

PSYC 6311: Social and Cultural Psychology

Course Information:

PSYC 6311

Mondays 2:00 pm

Professor Information:

Eric Stocks, PhD

Office: HPR 255

Office Hours: By appointment

Email address: estocks@uttyler.edu

Course description: This course will cover fundamental theories and research on the topics of Social Psychology and Cultural Psychology. The purpose of this course is to provide an advanced overview of Social Psychology and Cultural Psychology, as well as how the two branches of psychology may be integrated. We will cover topics such as the social cognition, group dynamics, and the cultural foundations of self.

Student Learning Outcomes:

The purpose of this course is to provide an advanced overview of Social Psychology and Cultural Psychology, as well as how the two branches of psychology may be integrated. We will cover topics such as the social cognition, group dynamics, and the cultural foundations of self. Students will also learn to integrate research and findings from Social and Cultural Psychology into a written work product. My goal is to teach you enough about science and methodology, particularly with regard to Social and Cultural Psychology, that you can (a) understand the methods and results of the scientific research you read or hear about, and (b) integrate this understanding into your practice of psychology.

Readings for the Course: Readings will be available for download from Canvas.

Required Textbook:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, D.C.: APA

Course Mechanics

Students in this course will:

1. Learn about Social Psychology and Cultural Psychology.
2. Lead a class discussion about major topics in Social Psychology and Cultural Psychology.
3. Write reaction papers about key readings.
4. Write an integration paper in which core themes from key readings are applied to an issue, problem, or topic of the student's choosing.

Evaluation and Grading

Discussion Leader (50 points): Each week, a student will lead the discussion of readings assigned for that week. The student will present a summary of the readings and lead a discussion of the major ideas presented therein. All other students will be expected to actively participate in this discussion and to play “stump the chump” with the discussion leader.

Reaction Papers (10 points X 10 reaction papers = 100 points): Weekly reflection papers should be 2 pages (max). Use 1/2 of the first page to briefly summarize the main points of the readings. The remaining 1 to 1.5 page space to propose a hypothesis and study idea related to the week's reading topic.

Integration Paper (100 points): Students will submit an integration paper in which key themes from the readings are applied to a problem, issue, or topic. Paper instructions:

(a) 12-15 pages (double spaced)

(b) Formatted in APA 7 format, including title page, body, and references (no need for an abstract, unless you feel it is necessary).

(c) Integrate at least two concepts from the readings list (e.g., attribution and culture) with your primary research/practice focus in clinical.

(d) Please write the paper that is most helpful to YOU. I want this to be a very productive use of your time, so tailor this project to what is in your best academic interest.

(e) The paper can be a research proposal, literature review, Chapter 1 of your dissertation, Section 3 of your Major Area Paper, a solid draft of a critical argument paper for a scientific journal, or whatever else makes most sense for your academic career!

Attendance: Attendance is required. In the event of excessive absenteeism, I reserve the right to lower your final course grade by one or more letters. Specifically, missing more than 25% of class meetings will reduce your course grade by one letter. Missing more than 40% of the class meetings will result in an automatic F in the course.

Grade Detail
Total Points Possible = 250
A = 225-250
B = 200-224
C = 175-199
D = 150-174
F = <150

Week	Topic	Reading	Assignment	Discussion Leader
1 8/24	Orientation	None	NONE	
2 8/31	History of Social Psychology	Ferguson, C. J. (2015). "Everybody knows psychology is not a real science": Public perceptions of psychology and how we can improve our relationship with policymakers, the scientific community, and the general public. <i>American Psychologist</i>, 70(6), 527-542. Gergen, K. J. (1973). Social psychology as history. <i>Journal of Personality and Social Psychology</i>, 26, 309-320.	NONE	Stocks
3 9/7	No Class	Labor Day	None	
4 9/14	Conformity	Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. <i>Journal of Abnormal Social Psychology</i>, 51, 629-636. Milgram, S. (1969). Note on the drawing power of crowds of different size. <i>Journal of Personality and Social Psychology</i>, 13, 79-82. Sun, S. and Yu, R. (2016). Social conformity persists at least one day in 6-year-old children. <i>Scientific Reports</i>, 6, 39588; doi: 10.1038/srep39588	<i>Reaction Paper 1</i>	Lauren
5 9/21	Attribution	Choi, I., Nisbett, R., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. <i>Psychological Bulletin</i>, 125, 47-63. Gosling, S., Ko, S., & Mannarelli, T. (2002). A room with a cue: Personality judgments based on offices and bedrooms. <i>Journal of Personality and Social Psychology</i>, 3, 379-398. Weiner, B. (1985). An attributional theory of achievement motivation and emotion. <i>Psychological Review</i>, 92, 548-573.	<i>Reaction Paper 2</i>	Ben
6 9/28	Balance Theory and Cognitive	Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. <i>Journal of Abnormal and Social Psychology</i>, 58, 203 – 210. 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. <i>Journal of Personality and Social Psychology</i>, 70, 5-16.	<i>Reaction Paper 3</i>	Isabella

