

Syllabus for Psych. 30 E9220		
Semester & Year	Spring 2016	
Course ID and Section #	E9220	
Instructor's Name	Dr. Deanna Herrera-Thomas	
Day/Time	MW 11:40-1:05	
Location	CA 113	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	133
	<i>Office hours</i>	11:45-12:45 T.Th.
	<i>Phone number</i>	X 4307
	<i>Email address</i>	Deanna-Herrerathomas@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Social Psychology 8 th Ed.
	<i>Author</i>	Aronson, E., Wilson, T., & Akert
	<i>ISBN</i>	0205796621
Course Description		
<p><i>[instructor: put here the catalog description from course outline of record]</i></p> <p>A course covering the scientific study of human development across the lifespan. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in lifespan development. Topics include biological, cognitive, and psycho-social processes in the context of prenatal, infant, child, adolescent, and adult development.</p>		
Student Learning Outcomes		
<p><i>[instructor: put here the SLOs from course outline of record]</i></p> <ol style="list-style-type: none"> Analyze how biological, psychological, and social process affect human development. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of prenatal, infant, child, adolescent, and adult development. Analyze and/or apply developmental research in writing. 		
Special Accommodations		
<p>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 at 707-476-4280.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and</p>		

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more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class.

In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

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RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Social Basis of Behavior: Psychology 30 Linked to English 1A: Spring 2016 MW 11:40-1:05 CA 113

Your instructor for this course is Dr. Deanna Herrera-Thomas

e-mail Deanna-Herrerathomas@redwoods.edu phone:476-4307

Office hours : CA 133 at 11:45-12:45

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

Important Dates: If you would like to drop, then drop yourself before or on Feb 1 !!!!

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 to 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.

If you miss class it is incumbent upon you to check in with other students to obtain notes and pertinent information missed. I will give you an opportunity to introduce yourself to a study partner, who can be your designated go-to-helper for those times you miss. You can contact me at the email address on this syllabus to inform me of absences. Students who attend classes tend to do well, while; students who don't, don't. Please be your best advocate and show up for class, take notes, ask questions and read before engaging in discussions.

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

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 body of the paper need not be written in APA style. 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 120 points.

- *Attendance and Participation: 30 points*

Students are required to attend class and are expected to participate in class discussions and activities. 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 are offered 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. 18,20	Introduction	Chapter 1	
Week 2	Jan. 25	Methodology and Research	Chapter 2	Quiz 1 Take Home Chps. 1-6
	Jan. 27	Methodology and Research	Chapter 2	Keep up with your reading Chapters 1&2
Week 3	Feb. 1	Social Cognition	Chapter 3	Census Day Drop yourself if you want to dismiss yourself from the roster.
	Feb. 3	Social Cognition	Chapter 3	Keep up with your reading
Week 4	Feb. 8	Social Cognition	Chapter 3	Check in with me about your reaction paper topic.
	Feb. 10	Social Perception	Chapter 4	Read Chapters 3 & 4
Week 5	Feb.14,	Social Perception/Love	Chapter 4	Keep up with your reading

	16	Social Perception	Chapter 4	Keep up with your reading Chapters 4 & 5
Week 6	22	Self- Knowledge	Chapter 5	
	24	Self- Knowledge	Chapter 5	
Week 7	Mar 29	Self-Justification	Chapter 6	Reaction Paper Due
	Mar 2	Self-Justification	Chapter 6	Return Quiz 1
Week 8	Mar 7	Tying concepts together	Review of previous chapters	Meet in groups and decide on the research assignment topic.
	Mar 9	Attitudes and Change		Start reading Chapter 7
Week 9	Mar 14-19	Spring Break	Chapter 7	Quiz 2 Take Home
	Mar 21	Attitudes and Change	Chapter 7	Chps. 7-14
Week 10	Mar 23	Conformity	Chapter 8	You should be reading chapter 8
	28	Conformity	Chapter 8	
Week 11	30	Aggression	Chapter 12	
	April 4	Aggression	Chapter 12	Finish reading Chapter 12
Week 12	April 6	Prejudice	Chapter 13	
	April 11	Prejudice	Chapter 13	Complete Chapter 13
Week 13	April 18	Tying together concepts	Chapter 10	Quiz 2 Due
	April 13	Tying together concepts	Chapter 10	Group Research Projects Due
Week 14	April 18,	Tying together concepts	Be prepared and you will do great!!	Presentations
	April 20	Attraction		Presentations
Week 15	25	Attraction		Presentations
	27			
Week 16	May 2 4			

Important Dates

Census Day: Feb. 2 (**DROP YOURSELF BY THIS DAY** if you plan to drop the class). If you drop after this day then you will get an "F" in the class. Access the Admissions page for all other dates (under pull-down menu: "Parents/Families").

All-College Holidays: Lincoln's Birthday Feb. 12, President's Day Feb. 15, Spring Break March 14- 19. Two "Personal Days" will be taken by the instructor during the semester and you will be notified of those ASAP.

Final Exams, 5/07-5/13

Emergency Procedures: Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities.

I do not post grades on LMS. My experience teaching has shown me that if a student comes to speak to me and requests grades, I can provide a context for the grades and how the student can, if an issue, increase his or her score. Early grades can be deceiving in terms of overall scoring of points. This time also allows me the opportunity to encourage students, offer tips on study skills or provide for useful referral information. I find that this increases overall persistence in my classes.

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.