

Department of Sociology, Social Work & Family Science
PSY/SOC 3020 Social Psychology
Spring 2023
3 Units

Instructor: Arduizur Carli Richie-Zavaleta, DrPH, MASP, MAIPS

Meeting days: Tuesday: In-class Meeting; Thursday: Online meeting. See more details throughout this syllabus.

On-Campus Meeting times on Tuesday: 1:30-2:45PM

Meeting location: On-Campus – **Taylor Hall 314**; Online Asynchronous meeting via Canvas and outside classroom activities.

Office hours: By appointment

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Final Exam: May 4th, 2023. See PLNU's schedule for specific time.

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 and social justice.
5. Apply biblical principles to concepts of social interactions through a social justice perspective.

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)	50	10
In-Class Assignments & Participation	150	30
Group Forums Conversations (Online)	150	30
Field Observation Analysis Part-1 (hard copy)	50	10
Field Observation Analysis Part-2 (hard copy)	75	15
Final Examination	25	5
	500	100

GRADING SCALE:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A+ 97-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F Less than 59.9
A 93-96.9	B 83-86.9	C 73-76.9	D 63-66.9	
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9	

“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.

“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.

“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.

(Bachelor students are required to retake core courses in which they earn a C-. Nevertheless, this grade may be assigned if appropriate.)

“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.

“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.

In-Class Assignments & Participation (In-Class)

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

Week Session(s) Due: **Week 1-15**

Description: Students have the opportunity to earn credit toward class participation through attendance, frequent and timely interaction with each other and with the instructor in-class setting (**Tuesday**). 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.

Tasks: 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 students to create posters, presentations or other activities that support application of the learned material.

Discussions (Online via Canvas)

Grading Value: 10 points each (50 total points)

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

Description: Students will engage in online discussions during those assigned weeks. The goal of these discussions is to be able to master the content presented during the **previous weeks** and apply critical thinking in the application and deconstruction of the learned concepts. This will be accomplished by writing these ideas in a critical manner and posting the original post on time.

Tasks: Original posts should be created and posted **no later than the Wednesday @ 11:59PM (PST)** of the assigned week. **Responses to other classmates (2 or more) no later than Friday @ 11:59PM (PST)** of the same week. **No late discussions will be accepted for credit.**

Group-Forum Conversations & Online Engagement

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

Week Session(s) Due: **Week 1-15**

Description: Students were randomly assigned to an online-group via Canvas' Forums platform. Please find which forum you belong to. There might be a reassignment later on in the semester, but not necessarily. These groups are limited 4 or 5 students each. You'll be discussing your weekly readings/viewings with your group. These discussions can assist you to not only cement the content of the week, but also to interact and share ideas with one another. Please ensure your participation is intentional and supported by the material you have been exposed to during the week.

Tasks: Post some questions to each other, think of other examples based on the theories or concepts you have been assigned and learn together. **Please post your discussions, comments, ideas and thoughts before midnight on Wednesday @ 11:59PM (PST) of every week starting Week 1. Please respond to your classmates no later than Thursday before 11:59PM (PST).** No late forum conversations will be accepted for full credit.

Field Observation Analysis Project (FOAP) Part 1

Grading Value: 50 points

Week Session(s) Due: **Week 8 (Tuesday-In-Class-Hard Copy needs to be submitted for full credit).**

Description: This is part 1 of FOAP assignment. 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, parks, the beaches, a religious service (preferably, one that you do not typically attend or engage in), and so forth.

Tasks: For part 1 of the FOAP, students will submit a Summary of the selected place they will be choosing to observe with as many details of the setting, including address, hours of operation, flow of people congregating in the place, and so forth. Part 1 will also include a plan for the actual field observation. This plan will include times and dates that the student will be conducting the observations in the chosen setting. Lastly, the student will write a “positionality” summary. This “positionality” summary (300-500 words) will be a self-reflection of their “biases” as researchers. For example, it can be a description of their sex, gender, socioeconomic status, religious views and so forth that will be “filtering” their observations once they collect their data in the near future. In sum, Part 1 will contain—Setting Description Summary; Plan for Future Field Observation; and Description of Positionality. Hard copy needs to be submitted to receive full credit on the **Tuesday of Week 8. Please follow the APA 7th version for your FOAP formatting.**

Field Observation Analysis Project (FOAP) Part 2

Grading Value: 75 points

Week Session(s) Due: **Week 13** – last week to submit FOAP.

