

**Syllabus for: 2013S-Psych 30-E1979-Herrera-Thomas  
Social Basis of Behavior**

<b>Semester &amp; Year:</b>	Spring 1013
<b>Course ID and Section Number:</b>	E1979
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	TTH 2:50-4:15
<b>Location:</b>	CA 113
<b>Instructor's Name:</b>	Deanna Herrera-Thomas
<b>Contact Information:</b>	Office location and hours: CA 133 11:30-12:30 M-Th. Phone:476-4307 Email:Deanna-Herrerathomas@redwoods.edu

**Course Description (catalog description as described in course outline):**

Course Description

The scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research, theory, and practical applications will be covered. This course addresses social issues using current events to illustrate social-psychological constructs. Students will be given the opportunity to apply social psychological concepts to actual classroom experiences that demonstrate the social influences at play on behaviors and on internal cognitive events. The course canvasses the history of the field of social psychology. This is a college level course, and students will be expected to read and write at the college level.

**Student Learning Outcomes (as described in course outline) :**

**Student Learning Outcomes:**

1. Demonstrate the ability to identify and differentiate central processes of social cognition and their role in at least one of the following: the construction of self and identity, the experience of emotion, intimacy and attraction, group process, social influence, attitude formation and change, prosocial and aggressive behavior, and intergroup relations.
2. Analyze the impact of society and culture on human diversity, especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values.
3. Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability apply them to hypothetical and/or real life situations found in a variety of contexts.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students

Programs and Services. Students may make requests for alternative media by contacting DSPS.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

## 2013S-Psych 30-E1979 Social Basis of Behavior: Psychology 30

**Spring 2013 TTH 1:15-2:40 CA 113**

Dr. Deanna Herrera-Thomas

e-mail [Deanna-Herrerathomas@redwoods.edu](mailto:Deanna-Herrerathomas@redwoods.edu) phone:476-4307

Office : CA 133

Aronson, E., Wilson, T., & Akert, R. (2012). Social Psychology 8<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall.

**Important Dates: If you would like to drop then drop before or on Jan. 28/2013**

### Course Description

Social psychology is the scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This course will explore the foundational aspects of the field including relevant research, theory, and practical application. This course will give students the opportunity to apply social psychological theory to actual classroom and life experiences that exemplify social influences on behavior.

### Course Objectives

This course provides an introduction to the exciting field of social psychology. The primary goal of this course is to familiarize you with the fundamental research-based principles of social psychology. Although this may not always be an easy task, we will try to enjoy accomplishing this goal (as far as I know no student has ever died as a result of taking this course). Learning is usually a good deal of fun in this course, and mutual participation in activities and discussions will enhance the experience and deepen your understanding of the material. Additional outside of class group work will be required in order to provide opportunities to build skills by working together to successfully complete tasks and to apply your learning to real world situations.

### *Student Learning Outcomes*

1. **Demonstrate the ability to identify and differentiate central processes of social cognition and their role in at least one of the following: the construction of self and identity, the experience of emotion, intimacy and attraction, group process, social influence, attitude formation and change, prosocial and aggressive behavior, and intergroup relations.**
2. **Analyze the impact of society and culture on human diversity, especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values.**
3. **Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability apply them to hypothetical and/or real life situations found in a variety of contexts.**

## IMPORTANT NOTES

The schedule is a tentative general outline of how we will cover the chapters but may not be adhered to depending upon the timing of class events, discussion and presentations.

- It is critical that you read the chapters before the lecture about them.
- You will be responsible for reading all of the assigned sections in the text. Material related to the chapters will be discussed in class in order to reinforce your understanding of the concepts, but lectures will not serve to review the contents of the textbook.
- It is strongly recommended that students with limited writing experience enroll in Eng. 152 (Writing Lab) for additional tutoring and support with writing papers.
- Assessments will be provided in the forms of writing assignments and embedded exam questions as well as in oral presentations to determine how students are progressing on student learning outcomes.

## EXTREMELY IMPORTANT NOTE

- **This course includes group work and assignments and therefore will require of the student the necessary communication skills to function within a group successfully.**

**\*\*Disruptive Behavior\*\***

Students are expected to participate in class discourse, not private discussions during class time. It is essential that students do not interrupt each other's speech (or the instructor's), yell, call each other (or the instructor names) or engage in disorderly behavior. A student attending the class under the influence of drugs or alcohol will be asked to leave. Any student disrupting class will be asked to leave and administrative follow-up will result.

