Course Number, Name: ED5000 – Social Behavior in a Diverse Society  
Instructor: Dr. Jonathan Higgins  
Office Location: Virtual  
Office and/or Online Availability: Office by appointment, email, phone until 7pm nightly  
Office Phone: 603-470-8880  
Term and Year: Fall 2013  
Course Delivery: Hybrid  
PSU E-mail: jghiggins@plymouth.edu  

Catalog Description  
Seeks to examine the manner in which the behavior, feelings, or thoughts of one individual are influenced by the behavior or characteristics of others. Topics to be considered include social perception, attitudes, gender, social cognition, conflict, social influence, intercultural awareness, prejudice, discrimination, aggression, and group behavior. 

Course Overview: 
Course Outcomes: 
- Understand the concepts of role, status and social class (recognizing the connections and interactions of individuals, groups and institutions in society), and apply that knowledge toward examining and addressing a human relations problem. 
- Develop knowledge foundations which can lead toward the creation of social environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender and ability. 
- Promote communication in ways that demonstrate sensitivity to all learners. 
- Understand the concept of race and race history within the United States and the influence of genetics on race and social/intellectual behavior. 
- Develop an understanding of behavior which leads toward the development of an effective interpersonal response (behaviors which enable the individual to respond with sensitivity; respect; interest; the ability to perceive needs and concerns; to demonstrate tact; to exhibit appropriate consistency and trustworthiness), and apply that understanding toward examining and addressing a human relations problem. 
- Demonstrate an understanding and respect for cultural, linguistic and ethnic diversity. 
- Develop knowledge foundations that would enable one to create a challenging, dynamic, safe learning community... one that is sensitive to the full range of student diversity and encourages openness, tolerance, caring, collaboration, and self-motivation. 
- Recognize differences in family structures, social and cultural backgrounds. 
- Understand and apply strategies that support behavioral change.
Course Objectives:

By the end of the course, the student will have an understanding of the following topics with the goal of applying this learning to examining and addressing a human relations problem:

- Social Perception and the role of nonverbal communication
- Social Cognition, the self-fulfilling prophecy, negativity bias/optimistic bias
- Attitude acquisition and the influence of attitudes on behavior
- Components of social identity/self-concept; self-esteem and gender issues
- Foundations for prejudice development and prejudice reduction
- Role of interdependence, attachment, similarities, and differences in relationships
- Social Influence and the effects of conformity, indoctrination, and social norms
- Differences between prosocial behavior and altruism
- Aggression development and reduction techniques
- Group dynamics in terms of roles, status, norms, and cohesiveness
- Applications of Social Psychology

LEARNING PROCESS

Readings, discussions and final paper.

REQUIREMENTS

Participate in the Discussion Forum (50%)

1. Post a substantive response to the discussion question in each session (at least 400 words). Any claims should be supported by citations APA style with a reference list at the bottom.
2. Respond meaningfully to at least one post made by a classmate.
Final Paper (50%)

Final Paper (50%)

Final Paper: Analyze a social/human relations problem. Consider choosing a problem that you are currently dealing with at work, or dealt with recently.

Ideally, this should be a challenge that "you" are dealing with. The braver you feel, the more challenging an issue you can tackle. For example, do you have a prejudice towards a group of people that you are aware of and trying to remedy? This is a great place to work on it.

However, dealing with these kinds of issues publically is challenging. Only do so if you feel comfortable with it. Less challenging issues could be your attitude working with parents or administrators.

The key take-away from working on this paper is that you will have challenged yourself in some area concerning working in a diverse environment. You will have identified some weakness you think you have and will have started the process of addressing it.

Use research literature available from readings, class discussions, and independent research with the goal of understanding the problem and moving toward a resolution of the problem. The paper should be approximately 10 pages.

Paper format:

1. Introduce the problem
2. Analyze the problem using theory from the course readings and at least two other sources.
3. Share solution(s) to the problem using strategies from the course readings and at least two other sources.

Use APA 6th Edition formatting
Refer to Writing Rubric for Assessment

Final Paper Due Date: 11/30/2013

CACREP Standards Addressed:

2. SOCIAL AND CULTURAL DIVERSITY

Studies that provide and understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity,
nationality, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

d) counselors (and other educators) roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human mind, spirit, or body.

3. HUMAN GROWTH AND DEVELOPMENT

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including the following:

a) transitions across the life-span

b) strategies for facilitating optimum development over the life span
5. HELPING RELATIONSHIPS

Studies that provide an understanding of counseling and consultation processes, including the following:

a) counselors (and other educators) and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences. Verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

d) systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

School Psychology Program Standards addressed:

1. a. PSYCHOLOGICAL FOUNDATIONS

Cultural Diversity, Biological Bases of Behavior, Human Learning, Social Basis of Behavior

1. c. ASSESSMENT

Cognitive Processing, Behavior Assessment, Social/Emotional Assessment

3. KNOWLEDGE, UNDERSTANDING AND ABILITY TO INTERVENE AND FACILITATE THE FUNCTIONING OF INDIVIDUALS AND GROUPS OF THE PRESCHOOL AND SCHOOL AGED CHILDREN AND YOUTH
Ability to Develop Behavior Improvement Plans (CHECK).

The conceptual framework for teacher education is reflected through:

- Students working together to discuss and apply content and theory toward problem definition/resolution (Collaboration).

- Considering diverse factors that influence the social behavior of the “whole” child and adult (Holistic).

- Applying life experience toward understanding and addressing social problems (Experience).

- Recognizing the important role each of us play in the lives of others (Commitment).

- Comprehensively reviewing and applying diverse knowledge foundations that influence social behavior (Knowledge).

**Textbook List/Bibliography/Recommended Reading/Resources**

**Required Text:**


**Recommended Text:**


**Evaluation Plan/Grading Scale**

Forum discussions: 50%
Final Paper 50%
Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Course Calendar/Agenda

Online Schedule:

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<td>Social Psychology Chapter 1</td>
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Face-to-Face Schedule

Sep 5
Sep 19 - Cancelled
October 3
October 17
October 31
November 7
November 21

Assessment Rubrics

See Writing Rubric
Conceptual Framework

PSU College of Graduate Studies Program Hallmarks

Leadership and Advocacy

Reflection and Innovation

Scholarship and Application

Professionalism and Service

Global Awareness and Social Responsibility
University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.
Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.