Description: For Part 2 of the FOAP, students will engage in field observation data collection, analysis and interpretation of data. While students observe these social interactions, the student will utilize and apply both research and analytical skills.

Tasks: Students will follow their proposed plan and go to the selected setting (Part 1) on the days they have planned to collect data. As they conduct their research through *field observation* techniques, they will be taking quick notes of their observations for at least 1 hour. Once their data collection is over, students must will type their written notes (or electronic notes) **more comprehensively immediately after observation.** This technique is important so students 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 (**at least 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 themes or more social patterns of behavior** (at least 2 themes that “show up” throughout the typed notes. Student will highlight and write notes on the margin of their typed field notes. Once the student has finalized the analysis, the interpretation will take place by making sense of the observed patterns. In this step, student will apply the concepts learned throughout the semester and explain the social dynamics that student has observed throughout the field observation activities. As the student is interpreting the information, the student will explain the connections observed with the learned theories and themes or patterns identified in the field (see more information below).

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.), what was shared, what were the observed behaviors, and so forth. The total of field notes pages should between 3-5 pages; 2) **Analysis**—all the highlights and side notes that student did as he/she/they were analyzing the data collected; 3) **Interpretation**—Application of theory(ies) and connections identified throughout the field notes. 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? 4) **Debrief:** Last subsection of the FOAP Part 2, 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? (1 page no more than 2 pages). **Please follow the APA 7th version for your FOAP formatting.**

Final Examination:

Grading Value: 25 points

Finals Week: **Week 16. May 2nd @ 12:00PM.**

Description: Students will be provided with a study guide to prepare for this final examination. Please refer to Final Spring Examination from PLNU's administration for specific dates and times.

Task: Prepare for final examination using the guide provided. **Bring writing instruments and a "Blue Book" the day of the final.**

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

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	<p style="text-align: center;">Jan 10 (campus)</p> <p style="text-align: center;">Jan 12 (online)</p>	Introduction to Course & Expectations	<p>Review Syllabus and Canvas Navigation of the Course</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
2	<p style="text-align: center;">Jan 17 (campus)</p> <p style="text-align: center;">Jan 19 (online)</p>	Sociological Social Psychology: Introduction to Social Research & Major Sociological Theories.	<p>Read-Chapter 1 – “What is the <i>Sociological Imagination</i>?”; “What is Social Research?” & “What is <i>Sociological Social Psychology</i>?”</p> <p>Review ALL Material in Canvas for Week 2</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
3	<p style="text-align: center;">Jan 24 (campus)</p> <p style="text-align: center;">Jan 26 (online)</p>	Social Cognition: Evolution and the Biased Brain; Evolution and the Social Brain; Perceiving and Explaining Our Social Worlds.	<p>Read-Chapter 2 – “What is <i>Social Cognition</i>?” (Part 1)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas); 3. Discussion #1
4	<p style="text-align: center;">Jan 31 (campus)</p> <p style="text-align: center;">Feb 2 (online)</p>	Social Cognition: The Effects of Context on Social Judgments & Navigating Our Social Worlds-Heuristics and Memories.	<p>Read-Chapter 2 – “What is <i>Social Cognition</i>?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
5	<p style="text-align: center;">Feb 7 (campus)</p> <p style="text-align: center;">Feb 9 (online)</p>	Self-Justification: Theory of Cognitive Dissonance; Dissonance Reduction and Irrational Behavior; Importance of Irrevocability	<p>Read Chapter 3 – “What is Self-Justification?” (Part 1)</p>

