

**SOUTHERN CALIFORNIA SEMINARY**  
**2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108**

**PY-811 PSYCHOSOCIAL BASIS OF BEHAVIOR**

Spring Trimester, Module 3  
Jan. 10<sup>th</sup> – Feb. 21<sup>st</sup>  
Lecture: Tuesdays 5pm – 10pm

Professor: Julie Hayden, Psy.D.

Mobile phone: 858-204-5297      julie.hayden@socalsem.edu (work email)

**Course Description**

This course offers an understanding of how society and multicultural forces influence behavior and prognosis. The student examines the individual's perception of and reaction to other people and social influences. Topics such as attitude formation, prejudice and discrimination, conformity, obedience, cooperation, and conflict reduction are explored. *3 units*

**Professor's comments**

Social Psychology shares patterns in humans that can be observed. As we understand these patterns, we can spark change and health in people in powerful ways. A biblical understanding of people gives us a foundation of truth and consistency we can expect in many areas dealing with humans. To stand on the truth given in Scripture, we can confidently study and learn more about why people do what they do and how they can be influenced. This understanding is important in strengthening people and families to defend against many attacks from society that could harm and deteriorate individuals, relationships, health, businesses, and more.

**Required Textbook**

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. DeLamater, J.D. & Myers, D.J. (2015). *Social Psychology*, (8th Ed). Westview Press. ISBN-13: 9780813349503 (paperback) or ISBN 9780813349510 (ebook)
3. Lesko, W. (2011). *Readings in social psychology: General, classic, and contemporary selections* (8<sup>th</sup> edition). Boston, MA: Allyn & Bacon. ISBN-13: 978-0205179671  
\$77.20

**Student Learning Outcomes**

The student who successfully completes this course will be able to . . .	<b>Program Objectives*</b>	<b>SCS Institutional Objectives*</b>	<b>Course Requirement (CR #)</b>
1. Demonstrate how individuals affect their environment, and how the environment, in return, affects both individual behavior and social interactions. [B: 4, 5, 6 & 7; R: 1, 2, 3]	1, 2, 3, 4, 5	4, 5, 6, 7	
2. Appraise classic-action oriented social psychology and the way in which social theory can be applied in clinical interactions and everyday exchanges. [B: 4, 5, 6 & 7; R: 1, 2, 3]	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	
3. Consider the contemporary contributions and current literature, as well as how this affects their clinical work. [B: 4, 5, 6 & 7; R: 1, 2, 3]	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	
4. Examine how an understanding of social psychological concepts such as self-presentation, attribution, compliance, prejudice, and attraction may influence the psychological assessment process, as well as experimentation and research. [B: 4, 5, 6 & 7; R: 1, 2, 3]	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	
5. Integrate in a personal and professional dialogue our human differences and how they contribute to racial identity formation, prejudice, group processes, and aggression into a personal counseling style. [B: 4, 5, 6 & 7; R: 1, 2, 3]	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	

\* *The program objectives and institutional objectives are published in the current Seminary Catalog.*

## Sequence of Instruction

Session	Week of	Session Content	Assignment Due
1	1/10	<ul style="list-style-type: none"> <li>• Introductions, review of syllabus</li> <li>• Introduction to Social Psychology</li> <li>• Socialization; Self and Self-Presentation</li> </ul>	<input type="checkbox"/> Read Chapters 1, 2, & 3 <input type="checkbox"/> Read Lesko, ch. 1 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #1 <input type="checkbox"/> Participation/Critical Journal #1
2	1/17	<ul style="list-style-type: none"> <li>• Social Perception and Cognition</li> <li>• Attitudes</li> <li>• Interview Techniques</li> </ul>	<input type="checkbox"/> Read Chapters 4 & 5 <input type="checkbox"/> Choose fr Lesko chs. 2-4 <input type="checkbox"/> Participation/Critical Journal #2 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #2 <input type="checkbox"/> Application Assignment #1
3	1/24	<ul style="list-style-type: none"> <li>• Communication and Language</li> <li>• Social Influence and Persuasion</li> </ul> <p><b>Note: Time To Order Textbooks for Next Module!</b></p>	<input type="checkbox"/> Read Chapters 6 & 7 <input type="checkbox"/> Choose from Lesko, ch. 9 <input type="checkbox"/> Participation/Critical Journal #3 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #3 <input type="checkbox"/> Application Assignment #2
4	1/31	<ul style="list-style-type: none"> <li>• Altruism and Aggression</li> <li>• Attraction and Relationships Discussion and processing of interviews</li> </ul>	<input type="checkbox"/> Read Chapters 8 & 9 <input type="checkbox"/> Choose from Lesko, chs. 7,8,10,11 <input type="checkbox"/> Participation/Critical Journal #4 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #4 <input type="checkbox"/> Cultural Plunge Paper Due

