

Course Description

This course examines, via neuroscience and evolutionary theory, the impact of other people, whether they are present or not, on how we think, feel, and behave. From another perspective, essentially, we are talking about how various modalities of both information and disinformation affect our thinking feeling and behaving. The course explores such areas as the sense of self, group interactions/dynamics, interpersonal relations, social attitudes, conformity, bias, prejudice, societal norms, social media, and culture/diversity. In addition, social psychology will be explored in the context of Buddhism, Daoism, and Confucianism. As part of all classes Taijiquan and Qigong will be taught. *You must participate fully in the Taijiquan and Qigong component of the class or you will be marked absent.*

Student Learning Outcomes

Student will demonstrate

1. **Declarative Knowledge** (foundational knowledge: such as concepts, facts, theories, information, requirements, meaning, descriptions of things, events, formulas, processes, attributes, and their relationships. Essentially it is what we know about a topic, knowing that) of the field of social psychology **via** a multiple-choice midterm and final exam.
2. **Procedural/Performance knowledge** (essentially knowing how to do something) **via** writing a paper on 1) how the practice of Taijiquan and Qigong affects your thinking, feeling and behavior and 2) how social media affects your thinking, feeling and behavior.

Requirements To Assess Learning Outcomes

1. Take 2 exams: Mid-Term (100 points) and a Cumulative Final Exam (200 points)
2. Paper 1: A reflection paper on performing, across a number of classes, Taijiquan and Qigong at the start of each class. Paper will address
 - A. **Exteroception** (observing stimuli from outside of your body such as wind, sun, temperature, contact with another person, etc
 - B. **Interoception** (observing stimuli from inside your body such as relaxation, tightness, soreness, heart beating, sweating, breathing, etc
 - C. **Proprioception** (observing your body moving through space
 - D. The impact of your classmates and those outside of the class (walking by, sitting on the tables, looking at your class, driving by, etc) on your thinking, feeling and behaving while performing taijiquan and qigong.
3. Paper 2: A reflection paper on social media (such as Internet, Facebook, Instagram, Snapchat, Twitter, YouTube, Tinder, etc) regarding how it affects your thinking, feeling and behavior and your relationship with others.

Paper Requirements

For both papers write a one full page minimum (you can write more) typed, 1-inch margins, Times New Roman size 12 font, single spaced, paper that addresses and answers the questions for each paper. Clearly identify each **area to be addressed by bolding it**. Staple a separate cover page with the title of the paper on the cover, the name of the course, your name, my name, the due date, and the entire **Paper** question below. This paper is your thoughts, no references to other works or quotes from other works – just your thoughts.

Paper 1: Specifically address and answer each area of exteroception, interoception, proprioception, the impact of others on your thinking, feeling and behavior. The changes you note across these areas from the first class to the last class before you write this paper.

Paper 2: Clearly indicate which specific social media/s you use, what reason/why you are using it/them, how you access social media (by mobile/I phone, computer, tablet/I pad, etc), how often during the week, duration while using it, and how it/they affect your thinking, feeling and behaving and your relationship with others.

Format for ALL Papers:

- Typed
- Single spaced
- Times New Roman font size 12
- One inch margins on all sides
- Indent first line of each paragraph
- No space between paragraphs
- Each paper must have a cover page, which will include your name, title of the paper, course number, and due date
- Staple all pages together before turning in

Due Date/Points Policy for Papers:

Due date, after class time	10% deduction
2 nd day	20% deduction
3 rd day	30% deduction
4 th day	40% deduction
5 th day	50% deduction
Not Accepted after 5 th day	

- **All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term.**

GRADING

Mid-term Exam	100 points
Final Exam	200 points
Paper 1	20 points
Paper 2	30 points

TOTAL 350 points

A = 315+
B = 280-314
C = 245-279
D = 210-244
F = 209 or below

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by *emailing the instructor*, calling the instructor's campus extension, or the Psychology program office number: 735-4751. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

If you are not in class when roll is taken, you will be counted absent. If you are marked absent, you will lose 5 points for each absence.

Classroom Rules

- **Cell phones can only be used for recording class lectures. No texting, tweeting, internet use, etc.**
- No sleeping in class.
- No reading outside materials in class.
- *No doing homework for other classes during class.*
- No eating in class.
- No listening to iPods, etc. in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.

✎ COMPUTER USE IS ONLY FOR CLASS WORK, IT CANNOT BE USED FOR ANYTHING ELSE DURING CLASSTIME

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in

any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the **Counseling Center** (counselingcenter@chaminade.edu) to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following: Personal Counseling Center: 808-735-4845**

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at [\(808\) 735-4815](tel:8087354815) or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from:

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from:

Methods In Behavioral Research
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from:

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that **they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.**

2. Provide an Excellent Education

In the Marianist approach to education, **“excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities.** Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their **strong sense of community**, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a **form of service** in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily **adapt and**

change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton
Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

<u>Week Beginning</u>	<u>Topic</u>	<u>Reading</u>	
		<u>SP</u>	<u>IAC</u>
1/13	8 Principles of Social Psychology: Evolutionary Theory and Neuroscience Scientific Method/Research/Ethics What is Social Psychology Information/Disinformation	Ch 1-2	CH 1
1/20	Holiday 1/20 8 Principles of Social Psychology: Evolutionary Theory and Neuroscience Scientific Method/Research/Ethics	Ch 1-2	CH 1
1/27	Perceiving Individuals, The Self, Chronic Stress Positive Psychology. Information/Disinformation Paper One Due 1/31	Ch 3-4	CH 2-3
2/03	Perceiving Individuals, The Self, Positive Psychology, Chronic Stress Information/Disinformation	Ch 3-4	CH 2-3
2/10	Perceiving Groups, Information/Disinformation	Ch 5	
2/17	Holiday 2/17 Social Identity, Bias, Prejudice Stereotyping Information/Disinformation	Ch 6	
2/24	Attitudes, Behavior and Change Paper Two Due 2/28	Ch 7-8	
3/2	Mid-Term Exam Review		

Mid-Term Exam 3/6

3/09	Norms, Conformity, Behavior Information/Disinformation	Ch 9-10
3/16	Interaction and Performance in Groups Information/Disinformation	Ch 11
3/23	Spring Break 3/23 - 27	
3/30	Attraction, Relationships, and Love Information/Disinformation	Ch 12
4/06	Aggression and Conflict Helping and Cooperation Information/Disinformation	Ch 13-14

<u>Week Beginning</u>	<u>Topic</u>	<u>Reading</u>	<u>IAC</u>
4/13	Buddhism, Daoism and Confucianism in the Context of Social Psychology		CH 4-6
4/20	Buddhism, Daoism and Confucianism in the Context of Social Psychology		CH 4-6
4/27	Final Exam Review		
5/6	FINAL EXAM	11:00am – 12:00pm	