

PSY 527
Social/Cultural Bases of Behavior
Monday 4:30am - 7:10 PM
Spring 2014

Instructor: Dr. DeMarquis Hayes
Office: Binnion 219
Office Hours: M 2-4:30 (Commerce)
T 2-4:30 (MPLX)
or by appointment

Telephone: 903-886-5418
Email: demarquis.hayes@tamuc.edu
Class: Henderson 206

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Catalog Course Description: This course is designed to cover principles and research related to social and cultural bases of behavior, motivation, attitude, value, leadership, propaganda, groups, morale, industrial conflict, roles, ethnic attitudes, and status.

Course Overview: Previously this course has been taught as a social psychology course that covers the fundamental theories and research conducted in both classic and modern social psychology. We will continue with some of the past objectives of this course, however, I will place a greater emphasis on culture and diversity. When thinking about bases of behavior we will focus on such topics as culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation.

Readings will come not only from the assigned text but from journal articles provided by the instructor. All journal articles can be found on the TAMUC library website. Students are responsible for finding all articles on their own. When readings are not available on the library website they will be provided to the students via eCollege. This will not be a lecture course, meaning I will not be doing all of the talking (for those of you who have had me previously stop laughing!). Instead we will discuss the readings that are assigned each week and students will take turns leading each class.

Course Objectives (Links to NASP Model 10 Domains of Practice):

2.8: Diversity in Development and Learning *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

2.9: Research and Program Evaluation *You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

Class Goals:

1. Gain an understanding of key issues related to the field of social psychology and especially how culture and diversity relate to bases of behavior for individuals.
2. Gain experience in oral communication skills when presenting research findings.
3. Gain experience with gathering and organizing research materials to write a research proposal.

Required Textbook:

Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2013). *The Psychology of Diversity: Beyond Prejudice & Racism*. Wiley-Blackwell, Inc.

Additional Required Readings:

See assigned readings for each week. Articles that are not available on the library website will be provided on eCollege.

Administrative Policies and Requirements:

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances but this will be on a case by case basis. Students that have more than 2 unexcused classes will have their final grade lowered by one letter grade for each absence.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor prior to the start of class. This does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak.

Behavior meant to demean or belittle a class member will not be tolerated. Students engaging in unacceptable behavior will be directed to leave the classroom.

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning only.

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and eCollege. All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused.

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

Course Requirements and Grade Determination:

1. ***Reading Reflections:*** **PRIOR** to the start of class, students must submit a 1 page reading reflection on eCollege under the appropriate week. Do not simply write brief summaries of everything read for that class period. Instead put together a 1 page reflection (what did you think about the readings, what did you learn, what did you agree/disagree with). Late assignments not accepted.
2. ***Presentation:*** Each student will lead a class discussion. You will be responsible for presenting the information for that class period and to engage your classmates on a discussion of the material. Your classmates and instructor will rate you on your preparedness, ability to present the material, and ability to lead in appropriate discussion. Feel free to add to the discussion by bringing any additional readings, visual aids, or information from websites that applies to your topic. Please note that you are not required to do a reading reflection on the week you present.
3. ***Midterm:*** An in-class midterm will be given. Students will view a movie that demonstrates several themes covered in class. You will be required to answer questions by integrating knowledge learned in class.

4. *Research Proposal*: Students are required to complete a research proposal that covers a topic relevant to the course. The proposal should not exceed 15 pages (double spaced, Times new Roman 12-point font, includes cover page, abstract, & references). Must be in APA format. In the proposal you will need to review relevant literature, state a hypothesis, & propose a study that directly tests your hypothesis. Simply put your proposal should have the following sections: introduction, literature review, and methods. Please discuss your paper topic with me prior to starting. All students have to have a topic by February 10th. During finals week all students will give a brief presentation of their research proposals.

Grading:

Reading Reflection	=	100 points	A = 360-400
Presentation	=	100 points	B = 320-359
Midterm	=	100 points	C = 280-319
Research Proposal	=	<u>100 points</u>	D = 240-279
Total points possible		400 points	F = < 240

Class Schedule (Subject to Change)

Week 1

January 13th: Introduction, Syllabus, Expectations; Psychology of Diversity & It's Concepts

Jones et al. (2013) Chapter 1 & 2

January 20th: MLK Holiday, NO CLASS

Week 2

January 27th: Cognitive Dissonance

Aronson, E., & Cope, V. (1968). My enemy's enemy is my friend. *Journal of Personality and Social Psychology*, 8, 8-12.

