



PSYC-105: SOCIAL PSYCHOLOGY

Also listed as: PSYC-105H / SOCI-105 / SOCI-105H

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

PSYC - Psychology

Course Number

105

Course Title

Social Psychology

Short Title

Social Psychology

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

SOCI-105

C-ID (Admin Only)

C-ID PSY 170

CB 00

CCC000320312

Course Title

Social Psychology

Honors / Non-honors

PSYC-105H



C-ID (Admin Only)

C-ID PSY 170

CB 00

CCC000518701

Course Title

Honors Social Psychology

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID PSY 170

CB 00

CCC000518709

Course Title

Honors Social Psychology

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID PSY 170

Catalog Description

This course involves the analysis of relationships among the behavior of individuals and the structure, functions, and processes of society. Topics to be covered in this course include: attitude formation and change, beliefs, social bias, attribution theory, social persuasion, conformity, obedience, social facilitation, group influences, cognitive dissonance, prejudice, aggression, attraction, altruism, and conflict.

Codes

TOP Code (CB 03)

2099.00 - Other Psychology

CIP Code

42.2813 - Applied Psychology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Define Social Psychology and analyze key concepts and issues addressed in the field
2. Explore the history of Social Psychology, including understanding the evolution of the field and the major scientific studies which form the basis for current theories of social psychology
3. Examine major historical and contemporary research in the field of Social Psychology and carefully scrutinize the impact of scientific racism, unethical practices, and human rights violations in science that have contributed to the exclusion, marginalization, and/or exploitation of communities of color and other marginalized populations.
4. Differentiate between scientific approaches commonly used in Social Psychology with an emphasis on Qualitative Research, Case Studies, and Quasi Experimental designs.
5. Critically analyze the dynamic interaction between diverse biological, psychological, social, and cultural factors that influence perceptions, human behavior, and social dynamics.
6. Analyze and apply theories and concepts from Social Psychology to demonstrate the relevance to their own beliefs, attitudes, behavior, and understanding of social problems.

Honors Objectives

1. Develop independent research, learning, and presentation skills through advanced research on topics related to Social Psychology, including those that may allow students to better understand how terms and concepts apply to their own lives and allow them to better understand social dynamics.
2. Explore various research and career opportunities in the field of Social Psychology.
3. Research and propose strategies from Social Psychology that may be utilized to help address contemporary social problems.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will critically analyze different psychological theories that address implicit and explicit attitudes that impact cognitive dissonance and other common personal biases.
2. Students will evaluate research on obedience and conformity and articulate the ways in which these studies may violate research ethics and professional standards.
3. Students will appraise the individual, social, cultural, and contextual factors that influence bias, prejudice, and discrimination, and discuss the ways in which diverse communities are impacted, particularly as it relates to racial trauma.

Program Learning Outcomes

Learning Outcome

1. Students will produce arguments or projects that apply psychological training, while demonstrating their ability to listen to others with understanding and empathy, and think interdependently.
2. Students will illustrate healthy self awareness and metacognitive abilities, which demonstrate their commitment to persist in their current and lifelong learning pursuits.
3. Students will design projects or research studies illustrating their ability to question ideas, think critically and flexibly, and formulate sound decisions based on their analysis, while integrating appropriate psychological principles, theories, and/or methodology.

4. Students will integrate learning from psychology with their existing knowledge, and determine how they might assimilate new information into existing schemas, and/or accommodate mental structures in order to generate new mindsets or paradigms.
5. Students will generate ideas that apply social science principles, reflecting the diversity of the human experience with a sense of creativity, imagination, innovation, wonderment and awe.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Research and Methodologies Relevant in Social Psychology
 - a. Qualitative Research
 - b. Case Studies
 - c. Non Experimental or Quasiexperimental designs
 - d. Experimental Designs
 - e. Historical examination of examples that illustrate scientific racism, bias, and prejudice within the field and related disciplines
2. Primary Theories and Perspectives
 - a. Social Cognitive Theory
 - b. Intrapersonal and Interpersonal Theories (ex: Self Fulfilling Prophecy, Self Discrepancy Theory)
 - c. Social Learning Theory (Observational Learning Theory)
 - d. Attribution Theory
 - e. Social Role Theory
 - f. Attachment Theory
 - g. Cognitive Dissonance
 - h. Drive Theory
 - i. Social Identity Theory
 - j. Triangular Theory of Love
 - k. Social Exchange Theory
 - l. Critical Race Theory
3. Major historical studies and relevant contemporary events
 - a. Asch Conformity Study
 - b. Bobo Doll
 - c. Stanford Prison Study
 - d. Milgram Experiments
 - e. Tuskegee Syphilis Study

