

**ARGOSY UNIVERSITY
SAN FRANCISCO BAY AREA CAMPUS**

COURSE SYLLABUS & OUTLINE

PP7060 Social Psychology 3 credits
Semester Summer 1, 2009 Tuesday, Thursday 2:30
Faculty Name: Carl O. Word, Ph.D.
Campus: San Francisco Bay Area
Contact Information: (510) 217-4764
Office Hours: Tuesdays, 12:30 – 1:30, Thursdays 1:30 – 2:30, By Appointment

Short Faculty Bio. Dr Word is a social psychologist. He has been a research scientist for 35 years, acted as principal investigator for federal and state research projects, served on national research review panels for the National Institutes of Health, and worked with local health organizations. His own research efforts have been in the areas of attitude measurement, racism, health psychology, substance abuse, and the epidemiology of HIV/AIDS.

Course Description

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Application of social psychology to clinical settings are emphasized

Argosy/SFBA Clinical Program Goals, Objectives, and Competencies:

Goal 3: “To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice”

Objective a: “Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning” (specifically the area of social bases of behavior).

Competency expected for objective 3a: “Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning including... social bases of behavior.”

Course Objectives and Learning Outcomes:

By the conclusion of the course, students will be able to:

1. Understand how and why research in social psychology is conducted.
2. Learn the chief defining characteristics of the field of social psychology, including what it studies, its main subfields and categories of inquiry.

3. Demonstrate knowledge of basic research-based understandings that the field of social psychology has amassed with regard to the various phenomena it studies, including social beliefs and judgments, attribution, gender, conformity, persuasion (incl. mass communication and propaganda), group influence, prejudice, aggression, attraction and intimacy, altruism, conflict and peacemaking.
4. Become familiar with and appreciate the influence of the social, interpersonal, and environmental context on human behavior, a context no less influential or important than the intra-psychic intrapersonal context of the individual traditionally studied and worked with by clinical/professional psychology.
5. Learn the nature of social cognition: how people think about themselves in relation to others, how they think about each other, and how this influences how they relate to each other, how they behave as individuals within social contexts.
6. Come to understand how social thinking (incl. self-concept, self-control, self-justification and self-serving, social beliefs and judgments, how we construct interpretations and judge others, and how our attitudes determine our behavior and our behavior determines our attitudes) relates to the kind of thinking studied by more individual-oriented cognitive psychology and abnormal psychology.
7. Learn how the chief domains studied by social psychology are each relevant to and can help the professional psychologist working with clients.
8. Learn how social psychology can shed light on our understanding of some of the DSM-IV diagnostic categories, and how social psychology can aid in our general diagnostic understanding of our clients and how they developed to the present under the various influences of phenomena studied by social psychology.

Rubrics for Evaluating Student Performance: For assessing student outcomes, performance, and competence with regard to the above program and course goals and objectives based on tests or exams.

Required Texts:

The Social Animal, 10th Ed.; Elliot Aronson; Worth Pubs./W.H. Freeman and Co., New York., 2007; paper; ISBN-10: 1429203161; ISBN-13: 978-1429203166.

Readings About The Social Animal, 10th ed., Elliot Aronson & Joshua Aronson, eds., Worth Pubs, 2007 paper; ISBN-10: 1429206179; ISBN-13: 978-1429206174. .

Additional Required Readings:

Baron, R. M. & Kenny, D. A. (1986). The Moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations.

Journal of Personality and Social Psychology, 51(6), 1173-1182.

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, 7, 147-178.

Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54, 260-266

Choi, I., Nisbett, R. E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. *Psychological Bulletin*, 125, 47-63.

Cialdini, R.B. (2001, February). Persuasion. *Scientific American*, 76-81.

Crosby, F., Bromley, S., & Saxe, L. (1980). Recent unobtrusive studies of Black and White discrimination and prejudice: A literature review. *Psychological Bulletin*, 87, 546-563.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Epstein, S. (1979). The stability of behavior: I. On predicting most of the people much of the time. *Journal of Personality and Social Psychology*, 37, 1097-1126.

Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.

Gawronski, B (2002) What does the Implicit Association Test measure? A test of the convergent and discriminant validity of prejudice-related IATs Experimental Psychology 49 (3) July, 171-180

Hazan, C., & Shaver, P. R. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52, 511-524.

