PSY 527-01W: Social/Cultural Bases of Behavior
COURSE SYLLABUS: Summer I 2025

Instructor: Dr. Andryce Clinkscales
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Office Hours: By appointment
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Preferred Form of Communication: Email
Communication Response Time: Within 48 hours, except for weekends and holidays.

COURSE INFORMATION

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.

In this course we will cover the fundamental theories and research conducted in social psychology. We will cover both classic and modern social psychological research. There is no textbook for this class. Instead, we will read journal articles and book chapters each week. These readings will be available on myLeo Online. Additionally, there are no lectures. Instead, we will discuss these readings through reaction papers posted on a discussion board each week. The purpose of these readings is to give you an understanding of (1) the beginnings of social psychology, (2) major areas within social psychology, and (3) how social psychological research is conducted. Due to the breadth of the research that has been conducted in social psychology it is impossible to cover every theoretical contribution. Therefore, these readings are considered to be key for the field.

COURSE REQUIREMENTS

Grading:
Grades will be based on reaction papers/discussion posts (1/4 page each/per covered topic/section) and a final research proposal paper. Reaction papers/discussion posts are due by the Friday (by 11:59pm) of each week, and two replies to your peers are due by the Sunday (by 11:59pm) of that week. However, you are welcome to work ahead in this course! The final research proposal is a serious proposal of research. This paper should not exceed 15 pages (double spaced, times new roman, 12-point font, in Microsoft Word, using APA formatting). In the proposal, you will review relevant literature, state a hypothesis, and then propose a study that directly tests your hypothesis. Make sure to email me with your research proposal topic before beginning.

Assessment:
Reaction papers (via discussion board): 100 points
Research proposal: 100 points

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

COURSE OUTLINE/CALENDAR

This is a general guideline for our readings, so some readings may be removed

Week 1 (June 3rd):

Introduction, Syllabus, Expectations

History of Social Psychology
Aronson, E. (1977). Research in social psychology as a leap of faith. *Personality and Social Psychology Bulletin, 3*, 190-195.
Berscheid, E. (1992). A glance back at a quarter century of social psychology. *Journal of Personality and Social Psychology, 63*, 525-533.
Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology, 26*, 309-320.

Conformity
Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. *Journal of Abnormal Social Psychology, 51*, 629-636.
Sistrunk, F., & McDavid, J. W. (1971). Sex variable in conforming behavior. *Journal of Personality and Social Psychology, 17*, 200-207.
Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology, 55,* 591-621.

Week 2 (June 10th):

Social Comparison
Festinger, L. (1954). A theory of social comparison processes. *Human Relations, 7*, 117-140.
Schachter, S. (1959). *The psychology of affiliation* (Chapters 1). Stanford, CA: Stanford University Press.
Suls, J., & Wheeler, L. (2012). Social comparison theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 460-482). Los Angeles: SAGE.

Attribution

Harvey, J. H. (1990). Obituary: Fritz Heider (1896-1988). *American Psychologist, 44*, 570-571.

Weiner, B. (2018). The legacy of an attribution approach to motivation and emotion: A no-crisis zone. *Motivation Science, 4,* 4-14.

Schachter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review, 69*, 379-399.

Week 3 (June 17ᵗʰ):

<u>Balance Theory</u>

Crandall, C. S., Silvia, P. J., N'Gbala, A. N., Tsang, J.-A., & Dawson, K. (2007). Balance theory, unit relations, and attribution: The underlying integrity of Heiderian theory. *Review of General Psychology, 11,* 12-30.

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

<u>Cognitive Dissonance</u>

Aronson, E. (1991). Leon Festinger and the art of audacity. *Psychology Science, 2*, 213-217.

Festinger, L. (1957). *A theory of cognitive dissonance*. Evanston, IL: Row, Peterson. [Chapters 1,2, 4, 6, 11]

Aronson, E., & Mills, J. (1959). The effect of severity of initiation on liking for a group. *Journal of Abnormal and Social Psychology, 59*, 177-181.

Week 4 (June 24ᵗʰ):

<u>Group Processes</u>

Zajonc, R. B. (1965). Social facilitation. *Science, 149*, 267-274.