- f. Tulsa Race Massacre (1921)
 - g. Modern Forms of Genocide
 - h. Relevant Current Events (Ex: Current Immigration Practices, Detention Centers, etc.)
4. Social Psych Concepts & Application
- a. The Social Self (Gender, Race, Sexuality, and other relevant Social Identities)
 - i. Biological, Psychological, Socio-Cultural Influences
 - b. Social Cognition
 - c. Personal Perception
 - d. Attitudes, Emotions, and Persuasion
 - e. Social Influence: Conformity, Social Roles, and Obedience
 - f. Group Processes, Cultural Norms, and Multiculturalism
 - g. Bias, Stereotyping, Prejudice, and Discrimination
 - h. Helping and Prosocial Behavior
 - i. Aggression
 - j. Interpersonal Relationships

Honors Content

Topics covered in the honors component are the same as those covered in Social Psychology 105. In addition to the topics described in Social Psychology 105 course content, students will be required to study existing topics with greater depth and specificity. Honors students will apply greater breadth and creativity to the evaluation, interpretation application of discipline specific concepts, theories, and archival research while demonstrating clarity verbally and in written form.

Methods of Instruction

Method

Lecture

Integration

Lecture, with supporting visual materials (Powerpoint, white board notes), will present concepts, methods, structures, and processes related to Social Psychology. Lectures will include diverse and representative materials ensuring that different cultural and social identities are fully represented throughout the body of the content.

DE Adaptations for MOI

Lectures will be posted in an electronic format within the CMS, with appropriate closed captioning and other accessibility requirements needed.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Social Psychology. Case histories, particularly those highlighting the ways in which different groups have been marginalized both within the field and in society as a whole, and other relevant information may be presented through video. Video clips and films allow students to observe psychological methods, processes, and human behavior in a variety of settings and contexts allowing students to observe and assess other individual, social, cultural, and environmental influences on human behavior and psychological functioning.

DE Adaptations for MOI

Accessible video clips, and links to video material, will be posted in the CMS.

Method

Papers and Reports

Integration

(Required) Students will be taught APA guidelines and research methods used to examine Social Psychology. Instructors are required to offer at least one assignment applying those guidelines through an assignment related to critically analyzing empirical research and/or conducting a literature review.

DE Adaptations for MOI

Students will complete the papers and submit them in digital format within the CMS. Efforts can also be made to check for plagiarism through the use of a plagiarism checker provided through the CMS or college.

Method

Discussion

Integration

Discussion will be utilized to help students evaluate critical course content, as well as identify and demonstrate a critical awareness of race, cultural diversity, and equity as it relates to understanding the dynamic relationship between social environments and individual attitudes, values, and behavior.

DE Adaptations for MOI

Discussions will be facilitated through the discussion tools in the CMS for distance education courses.

Method

Field Trips

Integration

Students will visit Social Psych labs and other social environments either in person or virtually when available, paying particular attention to the focus on marginalized groups and the way in which different groups may be viewed, presented, or studied. Students will then submit a written reflection applying key terms, concepts, theories, and other processes from the field of social psychology, which apply to their field observation and experience.

DE Adaptations for MOI

For DE Courses, students will do virtual tours and submit a written reflection and submit in electronic format to the CMS.

Method

Reading

Integration

Students will read chapters from the textbook, articles, case studies, and other materials that help illustrate the concepts, themes, structures and processes relevant to understanding Social Psychology.

DE Adaptations for MOI

Instructions to access textbook reading, or electronic course materials will be posted within the CMS.

Method

Service Learning

Integration

Students will be given the opportunity to engage in community work within organizations related to Social Psychology in order to gain important experience that allows them to apply sociopsychological concepts and theories to their own lives, as well as considering social and cultural influences that may contribute to individual differences in behavior and psychological functioning. Upon completion of their community work, they will connect their experiences back to course content evidenced by a paper, presentation, discussion, or other creative project that demonstrates their learning.

DE Adaptations for MOI

For online courses, students can partner with organizations that allow remote service learning opportunities. Assignments reflecting on service learning experiences will be submitted through the CMS in an appropriate and accessible format, and/or shared with peers through Discussion Forums.