Social Psychology addresses current events and sometimes controversial issues. The course will address racism, genocide, war, human degradation, attraction, aggression and other issues that at times spark lively debate. Current events are a main source of topical inquiry in the course, as is in keeping with the tradition of social psychological inquiry. You will not be graded on your political views and whether or not they are consistent with the views of the instructor (which are based in social psychological theory and practices). You will be graded on your ability to participate and contribute to a collaborative learning environment and your ability to analyze and communicate your learning in a variety of ways outlined by the syllabus. It is your responsibility to express opinions in a respectful and non-threatening manner. If your behavior interferes with the learning of other students you will be asked to leave the class for two class periods with administrative follow-up.

Electronic devices and communications are prohibited. If you require electronic accommodations please inform the instructor. My policy on this is to offer one verbal warning and then one written warning if behavior is

repeated. If student persists in using devices then he or she will be asked to leave the class for two class periods with administrative follow-up.

Instructor reserves the right to drop students who have not completed sufficient activities to pass the class. Instructor also reserves the right to grade students independently of other students for the group project requirement if there is inconsistency in participation between members.

### Grading and Requirements

- *Exams: Worth a total of 200 points*

There will be two multiple-choice exams in addition to a final exam. Both consist of 50 multiple-choice items. The first exam will be a take-home study exam and will be designed to help you to keep up with your reading. The second test is designed to test your understanding of concepts rather than your ability to simply read the material. This second exam will be taken in the classroom and will be based on material covered in the book, lectures and video segments shown in class.

The final exam will include one essay question chosen out of ten possible questions of which you have prepared to answer. The final will be worth 100 points.

**No late quizzes, No late tests and No late papers accepted unless the instructor delays turn-in dates for the entire class. No exceptions!! If you are not in class to turn in or pick-up a quiz you can not receive points for the test. You may not turn a quiz into my box in lieu of class attendance.**

- *Reaction Paper: Worth 50 points*

Each student is required to write a two-page reaction paper. The assignment involves selecting a theory from the text or a topic discussed in lecture that you find particularly interesting, evaluating it with current research, and relating it to an event you believe to be important to your own social experience. A listing of topics can be found at the end of the syllabus. You may write on different topics but must obtain approval from the instructor. The title page must be on a separate sheet of paper in APA style and stapled at the upper left-hand corner. References are to be provided on an APA style reference page. These two pages (the title and reference) are not included in the count for pages of your paper. The paper is short as I am looking for quality and not for quantity. Do not hand in a rough draft; all submitted material should be free of spelling, typographical, and grammatical errors. The reaction paper will be evaluated on the following criteria: 1) content organization; 2) your ability to write in a clear and concise manner; 3) evidence suggesting you have thought deeply about the concept(s) and its implication.

- *Group Research Paper, Presentation and Focus Groups: Worth a total of 120 points*

Each student will be assigned to an 8-10 person focus group in which you will be given the opportunity to discuss topics and to engage in classroom activities based upon the material presented in class. The group will generate one research paper that will be 3 pages in length not including the APA title and reference pages. This research paper will be presented in class. The paper and presentation are worth 130 points.

- *Attendance and Participation: 30 points*

Students are required to attend class and are expected to participate in class discussions and activities. Students will lose 5 points for every missed class.

Bonus points are given for in-class assignments when designated. You cannot make them up and they are utilized as a form of extra credit. 10pts or more at the discretion of the instructor.

**Grading Scale**

372-400=A (93%+)	332-345=B(83-86%)	280-307=C(70-76%)
360-371=A-(90-92%)	320-331=B-(80-82%)	240-277=D(60-69%)
348-359=B+(87-89%)	308-319=C+(77-79%)	236and below=F(59%-??)

**Tentative Course Calendar**

Week	Date	Topics	Reading	Tests/Assignments
Week 1	Jan. 15	Introduction	Chapter 1	
	17th	Introduction	Chapter 1	
Week 2	22	Methodology and Research	Chapter 2	<b>Quiz 1 Take Home Chps. 1-6</b>
	24	Methodology and Research	Chapter 2	
Week 3	29	Pro-Social Behavior	Chapter 13	
	31	Pro-Social Behavior	Chapter 13	
Week 4	Feb. 5	Social Cognition	Chapter 3	
	No class			
	7	Social Cognition	Chapter 3	
Week 5	Feb.12	Social Perception	Chapter4	

