

Department of Sociology & Social Work
PSY/SOC 3020 Social Psychology
Spring 2022
3 Units

Instructor: Arduizur Carli Richie-Zavaleta, DrPH, MASP, MAIPS
Meeting days: Tuesday (online/asynchronous) Thursday – face-to-face
Meeting times on Thursday: 1:30-2:45PM
E-mail: arichiez@pointloma.edu
Meeting location: Online via Canvas & On-Campus – Taylor Hall 313
Virtual Office hours: By appointment
Final Exam: May 3rd at 1:30pm

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

This is a course in the psychology of the social and the sociology of the personal. PLNU's catalog indicates this course to be “a study of the theories and methods of social interactions in the development of personal and group behavior.” Topics include attitudes, communication, pro-social, and anti-social behaviors.

In particular, this course will introduce students to the mutually-influential interactions between Self and Society that help explain: (1) the impact of one individual on another individual, (2) the impact of a group on its individual members, (3) the impact of individual members on their group, and, (4) the impact of groups on one another. Such an understanding of the processes which link the priorities of individuals with those of the social systems into which they are socialized. This understanding allows for the discovery of social phenomenon as varied as: social problems, social norms and values, moral and political change, identity politics, organizational practices, and interpersonal and cross-cultural conflict.

This course and its requirements encourage a “hands-on” experiential approach that allows you to actively grapple with the ideas, issues, and problems inherent in the field. Lectures will be augmented with discussion, group work, activities, and videos. One component of this student driven course will be peer evaluation, peer response, peer collaboration and to use these collective processes to support our mutual learning goals. This compels you to have a stake in the class. As a result, it leads to a cooperative learning

approach through expertise, dedication, and interest of the instructor.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Recognize how social perception and attribution influence social behavior.
2. Understand the origins of the self and develop critical self-awareness and connections between identity and behavior in the social context.
3. Comprehend major theories that explain the social psychological phenomena of human beings' interactions.
4. Identify ways to change patterns of behavior that can lead to social change.
5. Apply biblical principles to concepts of social interactions when possible.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Elliot Aronson; Joshua Aronson (2018). *The Social Animal*. 12th Edition. Macmillan Learning.

Website:

<https://www.macmillanlearning.com/college/us/product/The-Social-Animal/p/1464144184>

<https://store.macmillanlearning.com/us/product/The-Social-Animal/p/1464144184>

Additional Readings Some extra assigned readings maybe required throughout the semester. Check Canvas weekly.

ASSESSMENT AND GRADING DISTRIBUTION

Graded Assignment	Points	Percentile (%)
Discussion (Online)	100	20
In-Class Assignments	150	20
Field Observation Analysis	150	30
Final Exam	50	10
Weekly Notes (hard copy)	50	10
	500	100

GRADING SCALE:

A	96 – 100	“A” grades represent: (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively; (2) Excellent techniques of scholarship in all projects; (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.
A-	90 – 95	

B+	87 – 89	
B	83 – 86	“B” grades represent: (1) Evidence of ability to produce viable generalizations and insightful implications; (2) Good techniques of scholarship in all projects; (3) Sustained interest and the ability to communicate the ideas and concepts which are part of the subject matter of the course.
B-	80 – 82	
C+	77 – 79	
C	73 – 76	“C” grades represent: (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials; (2) Fair techniques of scholarship; (3) Satisfaction of the minimum related requirements for the course in preparation, outside reading, and class participation.
C-	70 – 72	(Bachelor students are required to retake core courses in which they earn a C-. Nevertheless, this grade may be assigned if appropriate.)
*D+	67 – 69 (Undergraduate Only)	
*D	63 – 66 (Undergraduate Only)	“D” grades represent: (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material; (2) Very little competence in the techniques of scholarship; (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation.
*D-	60 – 62 (Undergraduate Only)	
F	below 60	“F” grades represent: (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material; (2) An inability to use sound techniques of scholarship; (3) Failure to meet the standard and fulfill the requirements of the course.