Method

Visiting Lecturers

Integration

Guest speakers will be invited to offer lectures on specialized areas or practices related to Social Psychology in order to enhance student learning and offer them exposure to various applications within the field, and greater insight into the varied experiences of diverse groups.

DE Adaptations for MOI

Guest Speakers can join online classes via ZOOM. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning.

Method

Group Projects

Integration

Students will experience group processes and dynamics through group projects and collaborative activities that allow them to work with meaningful and relevant content related to Social Psychology. Furthermore, this approach allows students further opportunity to gain greater awareness of individual, social, and cultural diversity in order to better understand human behavior and psychological functioning.

DE Adaptations for MOI

Group Projects will be facilitated through the Groups features within the CMS and all final products and work product can be submitted in electronic format through the CMS with appropriate options for peer discussion and feedback.

Additional Methods of Instruction for Honors

1. Professor and student meetings will occur on a regular basis, but no less than three times over the course of the semester. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can be used to discuss the specifics of the class, such as the various required honors and course assignments. Additionally, the meetings can be used to facilitate discussions about readings and other content items, and opportunities to offer continued feedback and guidance on honors projects. Finally, the meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions. Meetings can be held in person or via an online video conferencing tools if needed for online meetings.
2. Instructor may also consider integrating field trips for Honors students aimed at exploring prospective careers, as well as relevant exhibits, labs, or social environments where students can observe and apply theories and concepts related to Social Psychology, or other related issues. Field trips can be in person or facilitated via virtual tours and events for online courses as needed.
3. Instructor may provide instruction and guidance for Honors students in the preparation of literature reviews, and other empirical based writing assignments for experimental and nonexperimental studies that allow the students to gather, analyze, synthesize, and summarize relevant research on a given topic and potentially develop original research to expand their understanding of such topic in accordance with APA ethical standards and guidelines. These types of instructions can be provided via recorded lectures posted online in the CMS with appropriate accessibility features, or via video conferencing options for online courses.
4. Instructor may also support student learning through working with students on applied activities and assignments that allow them to demonstrate their learning through things such as awareness campaigns, marketing campaigns for relevant topics, presentations on prejudice, discrimination, racial trauma, or other related activities that demonstrate the various ways in which the concepts from the course are applied within relevant fields of practice. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.

5. Instructor can also facilitate meetings, discussions, and assignments that support students in exploring career options within the field of Social Psychology, or other related specialties. Students can then demonstrate their assessment of opportunities, as well as their compatibility with the profession through written assignments and/or class presentations. All such activities can be facilitated virtually via video conferencing, or videos and resources can be submitted through the CMS with appropriate accessibility features as needed.

Methods of Evaluation

Method

Class Participation

Integration

Class participation will encourage additional cognitive processing of social psychological topics, and allow students to examine and describe the components of contemporary behavioral, social learning, cognitive, and sociocultural perspectives. Class participation including class discussions, learning activities, groups work and oral presentations will be evaluated in order to assess student's mastery of concepts and other relevant issues addressed in the field. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Class participation for online classes will be facilitated through regular use of the discussion forums and e-conferencing tools. Grading rubrics will be utilized within the CMS to support the evaluation of the work. Instructor feedback and grading criteria will be provided through the grading features within the CMS and/or through other electronic means such as email.

Method

Exams/Tests

Integration

Exams to determine students' comprehension of the terms, facts, and concepts relating to Social Psychology. Examinations may be multiple-choice, essay, written, or oral. An example essay may be: "Describe the various causes of prejudice, and possible solutions for each cause."

Exams will be evaluated for accuracy and critical thinking for appropriate essay questions. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Tests should be administered through the CMS and will be graded using the CMS tools. Autograding will be utilized by the CMS where appropriate. Additional qualitative feedback will be provided through the grading feature within the CMS, and/or through other electronic means such as email.

Method

Other

Integration

Debates designed to focus on critical thinking of contemporary issues will be utilized to evaluate students' ability to analyze and apply theories and concepts from Social Psychology and demonstrate the relevance to their own beliefs, attitudes, behavior, and understanding of social problems. For example, students will debate multiple sides of an issue, such as gender based policies, to discuss alternative perspectives and experiences. Work will be evaluated based on preparedness, content knowledge, quality of arguments, and effectiveness of presentation. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Discussions will be facilitated and evaluated through the use of the Discussion feature in CMS.