Williams, K., Harkins, S., & Latane, B. (1981). Identifiability as a deterrent to social loafing: Two cheering experiments. *Journal of Personality and Social Psychology, 40*, 303-311.

Wood, W., Lundgren, S., Ouellette, J. A., Busceme, S., & Blackstone, T. (1994). Minority influence: A meta-analytic review of social influence processes. *Psychological Bulletin, 115,* 323-345.

<u>Group Psychology</u>

Cialdini, R. B., Borden, R. J., Thorne, A., Walker, M. R., Freeman, S., & Sloan, L. R. (1976). Basking in reflected glory: Three (football) field studies. *Journal of Personality and Social Psychology, 34*, 366-375.

Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In R. Austin & S. Worchel (Eds.), *Social psychology of intergroup relations* (pp. 33-47). Chicago: Nelson-Hall.

Turner, J. C., & Reynolds, K. J. (2012). Self-categorization theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 399-417). Los Angeles: SAGE.

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.), *Social identity: Context, commitment, content* (pp. 35-58). Oxford: Blackwell.

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.

Kurtis, T., Adams, G., Yellow Bird, M. (2010). Generosity or genocide? Identity implications of silence in American Thanksgiving commemorations. *Memory, 18,* 208-224.

The BBC Prison Study (NOTE: Read in this order)

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 5 (July 1ˢᵗ):

Culture

Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *Psychological foundations of culture* (pp. 335-360). Hillsdale, NJ: Lawrence Erlbaum.

Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology, 77*, 785-800.

Miyamoto, Y., Nisbett, R. E., Masuda, T. (2006). Culture and the physical environment. *Psychological Science, 17*, 113-119.

Persuasion

Chartrand, T. L., & Baaren, R. van (2009). Human mimicry. *Advances in Experimental Social Psychology, 41*, 219-274.

Petty, R. E., & Briñol, P. (2012). The elaboration likelihood model. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 224-245). Los Angeles: SAGE.

Briñol, P., Petty, R. E., & Guyer, J. J. (2019). A historical view on attitudes and persuasion. *Oxford Research Encyclopedia, Psychology*.

Stereotypes and Prejudice

Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008). Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G.

Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The social psychology of racism and discrimination* (pp. 215-246). Washington, DC: APA Books.

Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review, 4*, 186-197.

Eagly, A. H., Nater, C., Miller, D. I., Kaufmann, M., & Sczesny, S. (2019). Gender stereotypes have changed: A cross-temporal meta-analysis of U.S. public opinion polls from 1946 to 2018. *American Psychologist*.

FINAL PAPERS ARE DUE JULY 3rd (BY 11:59PM) on D2L

TECHNOLOGY REQUIREMENTS

You will need your campus-wide ID (CWID) and password to log into the course on myLeo Online. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

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COMMUNICATION AND SUPPORT

Interaction with Instructor:
Please feel welcome to contact me at any time via University email. I would be happy to set up an appointment to meet via Zoom. All email should receive a response within 48 hours. If you have not received a response, then assume your email did not go through and please re-send the email. All email should include student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Behavior:
My expectations in this area should be very simple to meet. (1) Please be respectful of different opinions and approach our discussions with professionalism, which will require all of you to be sensitive in responses to one another. Given the nature of this course, we may discuss issues that

some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and always maintain a mature and professional manner. Failure to do so will result in your dismissal from the course. (2) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It is simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage), use AI for written work, or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

Changes to Class:
Minor changes may be made to this class schedule; modifications will be announced on myLeo Online.

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette
TAMUC Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Please show respect for others when completing online activities. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at ETAMU. Students engaging in unacceptable behavior will be dismissed from the class and the instructor will seek the assistance form the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Class Participation. All students **MUST** actively participate in online discussions and class activities to fully gain knowledge and build competence. In addition, students are expected to have all readings and activities required for the class completed.

E-mail and myLEO Online (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEO Online (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEO Online (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class

communication will be done through D2L. 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 (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy

[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:

https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence (AI), Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

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 Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus

document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.