**Social and Community Psychology (PSY 852)**

Spring, 2016

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My website is the place where you will find podcasts and PowerPoint presentations for each class, a link to an online APA style guide, and other important information. You might also find the following LIU library link helpful as you search for literature for your papers: http://liu.cwp.libguides.com/psychology

Catalogue Description: “An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influence on aggression, race, and the psychotherapeutic profession.”

**Text and Required Readings**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ($24.07; ISBN-13: 978-1433805615)

Aronson, E. (2012). *The social animal* (11th ed.). New York, NY: Worth Publishers. ($80.92; ISBN-13: 978-1429233415)

Greenberg, J., Simon, L., Pyszczynski, T., Solomon, S., & Chatel, D. (1992). Terror management and tolerance: Does mortality salience always intensify negative reactions to others who threaten one’s worldview? *Journal of Personality and Social Psychology, 63,* 212-220.

Greenberg, J., Solomon, S., & Pyszczynski, T. (1997). Terror management theory of self-esteem and cultural worldviews: Empirical assessments and conceptual refinements. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 29, pp. 61-139). San Diego, CA: Academic Press.

**Supplemental Book and Article**

Aronson, J., & Aronson, E. (Eds.). (2012). *Readings about the social animal* (11th ed.). New York, NY: Worth Publishers. ($51.04; ISBN-13: 978-1429233422)

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51,* 1173-1182.

**Course Outline**

**Class 1: What is Social Psychology?**

Aronson (2012). Read Chapter 1, pp. 1-11.

**Class 2: Social Psychology as a Science**

Aronson (2012). Read Chapter 9, pp. 405-429.

**Class 3: Conformity**

Aronson (2012). Read Chapter 2, pp. 13-57.

**Class 4: Mass Communication, Propaganda, and Persuasion**

Aronson (2012). Read Chapter 3, pp. 59-111.

**Class 5: Social Cognition**

Aronson (2012). Read Chapter 4, pp. 113-175.

**Class 6: \*Midterm Exam**

**Class 7: Self-Justification**

Aronson (2012). Read Chapter 5, pp. 177-247.

**Class 8: Human Aggression**

Aronson (2012). Read Chapter 6, pp. 249-295.

**Class 9: Prejudice**

Aronson (2012). Read Chapter 7, pp. 297-353.

**Class 10 Liking, Loving, and Interpersonal Sensitivity**

Aronson (2012). Read Chapter 8, pp. 355-403.

**Class 11: \*Final Exam**

**Class 12: Terror Management Theory**

Read Greenberg et al. (1992); Greenberg et al. (1997).

**Class 13: \*Class Presentations/\*Research Proposal Due**

**Class 14: \*Class Presentations**

**Course Requirements**

A. You will take a midterm, open-book, multiple-choice exam in class to assess your comprehension of the assigned readings of chapters 1-4 and 9 from Aronson (2012). **This assignment accounts for 30% of your total grade.**

B. You will take a final, open-book, multiple-choice exam in class to assess your comprehension of the assigned readings of chapters 5-8 from Aronson (2012). **This assignment accounts for 30% of your total grade.**

C. Develop a research proposal for a study on some aspect of social psychology. The proposal needs to include a brief review of the relevant theoretical and empirical literature (~3 pages); a clear exposition of the hypotheses to be tested (~half page); descriptions of the participants, measures, procedure, and data analysis to be used (~3 pages); results (~half page); and a discussion of the implications of the proposed study for that particular area of research, assuming first significant results, then nonsignificant results (~3 pages). **Maximum number of double-spaced, 12-point type pages (excluding title page and references): 10. Please use *APA Publication Manual* format. The research proposal is due at the beginning of Class 13. Each person will make a 10-minute presentation of her or his paper during Class 13 or Class 14. Brief group discussion will follow each presentation. Order of presentations will be alphabetical. This assignment accounts for 30% of your total grade.**

D. Students will break into pairs, select an empirical article covered in the chapter assigned for each week, and spend the final 45 minutes of class time engaging the class in a discussion about the article. Topics for class discussion might include the study’s merits and flaws, how the study authors formulated the hypotheses, how they selected the methodology, what ethical concerns they had to overcome in conducting the study, how they interpreted the findings, what the clinical implications of the findings might be, and what future directions the findings suggest. **This assignment accounts for 10% of your total grade.**