Method

Projects

Integration

Group and individual projects examining social psychological concepts through formal using nonexperimental or experimental research designs. Students may work in groups to design a study that allows them to do a correlational analysis of the relationship between exposure to bias and discrimination and self esteem. Students work will be evaluated on their accurate use of APA research principles, ethics, and writing style. Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

DE Adaptations for MOE

Student groups will be organized, moderated, administered and evaluated via online forum and online discussions within the CMS. All work will be submitted and evaluated through the CMS. Grading feedback will be provided through the grading feature within the CMS, and/or through other electronic means such as email.

Evaluation of Honors assignments

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of college level writing.

Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings.

Applied activities (e.g., career papers, interviews, site visits, awareness campaigns, tours of lab facilities and the like) will be assessed based on the proper application of methods and processes, insight and originality of the work, application to one's own life, and critical analysis of how those issues affect other areas of psychological functioning.

Presentations and papers will be assessed for clarity, quality of writing, depth and accuracy of content, organization, and relevance to psychosocial functioning.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Article review - locate, examine, and/or write a review of an empirical article or create a literature review synthesizing multiple empirical studies on a topic related to Social Psychology. You will be evaluated based upon your knowledge and accuracy of information, and critical examination of research methods and ethics. Furthermore, you should demonstrate a thorough understanding of the various biases that may be relevant to the study.

How assignment will be adapted in online format

All assignment instructions and details will be posted in the CMS with a rubric where appropriate. Article reviews will be submitted in electronic format via the CMS. Instructor feedback and grading will be posted in the CMS in a timely manner, using the evaluation criteria outlined for the assignment description.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the chapter or empirical article that corresponds to the social psychological concepts being addressed this week, and answer corresponding questions in order to assess your understanding of the content.

This week, in addition to the chapter, you will be reading the following article:

Chaney, K. E., & Wedell, E., (2022). How lay theories of prejudice shape prejudice confrontations: Examining beliefs about prejudice prevalence, origins, and controllability. *Social Personal Psychological Compass*, 16, 3245. 1 - 15. doi.org/10.1111/spc3.1265B.

Please be sure to take detailed notes of your reading and write down any questions you may have, or points of interest you wish to bring back to class discussions of this content.

You will be evaluated based on your knowledge and accuracy, as well as your critical analysis of psychosocial/cultural concepts relevant to the material at hand. Furthermore, you should demonstrate a sound understanding of research methods and ethics consistent with APA guidelines.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

Instructions for textbook reading, and or electronic postings of supplemental reading will be provided within the CMS. All assignments or papers corresponding to the reading assignment will be submitted in electronic format within the CMS. Instructor feedback and grading will be posted in the CMS within a timely manner.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Research a diverse historical figure that has contributed the field of Social Psychology and prepare a paper or presentation conveying your findings. In addition to providing a brief biography and explaining their contribution to the field, consider the biases and barriers they may have faced in their personal and professional lives. Also, consider the impact of their work on diverse communities and how it may contribute to greater representation and inclusion within the sciences.

Through researching these figures, you should be able to gain important knowledge and perspectives about people from different cultures or groups with which they may have limited familiarity, gaining a greater appreciation for diversity and broadening their understanding for scientific work and figures beyond those represented in typical textbooks.

You will be evaluated based on your ability to analyze and apply the socialpsychological concepts learned from the course materials and the impact on individuals based on their diverse social, psychological, and cultural experiences.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

Instructions for readings will be provided within the CMS. All assignments or papers corresponding to the reading assignment will be submitted in electronic format within the CMS. Instructor feedback and grading will be posted in the CMS within a timely manner.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Stereotype Quiz

You will be presented images and asked questions to assess your immediate perceptions as it applies to social psychological concepts such as bias. Along with the presentation of select images, please review the following prompt.

For each of the following pictures, keep track of your answers and quickly give it your best guess.

Suggested images include Geographic Pictures that defy stereotypes/prototypes, representative heuristic, pros and cons of heuristics, pros and cons of categorical thinking, media portrayals, stereotypical categorization. Sample Slides are located in The Psychology Department Canvas Shell.

This is an activity that can be easily adapted for several social psych concepts and discussion social perceptions.

It can be facilitated through Canvas so that instructors can poll the class and get immediate tallies.

As an interactive activity, you will receive immediate feedback from their instructor and peers and are able to engage in broader discussions and analysis about their understanding of stereotypes, bias, prejudice, and discrimination.

