Resource by Kim A. Case, Ph.D.

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For more information on intersectional and privilege pedagogy, see my books (Case, 2013, 2017).
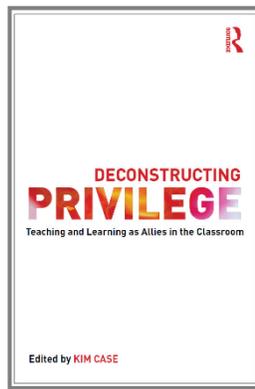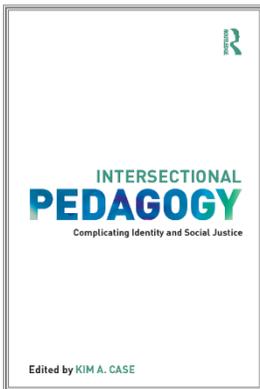
Social Psychology:
Applications to Social Issues
PSYC 4311
¡Bienvenido a la psicología social!
(welcome to social psychology)

Dr. Kim A. Case
(contact information removed)

Faculty Statement of Inclusion:
The College of Humanities and Human Sciences community is grateful for your presence and input in our classrooms and offices in our university regardless of your immigration status, country of origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, or dis/ability. Thank you for enriching our world, sharing your vital experience, and contributing to the diversity that makes our intellectual community vibrant and evermore creative. (approved by HSH Faculty, 2017)

Required Readings:
- *Social Psychology: Core Concepts and Emerging Trends* 2017 by Daniel W. Barrett; Sage Publisher ISBN 9781506310602
- Additional readings posted on Blackboard
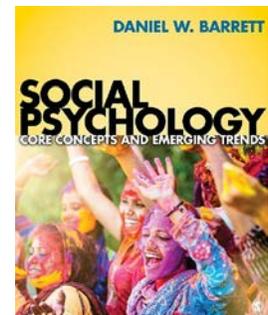
Course Description:

✳ **Overview:** This course provides an introduction to social psychology, "a science that studies the influences of our situations, with special attention to how we view and affect one another" (Myers, 2005, p. 4). Our course topics will include research methods, the social self, love, social influence, group dynamics, prejudice & discrimination, aggression, and happiness. Active involvement with the material is necessary to earn a good grade and to change your perceptual framework and thinking style!

✳ **Purpose & Objectives:** Besides teaching you about the discipline of social psychology, another goal of this course is to encourage and aid the development of critical thinking and analysis of social issues happening around you every day. I hope that you will derive personal benefits from this class and better your understanding of yourself and others in social situations. Specific course goals include:

- to learn the fundamental principles of the field of social psychology
- to learn about the methods of social psychology and how we go about gaining new knowledge
- to learn how to apply course content to improve your own rational thinking, problem solving, and decision making in everyday life
- to explore various topic areas through readings and discussion
- to think & write critically to relate social psychological concepts to current social issues

Course Focus on Social Issues

Choosing to stay in this course - If you feel that you would prefer to take a Social Psychology course without this particular social issues focus, you are more than welcome to drop this course now. However, staying in this course will be a statement that you accept this focus for the semester. Please ask yourself if you are ready to commit to these topics and to remain open to learning something new. Be forewarned, you are likely to be uncomfortable with the material at some point in the course. That is both expected and essential to growing and learning. When you start to feel uncomfortable, that is when you know, "I am about to learn something!"

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As we learn more about various aspects of social psychology, we will also include a specific focus on how social psychology research helps us understand a variety of social issues such as:

- in-groups & out-groups, prejudice & discrimination, group inequities, social movements, social policy, ally behavior to support social change, experiences of marginalization, privilege, intersections of identity, and social forces and barriers within social institutions that result in unequal treatment of groups.

Across these areas of focus, we may be applying social psychology to various groups historically targeted for discrimination and marginalization within U.S. and global contexts such as:

- sexual minorities (lesbian, bisexual, gay), religious minorities, people of color, women, transgender and gender non-binary individuals, people living with disabilities, low-income & poverty-level communities, immigrants and more.

To accomplish this focus, we will be reading journal articles that apply social psychological theory to social issues. Some articles will also include the use of feminist theory, intersectional theory, critical race theory, queer theory and additional theories to strengthen the theory, research, and applications of social psychology. You will find more details on these theories below.

Intersectional Theory:
In 1989, Crenshaw used the term "intersectionality" to explain that complex identities (based on race, gender, sexuality, class, age, etc.) contrast with categorical generalizations about social groups. Patricia Hill Collins' (1990) "matrix of domination" also provides a conceptual structure to aid current understanding of the various social locations that result from complex identities in both privileged and oppressed groups. The intersectional approach provides instructors and students with a sophisticated critical framework for examining the complexity of identity. The lens of intersectionality provides a framework for:
- making connections across/within forms of oppression and privilege;
- identifying the complexity of social identity & the consequences of social location in the matrix of oppression;
- unveiling invisible systems of power that support and perpetuate oppression based on race, class, gender,

sexuality, and more;
- validating knowledge created by marginalized groups;
- constructing a vision for change.