Discussions (Online via Canvas)

Grading Value: 20 points each week (100 total points)

Week Session(s) Due: **Week 3,6,9,12 & 15**

Description: Students will engage in online discussions during those selected weeks. The goal of these discussions is to master the content presented during those previous weeks and apply critical thinking in the application of the material. This will be accomplished by writing these ideas and posting the original posts. Original posts should be created and posted no later than the Monday @ 11:59PM (PST) of the assigned week. Responses to other classmates (2 or more) no later than Thursday @ 11:59PM (PST) of the same week. **No late discussions will be accepted for credit.**

In-Class Assignments/Participation (Thursdays)

Grading Value: 10 points each week (150 total points)*

Week Session(s) Due: **Week 1-16**

***NOTE: Week 1 & 16**, students will receive 5 points instead of 10.

Description: Students have the opportunity to earn credit toward class participation through attendance, and thoughtful, frequent, and timely interaction with each other and with the instructor in-class setting (Thursdays). Your regular attendance and participation in the discussion sessions and in-classroom assignments are critical to the learning process and meeting the expectations of this class. Please come prepared and ready to learn! What this means is that you bring a writing instrument, paper, laptop or iPad (if available) and textbook. If you have markers, bring them too. There will be some group activities that will require to create posters and presentations.

Field Observation Analysis Project (FOAP)

Grading Value: 150 points

Week Session(s) Due: **Week 14 – last week to submit FOAP.**

Description: For this project, the student will select a social setting to observe and analyze. This social setting should be one where people are engaging in social interactions. In selecting this social setting, the student needs a public (or at least semi-public) setting where she/he can freely sit down, observe these dynamics and take notes. Examples of these social settings could be a coffee shop, the park, the beach, a religious service (preferably, one that you do not typically attend or engage in), and so forth.

Tasks: While student is observing these social interactions, the student will utilize and applied research and analytical skills. The student is to conduct research through *field observation* techniques. This means that the student will sit in a selected social setting and observe the interactions that are happening in real time. The student will then write down notes that will later assist in the writing portion of the assignment. These written notes (or electronic notes) will be **typed more comprehensively immediately after observation** so the student can capture all the details of the context and interactions witnessed through this observation. The student will observe at least 2 times, but not more than 3 field observations outings (1 hours each). After concluding the outings and comprehensive typed notes, the student will then re-read the typed observations of the field work and identify at least two themes or more social patterns of behavior. Then student the student will apply analytical and critical thinking skills to connect theories with what was observed, and themes or patterns identified in the field (see more information below). This second section of the paper is the Reflection portion.

Final FOAP Paper Content: The final analysis paper will include: 1) **Field Notes:** These fields notes should provide enough information about the social settings, the “actors” (who was observed- provide a general description no identifiers such as names (if you know their names, etc.), and reasons why this setting was selected. The total of field notes pages should between 2-4 pages; 2) **Reflection of Field Notes:** Apply a theory(ies) to the identified themes, and behavior observed (2-3 pages). Compare and contrast both set of notes and describe the differences and similarities of both observations. Think about topics that you have learned throughout the class and major theories that explain social behaviors--were there any issues of authority displayed? Who influenced who? How? Did people “mirror” each other behaviors? If so, how? What do their behavior shows about what they may think or value? Then hypothetically explain **based on theories or concepts learned throughout the class the reasons** why you think people responded the way they did or engaged in the behavior observed. 3) **Debrief:** Last subsection of the paper students will include a self-reflection of the experience. Reflect on your experience of this project—What was surprising to you? What were some insights or knowledge gained through this research project? **Please follow the APA 7th version for your FOAP formatting.**

Weekly Notes

Grading Value: 3.5 points each week (50 total points)*

Week Session(s) Due: **Week 2-16 NOTE: Week 2 should integrate Week 1's content.**

Students will receive 4 points instead of 3.5 for Week's 2 Weekly Notes.

