

Chaminade University of Honolulu
Psy 322 Social Psychology
Spring 2023

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Text: *Social Psychology* (4th Edition), Smith, Mackie, and Claypool

Starting Off: Read this entire syllabus. Go to the Home Page on Canvas for this course. Read the entire Home Page. Go to the Week 1 Module and read each of the components. There is also link for the syllabus on the Home Page.

Course Structure

This entire course is structured through the module format on Canvas where you will find all your instructions, requirements, assignments, Chapter readings, articles to read, PowerPoint Presentations (**PPP**) to review, videos to watch (links to the videos are found in the weekly modules) and due dates. The files link on canvas contains the syllabus, *PowerPoint* Presentations, exercises, samples for assignments and articles to read.

All assignments are submitted through Canvas. Both the mid-term exam and the Final exam are taken on Canvas.

This syllabus contains information regarding course description, grading, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), brief indication of assignments with points, course expectations and requirements, scientific methods definitions, Marianist Educational Characteristics/Values, the Tentative Schedule, and the following CUH required information: academic honesty, attendance policy, students with disabilities, Title IX, Tutoring Center, the Counseling Center and Credit Hour Policy.

Course Format

The in-class format will primarily be short lecture followed by group discussions (Marianist Educational Characteristic/Value of **Educate in Family Spirit**). The class will start outside with Qigong and Taijiquan practice (Marianist Educational Characteristic/Values of **Educate for Formation of Faith, Provide an Excellent/Integral/Holistic Education, and Educate for Adaption and Change**). Videos and PPP will not be shown in class (they are available in the files link on Canvas).

Course Description

The authors, Smith, Mackie, and Claypool, of the text for this course indicate (p. 22) that “Social Psychology is the scientific study of the effects of social and cognitive processes on the way individuals perceive, influence, and relate to others,” In addition, they note (p. 22) that “The physical presence of other people, the knowledge and opinions they pass on to us, and our feelings about the groups to which we belong all deeply influence us through social processes, whether we are with other people or alone. Our perceptions, memories, emotions, and motives also influence us through cognitive processes. Effects of social and cognitive processes are not separate but are inextricably intertwined.” They further note (P. 23), “all the diversity and richness of human behavior can be understood in terms of eight basic principles.”

These Eight Principles of Social Psychology is a thread that runs throughout the text and this course as an explanatory device for the various fields of social psychology. We will be exploring this thread from the perspective of evolutionary theory, neuroscience/neuroplasticity, and stress management within the context of the various fields of behavior under the umbrella of Social Psychology.

Of particular interest will be the impact of Covid related mitigation strategies such as social distancing, social isolation, wearing of masks, economic restrictions, and the delivery of the educational systems on physical, psychological, emotional, and interpersonal health and well-being.

From another perspective, essentially, we are talking about how various modalities of information, misinformation, and disinformation, via the impact of social media, affect our thinking, feeling, behaving, and interacting with others. This course will explore such areas as the sense of self, group interactions/dynamics,, interpersonal relations, attitudes, conformity, cognitive biases, cognitive distortions, heuristics, biases prejudice, discrimination, societal norms, fake news, social media, culture and chronic stress.

As part of a diverse, holistic and integrative approach to Social Psychology, Buddhism, Confucianism, and Daoism in the context of Social Psychology will be explored.

Psychology Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching theme in psychology
2. Students will exhibit the value of adaptation and change through the critical process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs).

- 1. Declarative Knowledge:** Students will identify key concepts, principles, and overarching themes in the field of social psychology via a multiple-choice midterm and final exam. This outcome links directly to **PLO 1**.
- 2. Procedural/Performance Knowledge.** Students will demonstrate the experiential relationship between **adaptation and change** and a **holistic, integrative approach** to the field of social psychology via the writing of 1) Journal and Paper Analysis of their practice of the Five Animals Frolic Qigong and 2) Social Media paper. This outcome links directly to **PLO 4**.

Assessment

Paper 1: Five Animals Frolic Journal and Paper Analysis.	40 Points
See Canvas Module Week 1 for description, requirements, and format.	
Paper 2. Social Media Paper.	100 Points
See Canvas Module Week 1 for description, requirements, and format.	
25 Item Multiple Choice Mid-Term Exam.	100 Points
50 Item Multiple Choice Final Exam.	200 points
	Total = 440 points

Grades

- A = 396-440**
- B = 352-395**
- C = 308-351**
- D= 264-307**
- F = 263 and below**

Course Guidelines

- There is no extra credit and no incompletes for this course. Late papers will be accepted for one week past the due date. However, the maximum value is 50% of the total points for the assignment. Additional points will be taken from the 50% total points if requirements are not met. Late papers will not be accepted after the one-week due date and your grade will be zero.