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| Grading Rubric |
| Grade | A | B | C |
| Midterm Exam | Mastery of the text book content material (Aronson chapters 1-4 and 9) | Some knowledge of the text book content material | Little to no knowledge of the text book content material |
| Final Exam | Mastery of the text book content material (Aronson chapters 5-8) | Some knowledge of the text book content material | Little to no knowledge of the text book content material |
| Research Proposal | Mastery of randomized research design and moderational model in social psychology; clear, concise writing style; clear knowledge and application of the *APA Publication Manual* | Some knowledge of randomized research design and moderational model in social psychology; some disorganization in writing style; incomplete knowledge and application of the *APA Publication Manual* | Little knowledge of randomized research design and moderational model in social psychology; disorganized, incoherent writing style; little knowledge or application of the *APA Publication Manual* |
| Empirical Article Presentation | Mastery of understanding of empirical article; maximal engagement of classmates in a discussion of the article’s merits, flaws, and ethical concerns | Some understanding of empirical article; some engagement of classmates in a discussion of the article’s merits, flaws, and ethical concerns | Little knowledge of empirical article; little engagement of classmates in a discussion of the article’s merits, flaws, and ethical concerns |

**Academic Competencies**

1) Students will demonstrate an understanding of the definition of basic concepts and ideas from the field of social psychology.

2) Students will demonstrate an understanding of how the concepts and ideas of social psychology can be applied in various settings, including an understanding of how these concepts and ideas can help provide understanding regarding the development, response to, and treatment of various psychological problems and difficulties.

3) The class will help provide students with a training experience so that program graduates will become professional psychologists able to exhibit ethically sound relationship skills with diverse populations. Course readings will address the background, assumptions, expectations, and reactions of different groups.

4) The class will help provide students with background in the research methods used to study social psychology. Weekly class readings will be comprised of review chapters.

**Diversity**

1) Students will be able to understand differences between dominant and nondominant cultural worldviews from a social psychology perspective.

2) Students will be able to discuss gender and racial stereotypes from a social psychology perspective.

3) Students will be able to discuss social psychology findings from more explicitly sociological perspectives.

**Ethics**

1) Students will explore social psychology with an attitude of openness, understanding, and nonjudgment.

2) Students will complete their course assignments honestly and independently of others.

**Professional Development**

1) Students will contact me prior to class if they cannot attend or will be late.

2) Students will make a good-faith effort to complete the assigned readings on time and participate in class discussions.

3) Students will prepare their writing assignments on time--applying both diligence and a viable conceptual organization--and follow the *Publication Manual of the American Psychological Association* for formatting.

4) Students will prepare creative and poignant class presentations.

**From Clinical Psychology Doctoral Program Student Handbook 2007-2008**

The grades and definitions listed below are used in doctoral courses:

**A**     work is excellent; student not only demonstrates high achievement but also superior intellectual initiative beyond the objectives of the course; superior test performance; consistent superior performance across all work and tests.”

**A-**    Work is excellent; student demonstrates either high achievement (by going beyond the requisites of the course) or surpasses expectations for a student at this level; clearly demonstrates knowledge and competence beyond course requirements.

**B+**   Work is very good; student demonstrates clear understanding of the material and work is generally proficient and relatively free of errors; very good test performance.

**B**     Work is acceptable; student has applied requisite understanding of the material; acceptable test performance.

**B-**    Work is acceptable but lacking precision or understanding of the material; below average test performance.

**C** Work is unsatisfactory due to one or more of the following: failure to consistently complete course assignments, inconsistent professional quality of written material, erratic in meeting deadlines, inadequate or incomplete familiarity with key ideas, concepts and knowledge, flawed written and verbal accounts of information. **Remediation may be required.**

**F**      Work is unacceptable for a graduate student; work errors greatly exceed those of the class, student has not effectively applied knowledge at this level from readings, class; poor performance on tests.  Course must be repeated.

**INC** Work which, as far as it has progressed, is of B or higher quality, but is incomplete because of illness, accident, or other serious extenuating circumstances.  All incompletes must be completed before the end of the next semester or the grade will automatically be changed to an **F.**

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| **Letter Grade** | **Numeric Grade** | **GPA Equivalent(4-pt. scale)** |
| A+ | 98.3 (96.7-100) | 4.0 |
| A | 95 (93.3-96.6) | 4.0 |
| A- | 91.7 (90-93.2) | 3.7 |
| B+ | 88.3 (86.7-89.9) | 3.3 |
| B | 85 (83.3-86.6) | 3.0 |
| B- | 81.7 (80-83.2) | 2.7 |
| C+ | 78.3 (76.7-79.9) | 2.3 |
| C | 75 (73.3-76.6) | 2.0 |
| C-  | 71.7 (70-73.2) | 1.7 |
| D+ | 68.3 (66.7-69.9) | 1.3 |
| D | 65 (63.3-66.6) | 1.0 |
| D- | 61.7 (60-63.2) | 0.7 |
| F | <60 | 0.0 |

From the *Graduate Bulletin* (2003-2005, p. 15), “Academic Irregularities”: “In the case of a minor infraction that is the student’s first disciplinary offense, the Dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course….In the case of a major infraction, or in the case of repeat academic offenses, the student may be subject to suspension or expulsion from the campus.”