			<p>Due:</p> <ol style="list-style-type: none"> In-Class Assignment; Group Forum Conversations (Canvas).
6	<p>Feb 14 (campus)</p> <p>Feb 16 (online)</p>	<p>Self-Justification: Dissonance, the Self-Concept and Self-Esteem; The Justification of Effort; The Justification of Cruelty; Practical Applications of Dissonance Theory</p>	<p>Read Chapter 3 – “What is Self-Justification?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> In-Class Assignment; Group Forum Conversations (Canvas); Discussion Week #2
7	<p>Feb 21 (campus)</p> <p>Feb 23 (online)</p>	<p>Conformity: What is Conformity? Factors that Increase or Decrease Conformity; The Uninvolved Bystander as Conformist</p>	<p>Read Chapter 4 – “What is Conformity?” (Part 1)</p> <p>Due:</p> <ol style="list-style-type: none"> In-Class Assignment; Group Forum Conversations (Canvas).
8	<p>Feb 28 (campus)</p> <p>Mar 2 (online)</p>	<p>Conformity: Pluralistic Ignorance; Levels of Conformity; Obedience as a Form of Compliance; Countering Conformity.</p>	<p>Read Chapter 4 – “What is Conformity?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> In-Class Assignment; Group Forum Conversations (Canvas); FOAP Part 1 – Hard Copy – Tuesday at the beginning of class.
<p>March 6-10, 2023 Spring Break No Classes</p>			
9	<p>Mar 14 (campus)</p> <p>Mar 16 (online)</p>	<p>Mass Communication, Propaganda & Persuasion: Effect of the Modern Media Landscape; Persuasion; Effectiveness of Media Appeals; Education Propaganda or Fake News?</p>	<p>Read Chapter 5 – “What is Mass Communication, Propaganda & Persuasion?” (Part 1).</p> <p>Due:</p> <ol style="list-style-type: none"> In-Class Assignment; Group Forum Conversations (Canvas); Discussion #3 Week (Canvas).

10	<p>Mar 21 (campus)</p> <p>Mar 23 (online)</p> <p>*Mar 24- Last day to drop Semester Classes</p>	<p>Mass Communication, Propaganda & Persuasion: Two Major Routes to Persuasion; The Source of Communication; The Nature of Communication; Characteristics of the Audience; Resisting Propaganda & Persuasion.</p>	<p>Read Chapter 5 – “What is Mass Communication, Propaganda & Persuasion?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
11	<p>Mar 28 (campus)</p> <p>Mar 30 (online)</p>	<p>Human Aggression: Aggression in Nonhuman Animals; Culture & Aggression; Gender & Aggression; Causes of Aggression.</p>	<p>Read Chapter 6 – “What is Human Aggression?” (Part 1)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
12	<p>Apr 4 (campus)</p> <p>Apr 7 April Easter Break</p>	<p>Human Aggression: Social Learning & Aggression; Violence & Mass Media; The Elements of Aggression—The Case of Sexual Assault; Towards the Reduction of Violence.</p>	<p>Read Chapter 6 – “What is Human Aggression?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas)*; 3. Discussion #4 (Canvas)*. <p>NOTE* Discussion original posts and responses are encouraged to be submitted earlier before Easter Break. NO LATE DISCUSSIONS ARE ACCEPTED.</p>
13	<p>Apr 11 (campus)</p> <p>Apr 13 (online)</p>	<p>Living, Loving & Connecting: Communal and Exchange Relationships; Love: What is it and How Does It Happen?; Intimacy, Authenticity, and Communication.</p>	<p>Read Chapter 8 – “What is Living, Loving & Connecting?” (Part 2)</p> <p>Due:</p> <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas); 3. Last Chance to Submit FOAP Part 2 – Tuesday Beginning of class – Hard Copy.
14	<p>Apr 18 (campus)</p> <p>Apr 20 (online)</p>	<p>Prejudice: What is Prejudice?; Stereotypes; Emotional Components of Prejudice: Gut Feeling and Hatreds; The Behavioral Components of Prejudice: Discrimination; Identifying Unconscious Prejudices; Causes of</p>	<p>Read Chapter 7 – “What is Prejudice?” (Part 1)</p> <p>Due:</p>

		Prejudice.	<ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas).
15	Apr 26 (campus) Apr 28 (online)	Prejudice: Stereotypes and Attributions; Reducing Prejudice through Contact, Familiarity, Cooperation and Interdependence.	Read Chapter 7 – “What is Prejudice?” (Part 2) Due: <ol style="list-style-type: none"> 1. In-Class Assignment; 2. Group Forum Conversations (Canvas); 3. Discussion #5 (Canvas).
May 1-5, 2023—Final Examination Week – See PLNU’s schedule for finals specific times and dates.			

Class 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