Session	Week of	Session Content	Assignment Due
5	2/7	<ul style="list-style-type: none"> <li>Group Cohesion and Conformity</li> <li>Group Structure and Performance</li> </ul>	<input type="checkbox"/> Read Chapters 10 & 11 <input type="checkbox"/> Choose from Lesko, ch. 12 <input type="checkbox"/> Participation/Critical Journal #5 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #5 <input type="checkbox"/> Application Assignment #3
6	2/14	<ul style="list-style-type: none"> <li>Intergroup Conflict</li> <li>Social Structure and Personality</li> </ul>	<input type="checkbox"/> Read Chapters 12 & 13 <input type="checkbox"/> Participation/Critical Journal #6 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #6 <input type="checkbox"/> Application Assignment #4
7	2/21	<ul style="list-style-type: none"> <li>Deviant Behavior and Social Reaction</li> <li>Collective Behavior and Social Movements</li> </ul>	<input type="checkbox"/> Read Chapters 14 & 15 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post #7 <input type="checkbox"/> Social Experiment paper Due

### Methods of Instruction

- Lectures to highlight important concepts and applications of the theoretical portion of the course content.
- Reading – required textbooks, journal articles, and other assigned or recommended reading.
- In-class (recorded) discussions: of assigned readings, of current and relevant topics of importance in social psychology, and to discuss experiences (e.g. cultural project).
- In-class (recorded) activities to demonstrate or illustrate relevant concepts and pertinent social phenomena.
- Viewing of video clips or video segments illustrating course content of interest.

### Course Requirements

- Weekly Discussion Post:** Each week identified students will be instructed to post an initial comment on the discussion board by Tues. and each week all students will respond to three of those initial posts by Sunday of that week. Specific details for posting and grading are located in Blackboard.
- Participation or Critical Journal:** Students who actively participate in live class, whether in person or through live stream, will receive participation points. Those who are not able to attend live will write a critical journal integrating the class lectures, supplemental videos posted online, course reading, Taylor Study Method key terms, and Biblical references etc. The goal will be to share what impact the social psychology

topics covered in the various reading and video assignments have or could impact others (society, individuals, groups etc.). More instructions will be posted in Blackboard.

3. **Taylor Study Method.** This course is paired with the Taylor Study Method, a supplemental learning program meant to increase the understanding of the most important aspects from Social Psychology. You must take the pre-test, complete all study sessions and take the post-test to receive the 100 points for completion.
4. **Application Assignments:** Students will choose from options of application assignments each week and find ways to connect life and counseling with the reading material. More information will be found on Blackboard.
5. **Social Experiment:** Students will engage in a social experiment, compile and present their findings for the class. More information will be found on Blackboard.
6. **Cultural Plunge:** Each students will engage in a culture unfamiliar to the student and gain experience and information about the culture. The students is encouraged to be uncomfortable and stretch themselves to experience a new culture fully. Students will write a 3-4 page paper describing their experience, the value gained, and changes in perception.

### Student Evaluation

Discussion Board (7 @ 30 pts each)	280
Application Assignments (4 x 50)	200
Social Experiment	130
Participation/Critical Journal (7 @ 30pts each)	210
Taylor Study Method	100
Culture Plunge	100

---

...1000 total points

### Grade Scale

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%		
B+	= 89–91%		
B	= 86–88%		
B-	= 83–85%		
		For Post-Graduate Students, a grade lower than “B-” will be lowered to “F.”	

## Appendix I

### Instructions For Discussion Board Posts Week 2-7:

1. One half of the students choose a topic in Social Psychology from the reading as listed below (identified by Group A or B).
2. These students post the following information in the Discussion Post for the corresponding week
3. Topics Include:
  - a. Advanced explanation of the concept
  - b. Research on any debate giving different views on the topic
  - c. Application in media, politics, education, etc,
  - d. Application in personal life, relationships, workplace
  - e. One example (video, advertising)
4. All students then respond back to original post to add more information on the topic, add an example, share what he/she learned new from the post or to share a biblical foundation of the topic presented.