	Dissonance Theory	Heider, F. (1946). Attitudes and cognitive organization. <i>Journal of Psychology</i> , 21, 107-112.		
7 10/5	Group Processes I: Social Facilitation, Loafing, and Minority Influence	Maass, A., & Clark, R. D. (1984). Hidden impact of minorities: Fifteen years of minority influence research. <i>Psychological Bulletin</i>, 95, 428-450. Stocks, E., Lopez, B., Oceja, L., & Evans, T. (2019). Five (plus or minus one): The point at which an assemblage of individuals is perceived as a single, unified group. <i>Journal of Social Psychology</i>, 160, 117-130. Williams, K., Harkins, S., & Latane, B. (1981). Identifiability as a deterrent to social loafing: Two cheering experiments. <i>Journal of Personality and Social Psychology</i>, 40, 303-311. Zajonc, R. B. (1965). Social facilitation. <i>Science</i>, 149, 267-274.	Reaction Paper 4	Trinity
8 10/12	Group Processes II: Conflict and Social Identity	Branscombe, N. R., Ellemers, N., Spears, R., & Doosje, B. (1999). The context and content of social identity threat. In N. Ellemers, R. Spears, & B. Doosje (Eds.), <i>Social identity: Context, commitment, content</i> (pp. 35-58). Oxford: Blackwell. Jost, J. T., Becker, J., Osborne, D., & Badaan, V. (2017). Missing in (Collective) Action: Ideology, System Justification, and the Motivational Antecedents of Two Types of Protest Behavior. <i>Current Directions in Psychological Science</i>, 26(2), 99-108. 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. <i>Personality and Social Psychology Bulletin</i>, 31, 443-453.	Reaction Paper 5	Jacob
9 10/19	Goal Setting and Goal Pursuit	Gollwitzer, P. M., & Brandstatter, V. (1997). Implementation intentions and effective goal pursuit. <i>Journal of Personality and Social Psychology</i>, 73, 186-199. Nowack, K. (2017). Facilitating successful behavior change: Beyond goal setting to goal flourishing. <i>Consulting Psychology Journal: Practice and Research</i>, 69(3), 153-171. http://dx.doi.org/10.1037/cpb0000088 Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55, 68-78.	Reaction Paper 6	Jovin
10		Baumeister, R.F., Campbell, J.D., Krueger, J.I., & Vohs, K.D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or	Reaction Paper 7	Erin

10/26	Self-esteem and Motivation	healthier lifestyles? <i>Psychological Science in the Public Interest</i> , 4, 1-44. Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. <i>Journal of Personality and Social Psychology</i> , 76, 482-497.		
11 11/2	Culture, Freedom and Flow in - Motivation	Brehm, J. & Cole, H. (1966). Effect of a favor which reduces freedom. <i>Journal of Personality and Social Psychology</i> , 3, 420 – 426. Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? <i>American Psychologist</i> , 54, 821-827. Rosenberg, Benjamin & Siegel, Jason. (2018). A 50-Year Review of Psychological Reactance Theory: Do Not Read This Article. <i>Motivation Science</i> . 4, 281-300. Schwartz, B. (1999). Self-determination: The tyranny of freedom. <i>American Psychologist</i> , 55, 879-880.	Reaction Paper 8	Madison
12 11/9	Empathic Emotions and Social Motives	Batson, C. D., Ahmad, N., & Stocks, E. L. (2016). Benefits and liabilities of empathy-induced altruism. In A. G. Miller, A. G. Miller (Eds.), <i>The Social Psychology of Good and Evil</i> (pp. 359-385). New York, NY, US: Guilford Press. Batson, C. D., Ahmad, N., & Tsang, J. (2002). Four motives for community involvement. <i>Journal of Social Issues</i> , 58(3), 429-445. López-Pérez, B., Howells, L., & Gummerum, M. (2017). Cruel to Be Kind: Factors Underlying Altruistic Efforts to Worsen Another Person's Mood. <i>Psychological Science</i> , 28(7), 862–871. Stocks, E., & Lishner, D. (2019). Empathy and altruism. In <i>Oxford Research Encyclopedia in Psychology</i> . Oxford, England, UK: Oxford.	Reaction Paper 9 **highlighted article is optional	Meghan
13 11/16	Culture and Psychological Science	Adams, G., & Stocks, E. (2008). A cultural analysis of the experiment and an experimental analysis of culture. <i>Social and Personality Psychology Compass</i> , 2, 1895-1912. Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. <i>Journal of Personality and Social Psychology</i> , 77, 785-800. Miyamoto, Y., Nisbett, R. E., Masuda, T. (2006). Culture and the physical environment. <i>Psychological Science</i> , 17, 113-119. Silander, NC, Geczy, B, Marks, O, & Mather, RD (2020). Implications of ideological bias in social psychology on clinical practice. <i>Clinical Psychology: Science and Practice</i> , 27.	Reaction Paper 10 **highlighted article is optional	Stocks
14	No Class	Thanksgiving Break	None	

15 11/30	Final Discussion	LUNCH!!!!	Integration Paper Due by Beginning of Class	
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University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the **New Student** application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.