Brown-Wright, L., & Tyler, K. M. (2010). The effects of home-school dissonance on African American male high school students. *The Journal of Negro Education*, 79(2), 125-136.

Gawronski, B. (2012). Back to the future of cognitive dissonance theory: Cognitive consistency as a core motive. *Social Cognition*, 30(6), 652-668.

Harmon-Jones, E., Brehm, J. W., Greenberg, J., Simon, L., & Nelson, D. E. (1996). Evidence that the production of aversive consequences is not necessary to create cognitive dissonance. *Journal of Personality and Social Psychology*, 70, 5-16.

Mahaffy, K. A. (1996). Cognitive dissonance and its resolution: A study of lesbian Christians. *Journal for the Scientific Study of Religion*, 35(4), 392-402.

Week 3

February 3rd: Conformity (Student)

Jones et al. (2013) Ch 4

Haun, D. B. M., & Tomasello, M. (2011). Conformity to peer pressure in preschool children. *Child Development*, 82 (6), 1759-1767.

Milgram, S. (1969). Note on the drawing power of crowds of different size. *Journal of Personality and Social Psychology*, 13, 79-82.

Sistrunk, F., & McDavid, J. W. (1971). Sex variable in conforming behavior. *Journal of Personality and Social Psychology, 17*, 200-207.

Song, G., Ma, Q., Wu, F., & Li, L. (2012). The psychological explanation of conformity. *Social Behavior and Personality, 40*(8), 1365-1372.

Week 4

February 10th: Social Comparison (Student)

Alicke, M. D., LoSchiavo, F. M., Zerbst, J., & Zhang, S. (1997). The person who outperforms me is a genius: Maintaining perceived competence in upward social comparison. *Journal of Personality and Social Psychology, 73*(4), 781-789.

Buunk, B. P., Kuyper, H., & van der Zee, Y. G. (2005). Affective response to social comparison in the classroom. *Basic and Applied Social Psychology, 27*(3), 229-237.

Evans, P. C., & McConnell, A. R. (2003). Do racial minorities respond in the same way to mainstream beauty standards? Social comparison processes in Asian, Black, and White women. *Self and Identity, 2*(2), 153-167.

Hoorens, V., & Van Damme, C. (2012). What do people infer from social comparisons? Bridges between social comparison and person perception. *Social and Personality Psychology Compass 6*/8, 607-618.

Week 5

February 17th: Attribution (Student)

Jones et al. (2013) Ch 5

Graham, S. (1997). Using attribution theory to understand social and academic motivation in African American youth. *Educational Psychologist, 32*(1), 21-34.

Martinko, M. J., & Thomson, N. F. (1998). A synthesis and extension of the Weiner and Kelley Attribution Models. *Basic and Applied Social Psychology, 20*(4), 271-284.

Woodcock, S., & Vialle, W. (2011). Are we exacerbating students' learning disabilities? An investigation of preservice teachers' attributions of the educational outcomes of students with learning disabilities. *Annals of Dyslexia, 61*(2), 223-241.

Week 6

February 24th: Identity Development (Student)

Jones et al. (2013) Ch 6

Sellers, R.M., Smith, M.A. Shelton, J.N., Rowley, S.A.J., & Chavous, T.M. (1998).

Multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review, 2*, 8-39.

Benet-Martinez, V., Leu, J., Lee, F., & Morris, M.W., (2002). Negotiating biculturalism: Cultural frame switching in biculturals with oppositional versus compatible cultural identities. *Journal of Cross-Cultural Psychology, 33*, 492-516.

Mosher, C. M. (2001). The social implications of sexual identity formation and the coming-out process: A review of the theoretical and empirical literature. *The Family Journal, 9*, 164-173.