Herbst, K. C., Gaertner, L., & Insko, C. (2003). My head says "yes" but my heart says "no:" Cognitive and affective attraction as a function of similarity to the ideal self. *Journal of Personality and Social Psychology*, 84, 1206-1219.

Kunda, Z., & Spencer, S. J. (2003). When do stereotypes come to mind and when do they color judgment? A goal-based theoretical framework for stereotype activation and application. *Psychological Bulletin*, 129, 522-544.

- McConnell AR, & Liebold JM (2001) Relations Among the Implicit Association test, discriminatory behavior and explicit measures of racial attitudes Journal of Experimental Social Psychology 37 (5) 435-442
- Nosek, BN, & Smyth FL (2007) A Multitrait-Multimethod validation of the Implicit Association Test: implicit and explicit attitudes are related but distinct constructs Experimental Psychology 54 (1) Jan, 14-29
- Reis, H. T., Collins, W. A., & Berscheid, E. (2000). The relationship context of human behavior and development. Psychological Bulletin, 126, 844-872.
- Sears, D. O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. *Journal of Personality and Social Psychology*, 51, 515-530.
- Steele, C. M. (1997). Threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.
- Walster, E., Aronson, V., Abrahams, D., & Rottman, L. (1966). Importance of physical attractiveness in dating behavior. *Journal of Personality and Social Psychology*, 4, 508-516.
- Word C, Zanna, M, & Cooper, J (1974) The nonverbal mediation of self-fulfilling prophecies in interracial interaction Journal of Experimental Social Psychology 10, 109-120
- Zimbardo, P. G. (2004). A situationist perspective on the psychology of evil: Understanding how good people are transformed into perpetrators. In A. G. Miller (Ed.). *The Social Psychology of good and evil* (pp. 21-50). New York: Guilford.

X. Academic Calendar

Course Structure:

The course will meet for 15 three-hour weekly sessions. Each week will be comprised of brief instructor presentation and leading of class discussion in light of the required readings for that week. An ongoing attempt will be made to find clinical relevance by making connections between what social psychology studies and understands and professional psychology theory and practice .

Course Expectations and Evaluation Process:

Letter grading will be used (A+, A, A-, B+, B, B-, C+, C, NC, or Fail) The grade will be based upon satisfying all of the following weighted course requirements:
Performance on the midterm and final examinations.

Assignment Table/Course Schedule:

| Week# Date | Topics | Readings | Assignments |
|-----------------------|---|---|--------------------|
| 1 | Course Overview, Introductions, Syllabus Review | <u>Aronson</u> , Chapter One | |
| 1b | Conformity | Aronson, Chapter Two | |
| 2a | Attitudes, Mass Communication, Persuasion | Aronson, Chapter Three Fishbein & Ajzen Dovido & Gertner | |
| 2b | Social Cognition | Aronson, Chapter Four | |
| 3a | Self Justification | Aronson, Chapter Five | |
| 3b | Aggression, Mass Murder | Aronson, Chapter Six Zimbardo Olweus, Anderson & Huesman <u>NY Times</u> | |
| 4a | Prejudice, Racism, Social Structure | Aronson, Chapter 7 Steele Word, Zanna & Cooper Kunda & Spencer Devine | |
| 4b | Midterm Examination | | |
| 5a | Liking, Loving, Interpersonal Sensitivity | Aronson, Chapter 8 Walster, Aronson, Abrahams & Rottman | |
| 5b | The Person & the Situation | Nisbett Epstein | |
| 6a | The Science of Social Psychology | Aronson, Chapter 9 | |
| 6b | The Social Psychology of | | |

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|-----------|-----------------------------------|--|--|
| | Identity | | |
| 7a | Attitudes & Current Controversies | Autonomic Attitude Measurement: McConnell & Liebold Nosek & Smyth, Gawronski | |
| 7b | Substance Abuse | | |
| 8 | | Final Examination | |

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks will result in subtracting points from student’s overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in **late will automatically be lowered one full grade**. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. “Relevance” refers to being on topic and aware of others’ contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

On-Line Resources

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features **34,872** full-text journals and **over 38,500** electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog at <http://library.argosy.edu>. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as

well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.