
ASSESSMENT CONTRACT

Student's Name: Joe Ferguson

Faculty Assessor: David L. Blustein, Ph.D. / 617 552-0795; 781 648-0679 / dblustein@fielding.edu

Mailing address: 28 Appleton Street/ Arlington, MA 02476

Knowledge Area Title: Social Bases of Behavior

Knowledge Area Number: PSY 705

Credit Hours: 4

Note: The Carnegie system assumes that 1 credit hour equals 15 contact hours plus independent work.

Faculty Assessor:

1. The format(s) for this assessment is (are):

2.

3. FELIX seminar Group assessment

4. Session seminar x Oral presentation

5. Written paper(s) x Other (describe)

6.

7. List previous academic coursework and experience in this knowledge area: None

8. Please indicate below the content/issues/focus of this assessment.

Please include some of the important references (books, journals) to be used to complete the assessment. Be sure that the assessment addresses the competencies (taken from the Study Guide) associated with this knowledge area.

This course will combine attendance at a Fielding Summer Session seminar in social bases of behavior with independent work. There are two requirements for this knowledge area. The first of these requirements is for a presentation/short paper that will be included in the Summer Session seminar. The presentation will be based on an overview of the required reading from Tesser's text and other required readings *and one additional reading* within a given area of social psychology. In the Summer Session seminar, the instructor will devote the morning to outlining the major areas of inquiry of social psychology. The afternoon section will be devoted to students presenting a 10-12 minute overview of the required readings, listed later in this contract, for a given area of social psychology. In addition, students will be asked to present on one other article or chapter that illustrates recent trends in a given area of social psychology. In effect, this part of the contract will provide learning in the breadth domain of social psychology.

The depth section will be addressed via the preparation of a written paper on a topic that is ideally drawn from one of the core areas of social psychology. Students may request a different topic in consultation with the instructor. The depth paper is due on August 15, 2005; students

will send the instructor and the rest of the students in our seminar an electronic copy of their paper. The instructor also recommends for you to organize your depth paper by one of the following thematic questions that will furnish you with a coherent framework for the material that you research and present in your paper:

1. Take a position on the question of whether human behavior is determined primarily by social and cultural expectations and demands or by internal psychological processes (e.g., motivation; intrapsychic processes; genetics; biological disposition)? Obviously, your essay does not need to take a rigid position on this debate; however, I would like you to explore this debate as the organizing framework for your assessment paper.
2. How are social and cultural aspects of one's context internalized into one's personality and developmental trajectory? In other words, describe how social influences are embedded and then manifested in human behavior:

Page Limits

Please observe all page limits. The page limits are for the text portion of papers and, therefore, do not include the reference section of your paper.

Depth Paper

Depth papers will be from 15-20 pages (double-spaced).

Breadth Papers

The breadth paper will be from 7-10 pages (double-spaced). The verbal presentation that accompanies the breadth paper should be no longer than 12 minutes. Students can bring transparencies if they wish, but it is not necessary. The breadth papers should be sent as an email attachment to the instructor and the students in our group by June 25, 2005. Some general questions that can be used to guide the breadth papers are detailed below:

1. What are the major questions to which writings in this area are addressed?
2. What are the major methods of investigation?
3. What light has the investigation shed on understanding these phenomena?

REQUIRED TEXT:

Tesser, A. (1995). Advanced social psychology. Boston, MA: McGraw-Hill.

You may want to check with the publisher or check online. Often, Abebooks.com carries several volumes. Plan ahead and order early as some previous students have reported delays in getting textbook.

REQUIRED READINGS:

The instructor will mail PDF files with these articles directly to students a month or so before the Summer session.

Elliott, T. R., & Marmarosh, C. (1995). Social cognitive processes in behavioral health: Implications for counseling. *The Counseling Psychologist, 23*, 666-681.

Gergen, K. (1985). The social constructionist movement in social psychology. *American Psychologist, 40*, 266-275.

Gergen, K. (2001). Psychological science in a postmodern context. *American Psychologist, 56*, 803-811.

Heesacker, M., Conner, K., & Prichard, S. (1995). Individual counseling and psychotherapy: Application from the social psychology of attitude change. *The Counseling Psychologist, 23*, 611-632.

Hendrick, S. S., (1995). Close relationship research: Applications to counseling psychology. *The Counseling Psychologist, 23*, 649-665.

Rioch, M. J. (1970). The work of Wilfrid Bion on groups. *Psychiatry, 33*, 5666.

Stoltenberg, C. D., McNeill, B. W., & Elliott, T. R. (1995). Selected translations of social psychology to counseling psychology. *The Counseling Psychologist, 23*, 603-610.

Please review the Fielding study guide for PSY 705 for a detailed list of relevant readings and jou in social psychology.

TOPICS

1. The Development of the Self and Identity

Readings: Tesser, pp. 51-97

1. What is unique about the social psychological study of the self and identity?
2. How are the notions of "self" and "identity" both similar and different?
3. How has the study of self-presentation (as in the work of Goffman) impacted on our understanding of self and identity?
4. To what extent are Kohut's notions of self-analogous to social psychological notions of the self?
5. How does the state vs. trait debate about human behavior manifest itself within the social psychological study of self and identity?

2. Group Dynamics and Leadership

Readings: Rioch, 1970; Tesser, pp. 419-465

1. What are some of the major factors determining who emerges as a leader in group situations?
2. What is groupthink and how has it been important in our understanding of individual and group behavior?
3. How is Bion's view of groups different from the view of groups articulated in the Levine and

- Moreland chapter in Tesser's book?
4. How is conflict within groups understood and how does this understanding contribute to thinking about conflict resolution?