	14	Social Perception/Love	Chapter 4	
Week 6	19	Self- Knowledge	Chapter 5	
	21	Self- Knowledge	Chapter 5	
Week 7	26	Self-Justification	Chapter 6	<b>Reaction Paper Due</b>
	28	Self-Justification	Chapter 6	<b>Return Quiz 1</b>
Week 8	March 5 and 7	Please review Power Point	Review of previous chapters	Keep up with your reading
Week 9	12 & 14	Please review PowerPoint Spring Break	Read on Cognitive Dissonance	Keep up with your reading
Week 10	March 19	Attitudes and Change	Chapter 7	<b>Quiz 2 Take Home</b> <b>Chps 7-14</b>
	21	Attitudes and Change	Chapter 7	
Week 11	March 26	Conformity	Chapter 8	
	28	Conformity	Chapter 8	
Week 12	April 2	Aggression	Chapter 12	
	4	Aggression	Chapter 12	
Week 13	9	Prejudice	Chapter 13	
	11	Prejudice	Chapter 13	
Week 14	16	Attraction	Chapter 10	<b>Return Quiz 2</b>
	18	Attraction	Chapter 10	Group Projects Due
Week 15	23	<b>Presentations</b>		<b>Presentations</b>
	25	<b>Presentations</b>		<b>Presentations</b>
Week 16	30	<b>presentations</b>		<b>presentations</b>
Week 17	May 6-9	Finals		

\*

Readings will be provided!

Important Dates /All college holidays: Monday MLK Day Jan. 21, Lincolns Birthday, 15<sup>th</sup>, Presidents Day Feb. 18,  
Spring break March, 11- 14

Additional days off/March 4 and 6 and Feb. 5

Finals May 6-10

Census Date Jan. 28<sup>th</sup>

Commencement Eureka May 11



## **Sample Paper Topics**

Choose a relevant book or books (The Seven Secret Senses; Bless Me, Ultima), film or films (Spellbound; Real Women have Curves; My Big Fat Greek Wedding) and discuss Triandis' theory of Individualism vs. Collectivism. Star Trek: First Contact and The Last Samurai are also examples, but the possibilities truly are endless.

Choose a relevant film and apply principles of attitude change and or persuasion to the movie ( Supersize Me! Fahrenheit 9/11; The Corporation; Uncovered; Reefer Madness).

Collect comic images that display propaganda from the past and present and compare and contrast the target groups.

Examine the ways by which the findings of Zimbardo's prison experiment could be used to explain the events of prisoner torture and humiliation during war time. The more "real life" the examples are (from newspapers and magazines) the better.

Discuss gender differences regarding high and low context behaviors or Collectivism vs. Individualism.

Discuss Cacioppo's Elaboration Likelihood Model of persuasion. Analyze three or more magazine advertisements or an advertising campaign (several types of media displays of a particular product or company like Hershey's) in terms of persuasion. Attach copies of advertisements if possible or do the same for a political agenda (recalling a Governor; electing a President).

Choose a relevant film character in a novel or a real-life person (Dalai Lama; Ghandi; Mother Teresa; Desmond Tu Tu; Martin Luther King, Jr.) to aid in your discussion of a theory of helping behavior.

Define de-individuation and its attendant processes. Using an example of your own choosing, discuss how an instance of potential de-individuation led to anti-social behavior, pro-social behavior or both. Explain the difference between de-individuation and depersonalization.

Discuss exchange theory. What are the basic assumptions, advantages, and disadvantages of exchange theory? Give an example of a relevant experience or issue that can be addressed in exchange terms. Compare and contrast this theory to the propinquity and similarity models of attraction. Use research studies to support your discussion.

Use a relevant film or media production (Pretty Woman; Indecent Proposal; The Bachelor; music videos) to aid in your discussion of exchange theory.

Discuss theoretical explanations for aggressive behaviors by analyzing a film through the context of the chosen theory ( Ox Bow Incident; Hunchback of Notre Dame [I highly recommend the silent movie version], Frankenstein, There Must Be Blood etc...).

Some films carry many possible connections to ideas presented by the text and by the instructor such as the films, Trial at Nuremberg or 12 Angry Men [in my mind the finest films ever made-the original 12 Angry Men]. If you wish to you may explain how the film demonstrates/ exemplifies multiple constructs.

Use social psychological theories and findings to analyze a situation in which you were a member of a group that had to work on a project together or come to a decision about something. Use concepts such as social loafing, social facilitation, group polarization, diffusion of responsibility, groupthink, etc. in your analysis. Use a book (such as Lord of the Flies) or film (W.; All the President's Men; To Kill a Mockingbird; American History X or my personal favorite: District 9) to aid in your discussion.

Purposefully break a social norm (no illegal behaviors accepted) and write about your experience(s) and tie the experience to relevant research. Walking backwards through the mall or sitting down in an unusual place are examples of such behaviors.

Analyze the impact of cultural factors on Ethnic Identity Development as demonstrated in any film biography or documentary.

Document the reaction of others to decreasing or increasing personal space (no touching, please), such as standing very close to someone in the cafeteria. Use ideas presented in the course text to formulate your analysis of this project.

Note: These are only samples, if you would like to discuss in a paper any idea, theory or concept in Social Psychology and relate it to research and or current events and or personal experiences then please run it by me first. I will help you to determine whether your idea can be applied to the assignment or not.