How assignment will be adapted in online format

The details and instructions for this activity will be provided within the CMS. The Activity can be administered using the Quiz, as an Assignment, or as a Discussion within the CMS, in order to facilitate student to student interactions. Instructor feedback and grading will be posted in the CMS within a timely manner.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

REFLECTION PAPER ON LEWIN'S EQUATION:

Write a two to three page Reflection Paper in essay format addressing each of the following prompts.

Briefly describe the background as to how psychologist Kurt Lewin established this equation to explain human behavior.

Identify the 3 variables in the equation (B, P, and E) and describe how the formula works.

Apply Lewin's Equation to your own life. Explain what your behavior is like in Scenarios 1 & 2, and then choose any additional ONE from Scenarios 3, 4 or 5.

Scenario 1: When you are student in an online class

Scenario 2: When you were a student in a face-to-face class

Scenario 3: When you are/were with your family or close friends
Scenario 4: When you are/were with a romantic partner (if applicable)
Scenario 5: When you are/were at work with colleagues (if applicable)

You will be evaluated based on your knowledge and accuracy, as well as your critical analysis of psychosocialcultural concepts relevant to the material at hand. Furthermore, you should demonstrate a sound understanding of research methods and ethics consistent with APA guidelines.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

All assignment instructions and details will be posted in the CMS with a rubric where appropriate. Papers will be submitted in electronic format via the CMS, using the appropriate plagiarism checkers as needed. Instructor feedback and grading will be posted in the CMS in a timely manner, using the evaluation criteria outlined for the assignment description.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

REFLECTION PAPER: What's It Like to Not Be Me

Please watch all of the video prompts below to learn about the personal narratives from each of the marginalized groups. Then, using APA writing style, write a three to five page Reflection Paper in essay format addressing each of the required elements outlined below. Be sure to reference specific examples from the video to support your perspective, and address any areas in which you share identities and experiences as an InGroup member, as well as your observations and reflections as an Outgroup Member. A reference page is required and should be formatted consistent with APA guidelines outlining each of the references used to support your position.

Required elements for the essay are as follows:

What is a stereotype? (Use a proper reference and citation.)

Identify at least 5 of the stereotypes that are used to categorize or label the individuals in your video.

How do the individuals from the video feel about these stereotypes? How have they been psychologically impacted by these stereotypes?

What is outgroup homogeneity and have you ever made this error or seen this error made by others towards the individuals in your video?

Video Options: Each of the following videos provides a personal narrative from that group. You will watch all 7 videos, but choose one that will serve as the basis for your Reflection Paper.

GROUP 1: A Conversation with Asian Americans on Race

GROUP 2: A Conversation with Latinos on Race

GROUP 3: A Conversation with Native Americans on Race

GROUP 4: What It Means to Be Multiracial (Biracial)

GROUP 5: A Conversation with Black Women on Race

GROUP 6: Arab: How You See Me

GROUP 7: LGBTQIA+: How You See Me

REMINDER: Remember to include ALL sources provided in your References.

You will be evaluated based on your knowledge and accuracy, as well as your critical analysis of psychosocialcultural concepts relevant to the material at hand. Furthermore, you will be analyzed on their current use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

How assignment will be adapted in online format

All assignment instructions and details will be posted in the CMS with a rubric where appropriate. Papers will be submitted in electronic format via the CMS, using plagiarism checkers when needed. Peer evaluation and/or Instructor feedback will be provided using the discussion or comment features within the CMS. Grading comments will be posted in the CMS in a timely manner, using the evaluation criteria outlined for the assignment description.

Honors Assignments

Assignment

In addition to course assignments described in the general Social Psychology course, honors students are expected to complete at least two of the following assignments, either selected by the instructor or by the student in consultation with the instructor. The overall page length of all honors assignments cannot exceed 12 pages.

Assignment

1. Conduct primary research on a topic related to Social Psychology using one or more research methodologies (experiment, correlational study, etc.). Example topics may include an analysis of the knowledge and biases toward the LGBTQ+ community among healthcare professionals, assessing the impact of discrimination and racial trauma on the mental health of BIPOC and other marginalized communities, the effect of implicit bias training on sentencing outcomes, etc. Be sure to use relevant theories, models and other concepts to shape your research question and guide your literature review and research design. All studies and materials should be designed in accordance with the APA Code of Ethics. Data should be collected, analyzed, interpreted, and presented in a scholarly paper consistent with APA guidelines and formatting requirements. Your paper should utilize at least 8 to 10 scholarly sources, and be at least 8 to 12 pages in length.