- If you are late when roll is taken you will be marked absent. If you leave class 30 minutes and earlier, you will be marked absent. Exceptions will be considered.
- Computers and cell phones are allowed only for taking notes, audio recordings and using for in class group exercises.
- No sleeping in the class is allowed nor leaning your head/body against the wall. If you are tired, then you should go home and sleep.
- You are required to practice the Qigong and Taijiquan at the start of the class. If there are postures and movements that cause you pain or dizziness do not do them. Any extended non-participation will require a doctor's note.

MARIANIST EDUCATIONAL CHARACTERISTICS/VALUES

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. 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 faith at all.**

Provide an Excellent/Integral 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.

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.**

Educate for Service, Justice and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life 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.**

Educate for Adaptation and 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.**

Scientific Method

*The scientific method is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systemic 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 fall conclusions about natural events.***

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 above quotes were taken directly from *Research, Design and Counseling* by Heppner, Kivlighan, and Wampold.

Scientific observation is the central element of the scientific method or process. The core skill of a scientist is to make observations. Observation consists of receiving knowledge of the outside world through our senses or recording information using scientific tools and instruments. Any data recorded during an [experiment](#) can be called an observation.

[Scientific Observation - Collecting Empirical Evidence \(explorable.com\)](#)

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 Graduate Catalog 2019/2020, pg. 30-31

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, TutorMe 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)

Counseling Center

Welcome to the Chaminade University of Honolulu Counseling Center. We are aware that there are many challenges that you will face in your college experience. We are here to provide you with as much mental health support as we can. We are a confidential, safe, diverse, and judgment free center who may be able to support you. Please reach out to us to inquire about our mental health services. Monday–Friday, 8:30 a.m.–4:30 p.m. Redtin Hall, Room 201, [\(808\) 735-4845](tel:8087354845), counselingcenter@chaminade.edu

Students with Disabilities

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Tentative Course Schedule

Use the Modules in Canvas

All papers are submitted via canvas. The Midterm exam is taken on Friday 3/3 at 11:30 am via Canvas. You have 30 minutes for this exam. The final exam is taken on 5/1 at 11:00 am via Canvas. You have 60 minutes for this exam. Use the **modules on canvas for this course as your tentative schedule.**

<u>Week</u>	<u>Topic</u>	<u>Chapter Readings</u>
1/9	What is Social Psychology; 8 Principles of Social Psychology. Evolutionary Theory, Neuroscience, Chronic Stress; Scientific Method/Research/Ethics. Social Media; Fake News. Information/Disinformation; Positive Psychology	1-2
1/16	Holiday 1/16. What is Social Psychology; 8 Principles of Social Psychology. Evolutionary Theory, Neuroscience, Chronic Stress; Scientific Method/Research/Ethics. Social Media; Fake News. Misinformation/Disinformation; Positive Psychology	1-2
1/23	Perceiving Individuals, The Self.	3-4
1/30	Perceiving Individuals, The Self	3-4
2/6	Perceiving Groups Paper 1 Due 2/6 Before Noon	5
2/13	Social Identity	6
2/20	Holiday 2/20. Attitudes, Behavior and Change Exam Review Questions Available	7-8
2/27	3/3 Mid-Term Exam 11:30-12:00 pm.	
3/6	Norms, Conformity, Behavior.	9-10
3/13	Norms, Conformity, Behavior Founders Day Mass No Class	
3/20	Spring Break 3/20/-3/24	
3/27	Paper 2 Due 3/27 Before Noon. Interaction and Performance in Groups Daoism, Buddhism, And Confucianism in the Context of Social Psychology	11
4/3	Interaction and Performance in Groups Daoism, Buddhism, And Confucianism in the Context of Social Psychology	
4/10	Attraction, Relationships, and Love. Holiday 4/7	12
4/17	Aggression and Conflict Helping and Cooperation	13-14
4/24	Aggression and Conflict, Helping and Cooperation Exam Questions Available	13-14
5/1	Final Exam 11:00-12:00	