The gears image to the right illustrates how social identities, privilege systems, and oppression of various forms all interact and influence one another.

Feminist Framework:
  Academic feminism seeks to accomplish the following goals:
- to challenge sexist, racist, heterosexist, and classist stereotypes and representations;
- to render unthinkable and ineffective those ideological systems that hold these oppressions in place;
- to transform oppressive institutions from tools of discriminatory practices into peaceful, compassionate, and educational practices.
- Academic feminism, as it will be applied here in this classroom, is NOT about male bashing. Men's participation in this framework of thinking is as necessary as women's and gender non-binary individuals (do not identity as either woman or man).Academic feminism is an examination and critique of power within existing paradigms and institutions. It is about challenging racist, sexist, classist, and heterosexist ideologies in order to theorize about a more equitable society. It is about transforming some of the existing patriarchal, racist, and homophobic paradigms in order to eliminate oppression. As bell hooks notes, feminism is for everybody (hooks, 1999).

Critical Race Theory:
  Critical race theory, originating in critical law studies, later gave rise to critical white studies as an examination of whiteness and white privilege. Critical race theory:
- conceptualizes racism as an ingrained feature of the American landscape that appears natural to those within the society;
- uses non-traditional academic tools such as story-telling and narratives to analyze racial myths, racial assumptions, and the social construction of reality;
- aims to construct a different reality through recognition of the experiential knowledge of people of color;
- calls for a critical analysis of racism within liberalism and for contextual and historical analysis of law and society.

Queer Theory:
  Queer theory, queer studies, and LGBTQ+ studies developed pathways for critical deconstructions of social expectations, norms, and roles with regard to sexuality and gender identity/expression. Queer theory helps scholars:
- examine the social construction of sexual identity and expression of sexuality;
- emphasize the distinction between unique concepts of sexual orientation and gender identity;
- conceptualize sexuality as fluid, rather than rigid and fixed across the lifespan;
- question heteronormativity, heterosexual privilege, gender-conforming norms.

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Course Requirements

Course Modules:
You will see the Course Module links in the left menu within Blackboard. Each of these content modules corresponds to a chapter (or chapters) in your main textbook. In addition, modules on Blackboard will include additional materials such as PowerPoint slides, lecture note outlines, videos, required readings (journal articles), etc. The textbook and supplemental readings are parallel to the reading you would do before attending the face-to-face class meeting. Your review of ALL of the materials presented within the modules is equivalent to attending and participating in a face-to-face class.

Journal Articles Required Readings:
Here are some general questions to consider when reading journal articles (posted in each module on Blackboard):

- o What are the issues of the readings that the authors want us to consider?
- o How do readings contribute to ideas and theories discussed in the course?
- o How does intersectional theory help us understand this issue?
- o How do academic feminist theory, critical race theory, and queer theory help us understand this issue?
- o How might privilege affect our ability to fully comprehend various perspectives on this topic?
- o What are the implications of these readings for social psychology?
- o What are the implications of these readings for application to social issues?
- o Any personal experience or insight related to the readings?

3 Exams

- ✍ There will be a total of 3 exams this term. Each exam will cover all assigned reading, lectures, videos, and any other course materials since the previous exam. Exams are not comprehensive, and there is no comprehensive final.
- ✍ Each exam is worth 100 points. Exams may consist of multiple-choice items, short answer, and essay questions. Always bring pencils/pens to class for exams.
- ✍ More exam details will be provided in class and on Blackboard.

Social Issues Log:

10 entries required- Together, the 10 logs are worth up to 100 points over the entire course (25% of final grade). Your logs are designed to help you connect social psychology to <u>popular</u> media and the current events in your world. For each log, you will identify a concept from social psychology at work in the real world and explain how that concept is demonstrated by your example.

All logs must connect to a social issue as described above or as described in the textbook and additional required readings. In other words, an example of how bald men experience discrimination is not appropriate. The social issue must be one that is acknowledged by social psychology and based on group membership where some groups have more power than others in a societal context. Be creative! You will find that social psychology is everywhere once you start looking for it. Your collection may include articles, a twitter feed, advertisements, comic strips, photographs, advice columns, or anything else pertaining to social psychology.

Your collection should include a variety of topics that were discussed in the course. Your grade will be based on the quality of your explanation regarding how each item is related to social psychological concepts. Spelling, grammar, clarity in writing counts, too. Each of the entries must relate to a different week of the course. In other words, you should NOT turn in four entries on "love." This project allows for a great deal of creativity. Have fun applying your knowledge of social psychology to "real life" social issues!