Papers will be evaluated based on critical analysis, support for arguments, organizational structure, and quality of writing. Further, they will be analyzed on their correct use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct primary research and apply research ethics and processes consistent with the APA code of ethics, as well as demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to engage in a more in depth analysis of social and cultural factors that shape biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors. The activity further challenges them to critically analyze those processes and the impact on marginalized groups, in order to expand their awareness and thus their ability to counter such processes.

Assignment

2. Compile a list of popular urban legends. Choose a specific social psychological topic area and organize the urban legends according to their focus areas (ex. Urban legends related to gender should be grouped together, those related to interpersonal attraction should be grouped together, etc.). Gather examples of these legends, as well as relevant scholarly research related to legends, and conduct a content analysis examining the ways in which the social norms are reinforced, perpetuated, maintained or challenged by the prevalence of these urban legends. Social psychological concepts and theory should be used to substantiate the interpretation of findings. The data should then be presented in the form of written report or research paper with supporting

documentation in APA format. The paper shall be at least 2 to 3 pages, with a total page limit for all honors papers not to exceed 12 pages.

Papers will be evaluated based on knowledge and accuracy conveyed in the paper, as well as the critical analysis of psychosocial/cultural concepts relevant to the material at hand. Further, you will be analyzed on their current use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to engage in a more in depth analysis of social and cultural factors that shape biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors. The activity further challenges them to critically analyze those processes in order to expand their awareness and thus their ability to counter such processes.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The nature of this assignment requires students to question normative processes, perceptions, and narratives using an innovative application. Further, it empowers students to demonstrate novel thinking and mental flexibility in their analysis of these concepts and their proposed solutions to counter these narratives.

Assignment

3. Research a prospective career within the field of Social Psychology including interviewing someone within the field, visiting Social Psych labs, and/or researching factual career information through the Bureau of Labor Statistics to assess the salary, duties, educational requirements, and other relevant information about the career field. Then, prepare a written paper, and/or presentation sharing their findings with the class, which will include an assessment as to whether this career may align with their personal, professional, and lifestyle goals. The paper shall be at least 2 to 3 pages, with a total page limit for all honors papers not to exceed 12 pages.

Papers and/or presentations will be evaluated based on knowledge and accuracy, as well as your critical analysis of psychosocial/cultural concepts relevant to the material at hand, preparedness, organization, and creativity. Further, you will be analyzed on their current use of APA writing style.

Instructor feedback and grading will be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Holistic Well-being

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will conduct career research and demonstrate scholarly writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Holistic Well-Being Core Value

Students will reflect on the career information gained through their research, as well as their own personal goals and lifestyle desires, and determine whether this career may offer them the financial means, flexibility, and opportunity to engage in work that supports their sense of meaning and purpose in life, and aligns with their long term goals, in order to support their overall well-being.

Assignment

4. Research a social problem within your community related to one or more concepts addressed throughout the course, and develop an awareness campaign, infographic, presentation, or other means of educating the community about the issue and empowering them to organize and affect social change. Social problems may include issues related to poverty, inequities in governmental policies and social systems, racial inequities, gender based violence, etc.

The total submission for this project shall range from 1 to 3 pages, with a total page limit for all honors papers not to exceed 12 pages.

Required or Optional

Optional

Honors Core Values

Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Leadership Core Value

This activity allows students to develop their leadership skills by taking initiative on an issue of importance to them, as well as designing and facilitating an awareness campaign that can help to propose solutions for relevant social problems.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The nature of this assignment requires students to question inequities and underlying factors that explain social problems. Further, it empowers students to demonstrate novel thinking and mental flexibility in their campaigns and materials used to educate the community about such problems and propose solutions.

Assignment

5. Choose a specific social psychological topic area and conduct a literature review on the topic accessing empirical studies employing multiple research methodologies (experiment, correlational study, etc.) used to study the topic from a variety of methods. Example topics may include things such as media influence on stereotypes and bias and/or political campaigns; how bias impacts healthcare for those from marginalized groups such as the LGBTQ+ and BIPOC communities; or social psychological concepts that explain power and privilege that underscores the disproportionate representation of marginalized groups in systems of oppression and lack of representation in leadership roles and other positions of power and influence. The studies compiled should be analyzed and interpreted in conjunction with an analysis of theories, models and other concepts discussed throughout the course. The analysis should then be synthesized into a cohesive review and analysis of the literature examined in the form of a written report or research paper with supporting scholarly sources in APA format. The paper shall be at least 3 to 5 pages, with a total page limit for all honors papers not to exceed 12 pages.

