jargon and overly complex sentences.
- Your assignment should be text only, be word-processed and follow the APA style for layout.
- Use should use Arial font and double spacing.
- You are not required to include citations to the literature, but if you do you must include a reference section at the end of the assessment. Referencing and citations should be in the APA format.

Use of Generative AI:
For this assessment, you **may** elect to use Generative AI to help you:

- Supplement teaching resources provided on the unit to help you further understand the concepts discussed (such as those related to opposing views of mental illness) as well as finding and understanding background literature and resources related to the topic.
- Check the grammar, punctuation, and syntax of your written work.
- Enhance the vocabulary of your writing and submitted assessment.
- Manage the word count of the assessment.

You are **not** permitted to use Generative AI technology to:

- Help you summarise the Rosenhan paper.
- Help you relate the Rosenhan paper to opposing views of mental illness.
- Elaborate on the challenges posed by the Rosenhan paper for mainstream psychology.

Assessment Due Date
Week 6 Monday (9 Dec 2024) 9:00 am AEST

Return Date to Students
Week 9 Monday (13 Jan 2025)

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 broadly reflected in that rubric will be on how well you capture controversies around the concept of mental illness and on how well you demonstrate your communication skills, critical thinking skills and research skills. You will be specifically assessed on your ability to effectively and critically present a critical analysis of the concept of mental illness.

- 20% of your mark will depend on how you present a summary of the Rosenhan paper and its reception by the Psychiatric Survivor Movement.
- 30% of your mark will depend on how you relate the findings of the Rosenhan paper to mainstream psychology's approach to the topic of mental illness.
- 50% of your mark will depend on how you 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 teaching weeks), you will choose the two diary entries that you feel best meet the marking criteria. Pick your best work and submit those two diary entries in one document. The other six entries should be included as an 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 appendix).

- 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.

Use of Generative AI
For this assessment, you **may** elect to use Generative AI to help you:

- Check the grammar, punctuation, and syntax of your written work.
- Enhance the vocabulary of your writing and submitted assessment.
- Manage the word count of the assessment.

You are **not** permitted to use Generative AI technology to:

- summarise the content of a teaching week for your diary entry.
- draw out the social and cultural context of a piece of mainstream psychological theory.
- analyse the vested interests behind that mainstream psychological theory or practice.

Assessment Due Date
Week 10 Monday (20 Jan 2025) 9:00 am AEST

Return Date to Students
Exam Week Monday (10 Feb 2025)

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.

- 30% of your mark will depend on how you review the key content of a teaching week.
- 40% of your mark will depend on how you interrogate the social and cultural context of a key piece of mainstream psychological theory or practice.
- 30% of your mark will depend on how you analyse the vested interests behind a key piece of mainstream psychological theory or practice.

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 Critical Discussion of Disability and Impairment in Psychology

Assessment Type
Written Assessment

Task Description
How can psychology more closely align with the Disability Movement? A critical discussion of the historical and contemporary positioning of psychology on the topic of impairment.
Essay writing has been one of the key skills used by critical social commentators. It is the medium that offers you 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 influenced the peace movement, James Baldwin's essays influenced the black civil right movement, the essays of Simone de Beauvoir wrote 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 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 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 assignment changes each term the unit is delivered and in this term your task for this assignment is to undertake a comprehensive examination of the concept of impairment and disability within the context of psychology's past treatment of disabled people. The task involves critically evaluating how psychological theories or practices in the past have reinforced and perpetuated disablism. This involves considering both critical social psychological perspectives and perspectives from the disability movement.

Here is a breakdown of what this essay task entails:

- Disablism: You should focus on the distinction between the medical and social models of disability.
- Critical Analysis: You should approach the topic critically. This means you should engage in analysis rather than description and your analysis should be in-depth, focusing on of how psychology, in the past, has helped to reinforce ableist norms. This might involve discussing instances where disabled people's lives and experiences have been pathologized 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 disability. This may include influential figures, or key approaches that have played an important role in shaping the discipline of psychology and what it has said about disability.
- Consequences and Implications: You should consider some real-world consequences and implications of ableism in psychology. You can, for example consider how mainstream psychology may have contributed to discrimination, stigma, or to limiting our understanding of disabled people's lives.
- 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 ableism in psychology and its implications for our understanding of disability and impairment. 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 disabled peoples' lives.

Important Information:

- 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.

Use of Generative AI:

For this assessment, you **may** elect to use Generative AI to help you:

- Supplement teaching resources provided on the unit to help you further understand the concepts discussed (such as those related to the topic) as well as finding and understanding background literature and resources related to the topic.
- Check the grammar, punctuation, and syntax of your written work.
- Enhance the vocabulary of your writing and submitted assessment.
- Manage the word count of the assessment.

You are **not** permitted to use Generative AI technology to help you:

- Identify the specific cultural and political context that you present.
- Articulate your chosen psychological approach.

- Develop and present your critical reflections on your chosen psychological approach.
- Select and articulate the mechanisms of social power that maintain the status quo regarding the topic.

Assessment Due Date
Week 12 Monday (3 Feb 2025) 9:00 am 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 of the unit's planned 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 you on how well you are able to: identify how ableism has impacted culture and led to the rise of the disability movement; articulate how ableism impacted psychology in the past; critically reflect on how psychology needs to promote a more socially progress approach to disability; and recognise the real-world consequences of it not doing so..

- 25% of your mark will be on how you identify the cultural and political context.
- 10% of your mark will be on how you articulate a particular psychological approach.
- 25% of your mark will be on how you critically reflect on that approach.
- 40% of your mark will be on how you recognise how social power maintains the status quo.

There will not be a separate marking criterion related to your written expression (such as the clarity of your writing and your avoidance of spelling and grammatical errors), but implicit to each element of the marking criteria will be an assessment of your writing skills (i.e., if you present an idea poorly because of writing errors, you will not pick up as many marks as you would if you were to present that same idea written well).

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