The final Social Issues Log submission should include:
- ✓ Typed title page: your name, student id #, course name "Social Psychology," project name "Social Issues Log."
- ✓ The original source material (e.g., the cartoon, article, etc.). This means actually turn in the material you are discussing in the log. Also include complete information about the source (e.g., the name of the publication, link to website, the date of publication, page numbers). You can use the Snipping Tool (provided on all Windows-based computers) to copy any screen image and paste into your word document.
- ✓ 2 pages, typed, double-spaced explanation of the concept being illustrated and how the item relates to the social psychological concept and a social issue. I am looking for evidence that you understand the concept and that you can explain the links between course material and your example.
- ✓ All in one Word document. All logs and source materials will be within ONE Microsoft Word document (not a pdf, ppt, rtf, or anything else). Each log should have the source material followed by your 2-page log, Mark everything extremely clearly.

To sum up, for each log you will have original source material and your 2-page log explanation.
Be sure to cite sources for your social psych knowledge: typically, this will be the text, lecture, a reading, or any content I included in your module (e.g., video). Use APA style for quoting and citations. Give page numbers for direct quotes.

Free Log Tips (based on common past mistakes):

- Use sources from the last 12 months only to make sure you are keeping it current (more recent is better).
- Highlight any part of your source (i.e. newspaper article) that you refer to or that I need to read to understand what is happening. Highlight any part you quote as well.
- Spelling and grammar should be in perfect shape- no excuses
- If you quote anything from anywhere, you must give the author and page number and year.
- If you quote someone outside the textbook and your sources (and you should have already given me all of the citation information for your sources), you must include a reference page.
- Do not use professional journal articles; use popular media that reaches the masses.
- Don't try to do this at the last minute; this should be done steadily across the semester. Also, it will be extremely obvious if this is done last minute.
- Find an example that was not already supplied to you in the assigned readings or course materials. This is about you thinking on your own.
- Don't just pick anything and then try to stretch it to fit this assignment. Part of the work is searching for social psych within media. That is much different from <u>claiming</u> social psych is connected. All of your logs should be undeniably illustrative of the course concepts as applied to a social issue.
- Logs are for analyzing social psych already present in the media, not for analyzing the article or the author and then adding your own social psych.
- Make sure the media source you choose is really illustrating a social psych concept. For example, some students assume they know that someone made an internal or external attribution, when no one was quoted making any claims about another person's behavior. If you are going to claim someone made an attribution, you must be able to quote them saying something like "Tammy shot that man because she is a psycho."
- Be as objective as possible and avoid applying your own attributions and biases to this assignment
- Be very clear about what concept you are using in the first paragraph of the log. In fact, please highlight the concept AND the social issue.
- Define your concept using the textbook and cite the page number.
- Pick one concept and stick to it. Do not just throw 5 concepts in the paper and hope one of them is correct. One log should refer to no more than 2 concepts if they are very relevant, but you only need one.
- Present your paper professionally. That means follow the formatting guidelines I have already given to you in the syllabus.

Course Schedule

See Blackboard for the assigned readings.

Week 1   **Welcome to Social Psychology!!**

Week 2   Introducing Social Psychology

Week 3   Social Cognition

Week 4   What is the Self?

Week 5   **Exam 1**

Week 6   Prejudice, Stereotyping, Discrimination

Week 7   Group Processes

Week 8   Social Perception

Week 9   Social Influence

Week 10   **Exam 2**

Week 11   Affiliation and Love

Week 12   Happiness, Religion, and Sustainability

Week 13   Helping and Aggression (2 chapters)

Week 14   **Exam 3**

Week 15   **Social Issues Logs DUE**

Class Policies and Resources

What to Expect: For some of you, this course will present information that challenges your assumptions about women, men, gender, race, sexuality, and society at large. With that said, you should all expect to be frustrated at some point in the semester. This is difficult material that may stir up a range of emotional reactions. Those reactions may help you understand yourself and others in a more complex way. Whatever reactions you have to material presented in the readings or in class can tell you the most about the process of learning about social inequalities. Ask yourself "Why am I feeling this way?" I also encourage you to contact me so that we can discuss the feelings come up for you throughout the course. I can guarantee you are not the first person to feel that way. Some of the most frustrated and uncomfortable students who took the chance to come and talk with me told me they only wished they had visited me sooner.

