

Psych 255T: Contemporary Social Psychology

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Office S-2: Room 215

MW 8:30-10:20

Unit Value: 4

Office Hours: T-TH 3:00-3:50

REQUIRED TEXTS:

- Aronson, E. *The Social Animal*, 9th ed., Freeman
- Aronson, E. *Readings About the Social Animal*, 9th ed., Freeman
- Aronson, E. *Nobody Left to Hate*, Holt
- Cialdini, R. *Influence*, 4th ed., Allyn & Bacon
- Nesbitt, R. *The Geography of Thought*, 2004
- Weisel, E. *Night*

COURSE DESCRIPTION: This course will explore new developments in the field of social psychology and look at contemporary theories emerging today in comparison with the foundation of social psychology. Students will learn about the founding fathers of social psychology and see how the field was evolved into what it is today. In addition, a major emphasis of this course will be on a scholarly discussion of the issues.

COURSE GOALS LINKED TO NASP STANDARDS

- 2.4 Socialization and development of life skills
- 2.5 Student diversity in development and learning

LEARNING OUTCOMES:

1. The student will demonstrate knowledge of the history of social psychology.
2. The student will analyze the causes and effects of various social psychological behaviors, such as conformity, peer pressure, aggression.
3. The student will discuss social forces that shape racism, prejudice, and bias.

COURSE REQUIREMENTS

- Mid-term and Final Exam
- Topic Paper
- Power Point Presentation

MID-TERM EXAM: Exams will be based on material covered in lecture and course materials. The mid-term exam will be based on material covered in the first half of the course. There will be five essay questions worth 20 points each for a total of 100 points.

FINAL EXAM: The final exam will be based on material covered in the last half of the course. There will be five essay questions worth 20 points each for a total of 100 points.

TOPIC PAPER: Students will be required to write a review paper on a contemporary issue in social psychology. I encourage you to choose a topic that interests you and that will be a good fit with the

focus of your graduate program. The paper must be written in the APA format with a minimum of five pages and a maximum of ten pages in length. The paper will be worth a total of 100 possible points.

POWER POINT PRESENTATION: Students will be required to give a power point presentation on the topic of their research paper. The length of the presentation should be between 15 and 20 minutes. The presentation will be worth a total of 25 possible points.

GRADING AND COURSE REQUIREMENTS

Mid-term Exam:	100 points
Final Exam:	100 points
Topic Paper	100 points
Presentation	25 points

FINAL GRADE: Your final grade will be based on the percentage of points earned.

A = 90-100%	(292-325 points)
B = 80-89 %	(260-291 points)
C = 70-79%	(227-259 points)

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. Refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

COURSE CALENDAR: READINGS AND ASSIGNMENTS

Session 1

- First day orientation
- Assignment: *The Social Animal*, Ch. 9
- Assignment: *Readings*, Part 1: Article 1

Session 2

- Lecture/Discussion: Introduction to Social Psychology
- Lecture/Discussion: Research Methods in Social Psychology
- Assignment: Develop simple hypothesis and conduct an archival analysis *or* do a naturalistic observational study with a partner

Session 3

- Informal discussion on research assignment
- Small group exercise
- Assignment: *The Geography of Thought*, Introduction and Ch. 1

Session 4

- Lecture/discussion: Culture
- Assignment: Bring in an artifact that represents your culture for Wednesday

Session 5

- Discussion of cultural artifact and cultural experiences

- Assignment: *The Geography of Thought*, Ch. 3
- Assignment: *The Social Animal*, Ch. 2
- Assignment: *Readings*, Part II: Article 3, 4, or 7

Session 6

- Lecture/discussion: Conformity
- Assignment: *The Geography of Thought*, Ch. 3
- Assignment: *The Social Animal*, Ch. 2
- Assignment: *Readings*, Part II: Article 3, 4, or 7

Session 7

- Lecture/discussion on Conformity
- Assignment: Start reading *Influence*, Ch. 1, 3, 6 & 8
- Assignment: Bring in and share some contemporary examples of the way in which the media promotes conformity
- Assignment: Be prepared to discuss *Readings* article

Session 8

- Discussion on contemporary issues in conformity
- How can the negative effects of conformity be reduced?
- Assignment: Read *Influence*, Ch. 1, 3, 6 & 8

Session 9

- Lecture/discussion on persuasion
- Assignment: Bring in a media form of persuasion or propaganda, e.g., an advertisement, gender role stereotypes, school books, commercials via *you tube*, military recruiting, indoctrination, and be prepared to discuss the social psychological principles as to why they work!

Session 10

- Share examples of persuasion and discuss why they work
- Assignment: Ch. 4 *The Social Animal*
- Assignment: Ch. 5 *The Geography of Thought*
- Assignment: Assignment: *Readings*, Part IV: Article 11

Session 11

- Lecture/Discussion: Social Cognition

Session 12

- Discussion: contrast effects and the perception of beauty
- Review for mid-term on Methods, Culture, Conformity, Persuasion, Social Cognition

Session 13

- Mid-term on Methods, Culture, Conformity, Persuasion, and Social Cognition
- Assignment: Read Ch. 5 *The Social Animal*
- Assignment: Read Part V: *Readings*: Article 16, 19, or 20

Session 14

- Lecture/Discussion: Self-Justification
- Assignment: Read Ch. 6, *The Social Animal*
- Assignment: Start reading *Nobody Left to Hate*

Session 15

- Lecture/Discussion: Human Aggression

Session 16

- Lecture/Discussion: Human Aggression
- Assignment: Bring in any media depiction that either glorifies or promotes aggression and be prepared to discuss it
- Assignment: Read Ch. 7, *The Social Animal*
- Assignment: *Readings* Part VI, any article
- Read *Nobody Left to Hate*

Session 17

- Share and discuss media depiction that either glorifies or promotes aggression and discuss violence
- Discuss the psychology of bullying
- How can school bullying be reduced?
- Assignment: Read Ch. 7 *The Social Animal*
- Assignment: *Readings*, Part VII: any article
- Read *Night*
- Lecture/Discussion: Prejudice

Session 18

- Lecture/Discussion: Prejudice

Session 19

- Lecture/Discussion: Prejudice
- Assignment: be prepared to discuss the difference between overt vs. subtle forms of prejudice
- Assignment: Bring in an example of subtle racism, sexism or ethnocentrism from the media: news coverage, advertisements, music
- Assignment: Be prepared to share your own experiences with prejudice

Session 20

- Share and discuss examples of subtle racism, sexism or ethnocentrism
- Discussion of overt vs. subtle forms of prejudice
- Personal experiences with prejudice
- Discussion of ways to combat prejudice in American culture
- Assignment: Read Ch. 8, *The Social Animal*

- Assignment: *Readings*, Part VIII: Article 32 and 33

Session 21

- Discussion: Attraction/, friendship and love

Session 22-23

- Presentations

Session 24

- Review for Final Exam
- Final Paper Due

Exam Dates

Mid-Term	Monday, Oct 11th
Final Exam	Monday, Dec 13 th @ 8:45