Description: Weekly notes are a summary of the reading assignments for the particular week—please see the schedule below—*Course Schedule & Assignments*. Please focus only on the topics assigned to the particular week and any other extra material that you may find in Canvas for the week. Students need to print out their notes and bring them to class on Thursday. These notes will assist with the In-Class Assignments and participation as well. **Weekly notes will then be submitted to instructor at the end of class for credit.**

PLNU ATTENDANCE AND PARTICIPATION AND LATE WORK

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Work missed (e.g., an assignment) because of an *excused* absence (PLNU athletic participation, class trip) may be made up. Documentation required. Work missed (e.g., submitting an assignment) because of an *unexcused* absence (doctor's appointment, course registration, job interviews, etc.) **may NOT be made up**. If you are absent from class, you are responsible for the material discussed in class and any assignments made in class.

One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings before class and offering substantive insights and comments during class discussions. I will hand out an attendance sheet before each class. Please make sure that you sign in – you will not be allowed to sign in after the start of class. You will earn points for each attendance.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted on paper at the beginning of the class session when they are due. Late submissions are **not accepted** in this course. If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so *within two days* of missed work.

FINAL EXAMINATION POLICY

The final examination takes place during *Final Exams* week (see beginning of syllabus for specific date). The final exam for this course consisting of multiple-choice and written short-essay questions. Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to

the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

On another note, I will do everything in my power to make this class accessible to all students. If I am doing something that interferes with your learning, please e-mail me or come and see me in office hours. If you need assistance with course material, want to continue a discussion, or just talk, please let me know. My door is always open.

PLNU SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development by visiting their website:

<https://www.pointloma.edu/offices/student-life-formation/contact-us>

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

COURSE SCHEDULE AND ASSIGNMENTS

WEEK	DATE	TOPIC	READINGS / ASSIGNMENTS
1	Jan 13 (online)	Introduction to Course & Expectations	Review Syllabus and Canvas Navigation of the Course Due: In-Class Assignment-Introduction Discussion – online & Signed Syllabus Contract Upload (in lieu of In-Class Assignments).
2	Jan 18 (online) Jan 20 (campus)	Sociological Social Psychology: Introduction to Social Research & Major Sociological Theories.	Read-Chapter 1 – “What is the <i>Sociological Imagination?</i> ”; “What is Social Research?” & “What is <i>Sociological Social Psychology?</i> ” Review ALL Material in Canvas for Week 2 Due: Weekly Notes – Hard copy Thursday
3	Jan 25 (online) Jan 27 (campus)	Social Cognition: Evolution and the Biased Brain; Evolution and the Social Brain; Perceiving and Explaining Our Social Worlds.	Read-Chapter 2 – “What is <i>Social Cognition?</i> ” (Part 1) Due: Weekly Notes – Hard copy Thursday & Discussion 3
4	Feb 1 (online) Feb 3 (campus)	Social Cognition: The Effects of Context on Social Judgments & Navigating Our Social Worlds-Heuristics and Memories.	Read-Chapter 2 – “What is <i>Social Cognition?</i> ” (Part 2) Due: Weekly Notes – Hard copy Thursday
5	Feb 8 (online) Feb 10 (campus)	Self-Justification: Theory of Cognitive Dissonance; Dissonance Reduction and Irrational Behavior; Importance of Irrevocability	Read Chapter 3 – “What is Self-Justification?” (Part 1) Due: Weekly Notes – Hard copy Thursday
6	Feb 15 (online) Feb 17 (campus)	Self-Justification: Dissonance, the Self-Concept and Self-Esteem; The Justification of Effort; The Justification of Cruelty; Practical Applications of Dissonance Theory	Read Chapter 3 – “What is Self-Justification?” (Part 2) Due: Weekly Notes – Hard copy (Thursday) & Discussion Week 6
7	Feb 22 (online) Feb 24 (campus)	Conformity: What is Conformity? Factors that Increase or Decrease Conformity; The Uninvolved Bystander as Conformist	Read Chapter 4 – “What is Conformity?” (Part 1) Due: Weekly Notes – Hard copy (Thursday)

