

CPSE 650R
Social Psychology
Spring 2020

INSTRUCTOR: Richard N. Williams, PhD

OFFICE: 237-C MCKB

HOURS: 12:00p - 2:50p Tuesday
Others by appointment

TEXTS:

- 1) Baumeister, R. F., & Bushman, B. J. (2017), *Social Psychology and Human Nature* (4th ed). Boston: Cengage Learning.
- 2) RECOMMENDED: Brannigan, A. (2004), *The Rise and Fall of Social Psychology: The Use and Misuse of the Experimental Method*. New York: Aldine De Gruyter, 2004. (Chapter 1 required).

Suggested Readings:

Other readings may be assigned or provided.

COURSE CONTENT:

This course is integral to that core of “discipline specific knowledge” that represents the intent of a training program in counseling psychology. Its aim is to provide the broad knowledge base assuring that clinical practice reflects the meaningful and relevant scholarly corpus which should inform practice. It is the field of social psychology that provides one of the most obvious and direct interfaces between the science of psychology – vis a vis real, meaningful human actions -- and clinical practice. Thus, in many ways, social psychology is closer in concept and content to real persons and real human problems than some other subdisciplines. Because of the intellectual and cultural centrality of social psychology to the concern for, and practices aimed at furthering human thriving in the real world, we will give considerable attention to the philosophical and meta-theoretical assumptions that underlie our current intellectual grounding for theories and methods. We will also give some time to examining their historical roots – and all this because the content of the disciplines clearly bears on all aspects of clinical practice.

A compatible and concomitant purpose of the course will be to provide a rigorous philosophically informed explication of the field of social psychology and its theories and models. The core subject matter of social psychology is, or can be shown to be, integrally connected to our applied therapeutic discipline. Therefore, the field of social psychology deserves – requires – our most rigorous and informed examination and critique so that we become sophisticated critical consumers of the knowledge base/data base of social psychology. A premium will be placed on informed, historically

conscious, theoretically sophisticated critical evaluation of how the knowledge base of social psychology is relevant to clinical theory and practice. The various presentations and writing assignments required in the course (see below) are specifically aimed at that issue.

CONTENT OF THE COURSE:

The principle text for the course (Baumeister & Bushman) provides a good working organization and summary of the research, models and theories prominent in contemporary social psychology. This is a well-respected, up-to-date text and a good encyclopedia of themes, models and research findings in the field of social psychology. Therefore, we will structure the course around the chapters of the text. Below, please find the subject-matter chapters and the (approximate) dates on which the material will be taken up. However, the course assignments provide opportunities, and will require acquaintance with particular bodies of current research.

DATE/DAY	TOPIC	B&B CHAPTER	WHO
4/29 W	INTRODUCTION AND HISTORY	1/2 (Brannigan ch1)	RNW
5/4 M	INTRODUCTION AND HISTORY	1/2 (Brannigan ch 1)	RNW
5/6 W	THE SELF	3	
5/11 M	CHOICES AND ACTIONS	4	
5/13 W	SOCIAL COGNITION	5	
5/18 M	EMOTION AND AFFECT	6	
5/20 W	ATTITUDES, BELIEF, CONSISTENCY	7	
5/25 M	NO CLASS – MEMORIAL DAY -----		
5/27 W	SOCIAL INFLUENCE & PE RSUASION	8	
6/1 M	PROSOCIAL BEHAVIOR	9	
6/3 W	AGGRESSION AND ANTISOCIAL	10	
6/8 M	INTERPERSONAL ATTRACTION	11	
6/10 W	CLOSE RELATIONSLHIPS/SEXUALITY	12	
6/15 M	PREJUDICE AND GROUPS	13-14	

REQUIREMENTS:

1. STUDENT-LED CLASS PRESENTATION AND DISCUSSION:

Each student will be responsible for one class period and will take the lead in the presentation and discussion of the topic of the particular chapter of the text for that day. The class presentation and discussion should cover the topic, including influential and important research findings, models and explanations regarding the chapter topic. You should also summarize the social psychological theories and models in that topic area. Key research, models, and explanations should be covered and discussed. Most importantly time should be given to presentation and discussion of the relevance of that particular area of psychological for clinical theory and practice with an eye to integration of this area of discipline specific knowledge for your clinical training and practice – not just the general area (e.g., attitudes) but the RELEVANCE and APPLICABILITY of that psychological knowledge for therapeutic practice and process. Students should turn in a document (5-7 pages) generated by their preparation for the discussion and the

class discussion. A premium will be placed on connecting the material from the text to current areas of research and contemporary research findings. The class presentation will also be evaluated. The presentation and paper produced will constitute 40% of the grade for each student. The hope is that this presentation might provide impetus for a scholarly paper on the topic.

Since there are as many topics as there are weeks in the term and chapters in the text it will be convenient for each student to select one chapter to prepare and lead the discussion (the last class discussion will cover 2 chapters rather than one). Since there are currently 13 students enrolled and only 12 presentation topics, two of you will need to work as a team for the preparation and presentation. Please adjust your schedules so that every week/chapter will be covered. Please note also that your presentation and class discussion will be offered over Zoom.

2. **FINAL EXAM/PAPER.** The final paper should be no longer than 7 pages (APA, double-spaced). It should reflect your use of at least 3 -5 original texts (books or articles) in addition to the primary text for the course itself. In other words, look at some of the articles you consider to be important in the original. The final paper should reflect your most careful and serious thought and expression regarding the application and relevance of the field and the knowledge base of social psychology for clinical theory and practice as well as your acquaintance with key contemporary research. The final paper will be due the last week of class. This paper will be valued as 40% of your grade.
3. **WEEKLY CAPTURE PAPERS.** Each student should turn in a “capture” paper of no more than 1 ½ double-spaced pages on the topic of that particular week with a thoughtful conclusion of how that area of social psychology might have positive impact in clinical practice and process. These should be turned into me sometime during the week in which the chapter was covered in class.

LEARNING OBJECTIVES:

1. Students will learn and recognize the roots and models of contemporary theories, ideas and practices in social psychology.
2. Students should develop a working knowledge of current models, theories, and bodies of research in contemporary social psychology
3. Students will be able to recognize the points of important confluence of academic and applied social psychology and counseling psychology.
4. Students will be able to apply critical thinking to contemporary models and ideas of social psychology understanding them in terms of their important assumptions and implications about what constitutes a good and flourishing life.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of

another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-292 ASB.

Academic Honesty Policy:

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy:

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and

must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.