👆 **I promise I am not scary in person!!**

Discussion Boards:
Please note that within this course, the instructor operates under the assumption that you are reading all discussion postings, as well as other course materials.
- Always **READ ALL POSTS** before posting a question. If the question has already been answered, you will frustrate your classmates and your professor. Questions already answered will be deleted from the boards.
- Any announcements, changes, or otherwise helpful information will be posted under the topic **"Messages from Dr. Case."** It is your responsibility to check the discussion boards each day. You should also "subscribe" to this board by clicking the subscribe button at the top. That way, you receive an email if I make an announcement.
- **"Ask Dr. Case"** is a space for posting questions after reviewing course materials and all discussion posts. I recommend subscribing to this board as well.
- **"Blackboard Technical Glitches"**- Please post on this forum if you find that a link is not working or have any type of technical challenge. This will alert me to any issues so that I can be in touch with our support center and get it resolved quickly.

Our Community of Respect:
In an academic environment, we all need to stay focused on maintaining a respectful classroom where everyone can share without fear of being ridiculed. You are very free to disagree with each other. In fact, I encourage a variety of opinions (so if yours is not being stated, please speak up). However, you can disagree without insulting any individual. Saying one position is ridiculous or that an individual who holds a view is stupid (or some other insult) will not be tolerated. Confrontational or argumentative behavior will not be tolerated. Rude behavior such as hostile tone of voice (all caps online), personal attacks, or snide remarks are unacceptable. In addition, if you have participated and your point has been made, there is no point in dominating discussion to type the same thing again. If you have something new to add, please do so. Thank you for following these guidelines. I hope they will help us work toward respectful engagement with the material.

Respecting Names and Pronouns: Class rosters provided to the instructor currently include only the student's legal name. However, if you change this within E-services, the course roster should reflect your preferred name. I will gladly honor your request to address you by a name other than what is listed on the roster. For example, some students go by a middle name, nickname, or a chosen name that aligns with their gender identity. In addition, feel free to let me know of any pronouns to use/not use. Fortunately, the use of the gender-neutral "they/them/their" is now officially acceptable for use for singular individuals!! Please advise me on this as soon as possible so that I may make appropriate changes to my records. Just to get us started, the pronouns I use for myself are she/her/hers.

Office of Student Diversity, Equity, and Inclusion: The Office of SDEI provides advocacy, guidance, and support for underrepresented students in order to enhance their academic and personal success. SDEI strives to further the retention and empowerment of our diverse student population. Women's resources, LGBTQ programs, first-generation mentoring, cultural education, and international programs are all provided via this office.

Accessibility and Disability Services: If you have a disability that impacts learning, please contact the Disabilities Services office. I will not be allowed to make accommodations without official communication from that office and accommodations do not begin until that officially happens. The mission of Disability Services is to ensure that students with disabilities have access to all of the programs and activities offered by UHCL. If you have (or may have) a disability requiring an academic adjustment/auxiliary aid, please contact Disability Services.

- *Syllabus options*- Upon request, I will provide this syllabus in black/white with full descriptions of all images on in digital format to promote readability when using reader software. In addition, I can convert this to accommodate any additional requested color changes to promote readability.

Career and Counseling Services FREE: Need help creating a resume or job interview tips? Need to talk to someone about life or other issues? They even help students focus on test-taking and study strategies. Visit Career and Counseling Services. Short-term individual counseling sessions, seminars, workshops and small group experiences are available to help students grow toward academic and personal goals. You already paid for these services in your UHCL fees, so you might as well take advantage of their expertise!!

The Writing Center: This is an instructional facility designed to provide all university students with peer tutors to help with their writing projects. Their primary function is to teach writing. They will work with students on any type of writing task; however, they do not provide editing service. Students must bring their own papers to their meetings and are responsible for the quality of their final products. Peer tutors will work with students at any stage of the writing process: from idea generation to style, grammar, and editing strategies.

Free Pantry in Dean of Students Office: If you are in need of immediate access to **food, hygienic items, or schools supplies (no clothing)**, the Dean of Students Office maintains a small pantry that you can access with no questions asked. The pantry is located within the Dean of Students Office in a private area. Simply stop by the DOS office and ask to use the pantry. You can also ask to speak to a staff person and do not have to disclose that you want to visit the pantry to any student at the front desk. **Donations needed:** If you would like to donate items to the pantry, on-going needs include non-

perishables, canned goods (stews, chili, tuna, vegetables, etc.), male and female specific hygiene products, and school supplies. Please bring donations to the Dean of Students Office.

Privacy and Blackboard Tracking Notice: Blackboard or the course web site automatically records all students' activities, including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using Blackboard features.

Sexual Misconduct- Title IX: The University of Houston System (UHS) including UHCL seeks to provide an educational environment free from sex discrimination, including non-consensual sexual contact, sexual assault, sexual harassment, interpersonal violence and stalking. We encourage you to report any sexual misconduct to UHCL Title IX Coordinator. **If you report any sexual misconduct to me, I am required to share that information with our Title IX Coordinator.** For more information about the UHS Sexual Misconduct policy and counseling and support resources available to you, go to the UHCL Title IX Website.