Session	Week of	Topic Choices	Students
1		Introductions	

Session	Week of	Topic Choices	Students
2	1/19	<ul style="list-style-type: none"> <li>• <b>Social Perception and Cognition / Attitudes</b> (ch. 4 &amp; 5)</li> </ul> <p>Examples: Halo Effect, Stereotypes, Primacy Effect vs. Recency Effect, Self-Fulfilling Prophecy, Heuristics, Fundamental Attribution Error, Cognitive Dissonance, Attitude-Behavior Correspondence,</p>	<ul style="list-style-type: none"> <li>• Group A post by Tues. night</li> <li>• All others respond by Sun. midnight</li> </ul>
3	1/26	<ul style="list-style-type: none"> <li>• <b>Communication and Language / Social Influence and Persuasion</b> (chs. 6 &amp; 7)</li> </ul> <p>Examples: Nonverbal communication, Persuasion (source, expertise, trustworthiness, attractiveness and likability, multiple sources); the message (fear arousal), compliance (with threats and promises), obedience to authority,</p>	<ul style="list-style-type: none"> <li>• Group B posts by Tues. night midnight</li> <li>• All others respond by Sun. midnight</li> </ul>
4	2/2	<ul style="list-style-type: none"> <li>• <b>Altruism and Aggression / Attraction and Relationships</b> (chs. 8 &amp; 9)</li> </ul> <p>Examples: social learning, frustration-aggression hypothesis, bystander effect, modeling aggression, social “norms” / Proximity, Familiarity, Physical Attractiveness, Similarity, Shared Activities, Reciprocal Liking,</p>	<ul style="list-style-type: none"> <li>• Group A post by Tues. night</li> <li>• All others respond by Sun. midnight</li> </ul>
5	2/9	<ul style="list-style-type: none"> <li>• <b>Group Cohesion and Conformity / Group Structure and Performance</b> (chs. 10 &amp; 11)</li> </ul> <p>Examples: Status Generalization, Conformity, Minority Influence, Informational Influence, Transactional vs. Transformational Leadership, Social Facilitation, Disjunctive vs. Conjunctive Tasks, Equity Theory, Brainstorming, Group Decision Making (groupthink, group polarization)</p>	<ul style="list-style-type: none"> <li>• Group B posts by Tues. night midnight</li> <li>• All others respond by Sun. midnight</li> </ul>

Session	Week of	Topic Choices	Students
6	2/16	<ul style="list-style-type: none"> <li>• <b>Intergroup Conflict / Social Structure and Personality</b> (chs. 12 &amp; 13)</li> </ul> <p>Examples: Realistic Group Conflict Theory, Ethnocentrism, Social Identity Theory, Out-Group Biased, Group Conflict, Superordinate Goals, Intergroup Contact, Mediation, Education and Occupational attainment by Ethnicity, Social Influences on Health, Effect of Stress on Health and Mental Health, Impact of Alienation, Impact of Powerlessness,</p>	<ul style="list-style-type: none"> <li>• Group A post by Tues. night</li> <li>• All others respond by Sun. midnight</li> </ul>
7	2/23	<ul style="list-style-type: none"> <li>• <b>Deviant Behavior and Social Reaction / Collective Behavior and Social Movements</b> (chs. 14 &amp; 15)</li> </ul> <p>Examples: Anomie Theory, General Strain Theory, Control Theory, Differential Association Theory, Routine Activities Perspectives, Reactions to Deviant Behaviors, Consequences to Labeling, Secondary Deviance, Deterrence Hypothesis, Crowds, Relative Deprivation, The J-Curve Model, Riots, Social Movements</p>	<ul style="list-style-type: none"> <li>• Group B posts by Tues. night midnight</li> <li>• All others respond by Sun. midnight</li> </ul>

## **Other Helpful Information**

### **Attendance Policy**

For Psy.D. Courses (42-hour module), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class. However, the student may be able to make up all or part of the deductions at the professor's discretion.

### **Late Course Work Policy**

Late work will be given 70% of the earned total points.

### **Academic Integrity**

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. Multiple submissions occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement,

or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

### Penalty Guidelines for Offenses Against Academic Integrity

Upon determination by the appropriate dean that an offense against academic integrity has occurred, the dean, in conjunction with the professor, will penalize the student according to the following guidelines.

- When investigation reveals that the offense constitutes an inadvertent violation of academic integrity (the student acted ignorantly), the dean may issue a written warning, which will become a part of the student's record. Upon agreement of the dean and the professor, the student may be afforded the opportunity to correct the offense and resubmit the assignment for whole or partial credit.
- When investigation reveals that the offense constitutes an intentional breach of academic integrity the student will suffer the immediate penalty of the grade F (0%) on the assignment, test, etc. Furthermore, the dean may impose additional discipline such as a failing grade in the course in which the offense occurred or recommendation of the student to the Academic Affairs Committee for suspension or expulsion.
- A repeated willful offense will result in the immediate penalty of a failing grade in the course in which the offense occurred. Furthermore, determination will be made concerning what further discipline is necessary, whether suspension, expulsion, or otherwise.
- SCS reserves the right to revoke a degree if it finds that plagiarism was committed to earn it.

### Library

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.