3. Socio-political influences, Cultural differences and Similarities, including stereotyping, prejudice, oppression, marginalization, poverty and discrimination

Readings: Tesser, pp, 467-524

1. How do cultural differences affect human behavior? To what extent is social behavior universal or a function of cultural expectations and boundaries?
2. How do stereotypes develop, what function do they serve, and under what conditions may stereotypes play a positive role in understanding others?
3. How have different theorists and researchers conceptualized stereotypes?
4. How have social psychologists contributed to attempts to reduce prejudice?

4. Attitudes and attitude change, including cognitive consistency, dissonance, persuasion and the relationship of attitudes to behavior

Readings: Tesser, pp. 195-256

1. What is social about the study of attitudes and attitude change?
2. Why does Festinger's study on cognitive dissonance have such a special place in our field's history? What is its relevance currently?
3. How can attitudes be changed? What social psychological processes are responsible for attitude change?
4. How does affect or emotion contribute to attitude change?
5. To what extent are attitudes and behavior congruent?
6. How would social cognitive processes contribute to the development of cognitive myths and maladaptive behavior patterns? To what extent can social psychologists contribute to the improvement of social cognitive errors and biases?

5. Social Cognition

Readings: Tesser, pp. 149-193

1. What is social about the study of social cognition?
2. Why do people resort to schemas and judgmental heuristics in their social cognition and person perceptions? How do these cognitive processes function?
3. How would social cognitive processes contribute to the development of cognitive myths and maladaptive behavior patterns?
4. To what extent can social psychologists contribute to the improvement of social cognitive errors and biases?
5. How does emotion and affect influence social cognition?

6. Social Influence and Interpersonal attraction

Readings: Tesser, pp. 256-331

1. What are the “obedience to authority studies” and what have they contributed to our knowledge of the human condition?
2. What are the unique contributions of the social psychological study of interpersonal attraction?
3. How does the theory of self-esteem maintenance fit with psychoanalytic theories of attachment and love?

7. Prosocial Behavior (including bystander studies, cooperation, and altruism)

Readings: Tesser, pp. 332-381

1. What are “bystander studies” and what have they contributed to our knowledge of the human condition?
2. How does social psychology inform us about promoting pro-social behavior?
3. What applicability do you see in these studies as our culture continues to evolve?

8. Aggression and violence (with a focus on social psychological studies of aggression and brutality)

Readings: Tesser, pp. 383-417

1. Why are social psychologists interested in the study of aggression and what unique perspective do they have to add to this critical body of literature?
2. How do affect and cognition interface in the development and expression of aggression?
3. To what extent is aggression innate as opposed to a product of socialization and family influences?
4. How would the social psychological study of aggression be applied to our understanding of domestic violence?
5. What do social psychologists have to say about gender differences in the experience of and manifestation of human aggression?

9. Social constructionist and post-modern critiques of social psychology

Readings: Gergen, 1985; Gergen, 2001

1. What are the major assumptions of the social constructionist critique of social psychology?
2. How does the social constructionist movement enhance the social relevance of social psychology?
3. To what extent are the traditional experimental methods that are used in social psychology useful in a social constructionist
4. To what extent is the social constructionist movement applicable to the world of clinical psychology?

10. Social psychological applications to psychotherapy

Readings: Elliott, & Marmarosh, 1995; Heesacker et al., 1995; Hendricks, 1995; Stoltenberg et al 1995

1. How has the study of social cognition contributed to the development of cognitive behavior therapy?
2. How has the study of culturally-based influences contributed to the development of multicultural counseling competencies?
3. To what extent is social psychology relevant to the challenges of clinical assessment?

4. What are the most pressing contributions that are needed from social psychologists to inform the next generation of knowledge and practice in clinical psychology?

Breadth Paper Topic:

9. Social constructionist and post-modern critiques of social psychology

Readings: Gergen, 1985; Gergen, 2001

- a. What are the major assumptions of the social constructionist critique of social psychology?
- b. How does the social constructionist movement enhance the social relevance of social psychology?
- c. To what extent are the traditional experimental methods that are used in social psychology useful in a social constructionist
- d. To what extent is the social constructionist movement applicable to the world of clinical psychology?

Depth Paper Topic:

Joe will prepare a depth paper considering the implications of temporal perspective on domestic violence and its clinical implications for mandatory intervention with adult domestic violence offenders.

Tesser, A. (Ed.). (1994). *Advanced social psychology*. McGraw-Hill.

McGrath, J. E., & Tschan, F. (Eds.). (2004). *Temporal matters in social psychology: Examining the role of time in the lives of groups and individuals*. American Psychological Association.

Tedeschi, J. T., & Felson, R. B. (1994). *Violence, aggression, and coercive actions*. Washington, DC, US: American Psychological Association.

9. I am taking this assessment for grade A.
10. I would like to use this assessment to meet the requirements of the Violence Concentration.:
I plan to complete this assessment and have it submitted to the Faculty Assessor by:
August 24, 2005
11. My e-mail address is: Fergi@Cox.net
12. My faculty advisor is: Nolan Penn

Faculty Assessor

If the Assessment reaches me by the agreed upon date, I will forward the grade and evaluation comments to the student and the Santa Barbara Office by:

September 24, 2005

Faculty Assessor's
signature: _____

Date: _____

Form PA-3 Revised: October 2004