Week 7

March 3rd: Midterm

March 10th: Spring Break: NO CLASS

Week 8

March 17th: Targets of Prejudice

- Smith, W.A., Allen, W.R., & Danley, L.L. (2007). "Assume the position, you fit the description": Psychosocial experiences and racial battle fatigue among African American male college students. *American Behavioral Scientists*, 51, 551-578.
- Swim, J.K., Hyers, L.L., Cohen, L.L., Fitzgerald, D.Z., & Bylsma, W.H. (2003). African American college students' experiences with everyday racism: Characteristics and responses to these incidents. *Journal of Black Psychology*, 29, 38-67.
- Talley, A. E., & Bettencourt, B. A. (2008). Evaluations and aggression directed at a gay male target: The role of threat and antigay prejudice. *Journal of Applied Social Psychology*, 38(3), 647-683.

Week 9

March 24th: Acculturation (Student)

- Jones et al. (2013) Ch 8
- Flannery, W.P., Reise, S.P., & Yu, J. (2001). An empirical comparison of acculturation models. *Personality and Social Psychology Bulletin*, 27, 1035-1045.
- Negy, C., & Woods, D.J. (1992). A note on the relationship between acculturation and socioeconomic status. *Hispanic Journal of Behavioral Sciences*, 14, 248-251.
- Cheng, C.Y., F. Lee, F., & Benet-Martinez, V. (2006). Assimilation and contrast effects in cultural frame switching: Bicultural identity integration and valence of cultural cues. *Journal of Cross-Cultural Psychology*, 37, 742-760.
- Weisskirch, R. S., & Alva, S. A. (2002). Language Brokering and the Acculturation of Latino Children. *Hispanic Journal of Behavioral Sciences*, 24, 369-378.

Week 10

March 31st: Social Loafing (Student)

- Ferrari, J. R., & Pychyl, T. A. (2012). If I wait, my partner will do it: The role of conscientiousness as a mediator in the relation of academic procrastination and perceived social loafing. *North American Journal of Psychology*, 14(1), 13-24.
- Hall, D., & Buzwell, S. (2013). The problem of free-riding in group projects: Looking beyond social loafing as reason for non-contribution. *Active Learning in Higher Education*, 14(1), 37-49.
- Latane, B., Williams, K., & Harkins, S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37(6), 822-832.
- Pieterse, V., & Thompson, L. (2010). Academic alignment to reduce the presence of 'social loafers' and 'diligent isolates' in student teams. *Teaching in Higher Education*, 15(4), 355-367.

Week 11

April 7th: The BBC Prison Study (NOTE: Read in this order) (Student)

- Reicher, S., Haslam, S. A. (2006). Rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, 45, 1-40.

- Turner, J. C. (2006). Commentary. Tyranny, freedom and social structure: Escaping our theoretical prisons. *British Journal of Social Psychology*, 45, 41-46.
- Zimbardo, P. G. (2006). Commentary. On rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, 45, 47-53.
- Haslam, S. A., & Reicher, S. (2006). Response. Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. *British Journal of Social Psychology*, 45, 55-63.

Week 12

April 14th: Intergroup Relations (Student)

Jones et al. (2013) Ch 9

- Kawabata, Y., & Crick, N. R. (2011). The significance of cross-racial/ethnic friendships: Associations with peer victimization, peer support, sociometric status, and classroom diversity. *Developmental Psychology*, 47(6), 1763-1775.
- Shelton, J.N., Richeson, J.A., & Salvatore, J. (2005). Expecting to be the target of prejudice: Implications for interethnic interactions. *Personality and Social Psychology Bulletin*, 31, 1189-1202.
- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

Week 13

April 21st: Group Membership (Student)

- Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: how social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin*, 31, 443-453.
- Smith, E. R., Seger, C. R., Mackie, D. M. (2007). Can emotions be truly group level? Evidence regarding four conceptual criteria. *Journal of Personality and Social Psychology*, 93, 431-446.
- Williams, J. L., Aiyer, S. M., Durkee, M. I., & Tolan, P. H. (2013). The protective role of ethnic identity for urban adolescent males facing multiple stressors. *Journal of Youth and Adolescence*.

Week 14

April 28th: Individualism/Collectivism (Student)

Jones et al. (2013) Ch 10

- Kashima, Y., Yamaguchi, S., Kim, U., Choi, S., Gelfand, M., & Yuki, M. (1995). Culture, gender, and self: A perspective from individualism-collectivism research. *Journal of Personality and Social Psychology*, 69, 925-937.
- Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construals. *Asian Journal of Social Psychology*, 2, 289-310.

FINAL PAPERS ARE DUE (before start of class)

Week 15

Students will present their papers in class by doing a power point proposal