8	Mar 1 (online) Mar 3 (campus)	Conformity: Pluralistic Ignorance; Levels of Conformity; Obedience as a Form of Compliance; Countering Conformity.	Read Chapter 4 – “What is Conformity?” (Part 2) Due: Weekly Notes – Hard copy (Thursday)
	Mar 7-11 Spring Break No Classes	N/A	N/A
9	Mar 15 (online) Mar 17 (campus)	Mass Communication, Propaganda & Persuasion: Effect of the Modern Media Landscape; Persuasion; Effectiveness of Media Appeals; Education Propaganda or Fake News?	Read Chapter 5 – “What is Mass Communication, Propaganda & Persuasion?” (Part 1) Due: Weekly Notes – Hard copy (Thursday) & Discussion Week 9
10	Mar 22 (online) Mar 24 (campus) Mar 25 - Last day to drop Semester Classes	Mass Communication, Propaganda & Persuasion: Two Major Routes to Persuasion; The Source of Communication; The Nature of Communication; Characteristics of the Audience; Resisting Propaganda & Persuasion.	Read Chapter 5 – “What is Mass Communication, Propaganda & Persuasion?” (Part 2) Due: Weekly Notes – Hard copy (Thursday)
11	Mar 29 (online) Mar 31 (campus)	Human Aggression: Aggression in Nonhuman Animals; Culture & Aggression; Gender & Aggression; Causes of Aggression.	Read Chapter 6 – “What is Human Aggression?” (Part 1) Due: Weekly Notes – Hard copy (Thursday)
12	Apr 5 (online) Apr 7 (campus)	Human Aggression: Social Learning & Aggression; Violence & Mass Media; The Elements of Aggression—The Case of Sexual Assault; Towards the Reduction of Violence.	Read Chapter 6 – “What is Human Aggression?” (Part 2) Due: Weekly Notes – Hard copy (Thursday) & Discussion Week 12
13	Apr 12 (online) April 14 Easter Break No class	Living, Loving & Connecting: Communal and Exchange Relationships; Love: What is it and How Does It Happen?; Intimacy, Authenticity, and Communication.	Read Chapter 8 – “What is Living, Loving & Connecting?” (Part 2) Due: SEE next week note for Weekly Notes submission.

14	Apr 19 (online) Apr 21 (campus)	Prejudice: What is Prejudice?; Stereotypes; Emotional Components of Prejudice: Gut Feeling and Hatreds; The Behavioral Components of Prejudice: Discrimination; Identifying Unconscious Prejudices; Causes of Prejudice.	Read Chapter 7 – “What is Prejudice?” (Part 1) Due: Weekly Notes – Hard copy (Thursday)** **NOTE: This week you will turn in two sets of weekly notes—One for week 13 and one for week 14. *Last day to turn in your FOAP!
15	Apr 26 (online) Apr 28 (campus)	Prejudice: Stereotypes and Attributions; Reducing Prejudice through Contact, Familiarity, Cooperation and Interdependence.	Read Chapter 7 – “What is Prejudice?” (Part 2) Due: Weekly Notes – Hard copy (Thursday) & Discussion Week 15
15	May 3rd	Final Exam at 1:30pm	

Class Contract:

Please write your name, sign and upload your signed form into Canvas “In-Class Assignments” Week 1 no later than the end of **the week (Sunday) after you have read the entire document and clarify any questions you may have.**

Contract:

I, _____ (name of student enrolled in class), acknowledge that I have read all the sections of this syllabus and understand the commitment required to take this hybrid course. I have clarified any questions I have with my instructor. Therefore, I fully comprehend the different tasks and requirements I am expected to fulfill throughout this course. I also understand that this syllabus is subject to change if needed at any time.

Student Signature

Date