Papers will be evaluated based on student knowledge and accuracy and their critical analysis of psychosocial/cultural concepts relevant to the material at hand. Further, they will be analyzed on their current use of APA writing style.

Instructor feedback and grading should be provided in a timely manner, preferably within a two week timeframe, or as needed based on the depth and complexity of the work submitted.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will demonstrate scholarly analysis and writing skills in accordance with APA formatting guidelines.

Justify how the assignment reflects the Inclusivity Core Value

This assignment requires students to engage in a more in depth analysis of social and cultural factors that shape biased assumptions and stereotypes that often unconsciously inform our attitudes and behaviors. The activity further challenges them to critically analyze those processes and the impact on marginalized groups, in order to expand their awareness and thus their ability to counter such processes.

Course Materials

Textbooks

Social Psychology, (2022)
Authors: Thomas Heinzen and Wind Goodfriend
Publisher: Sage Publishing
Thomas Heinz and Goodfriend
ISBN-10: 1544393512
<https://www.amazon.com/Social-Psychology-Thomas-Heinzen/dp/1544393512>

Social Psychology
Authors: Tom Gilovich, Dacher Keltner, Serena Chen, Richard E. Nisbett
ISBN 13: 24045558
Edition: 6th
Publication Date: 2023

Social Psychology
Authors: David G. Myers
ISBN-10: 1266024220
Edition: 14th
Publisher: McGraw Hill
Publication Date: 2021

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Social Psychology is a course where Psychology and Sociology intersect, with both fields collaboratively examining the diverse psychological and sociological factors that underlie bias, attitudes, and human behavior. This course considers individual human behavior in relation to the social environment and explores related psychological and sociological factors that may contribute to differences in individual perceptions and experiences based on race, gender, and sexuality. Some of the central topics of the course and include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change, conformity, group phenomena, gender roles, cultural norms, person perception, group processes and dynamics, and social cognition, all of which highlight the diverse individual and social factors that shape human behavior and group processes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing related Sociological and Psychological concepts, analyzing literature and academic texts, and applying theories, concepts, and knowledge from Social Psychology. This course prioritizes student growth and learning by facilitating student participation, interactive discussions, and critical assessment of related research and literature.

Additionally, the course utilizes a variety of instructional methods, assessments, and assignments in order to support diverse learning styles and allow students to demonstrate their learning through a variety of methods. This variation not only supports diverse leaning styles but also increases accessibility and engagement for many neurodiverse students. Furthermore, the applied activities are evidenced based practices to increase success outcomes for diverse students, which have been historically marginalized in higher education.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments outside of class. Students will analyze, discuss, and critique research related to Social Psychology. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to the discipline. Group activities are expected to foster community and encourage student connection with the material and one another.

For online classes, student to student interactions can be facilitated via discussions, groups discussions and pages, collaborative WIKIS, and other collaborative technology such as Voice Thread, Flip, Zoom, etc. where students can engage in either Asynchronous or Synchronous discussions.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of Social Psychology. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students more hands on opportunities to learn Social psychology terms, concepts, theories, and processes. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content. Student and faculty-led groups will be facilitated to stimulate discussion, encourage understanding on key concepts, readings, research and scholarship in Social Psychology and better understand the various factors that contribute to our understanding of commonalities and differences within the human experiences.

For online courses, instructor to student interaction will be facilitated by way of announcement, discussion comments, grading comments, Inbox messages, emails, and other technologies that allow the student to provide written, audio, or video feedback for students and/or meet virtually with the student to discuss their work and progress in the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the practical lab activities and applied learning activities. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

For online courses, these interactions will be facilitated through the various features within the CMS, as well as through the use of other technologies that enhance the learning and interaction opportunities within the class.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Taking notes during readings, lectures, and lab activities will allow student-to-self interaction. This will help students assess their understanding and identify areas for added clarification. Writing assignments such as journals and thought papers will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions for both face to face and online courses, where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences that contribute to the mind body relationship.

For online classes, these reflections can be submitted privately through journals, or where appropriate through discussion or assignments. Comments can be provided as appropriate from either peers or the instructor in order to promote reflective and intentional learning.

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