

PSYC 146- THE SOCIAL CONTEXT

Instructor: Ruby Hernandez

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Office: Social Sciences 2, Room 201

Class Monday & Wednesday 1:00-4:30pm

Time: N. Sci Annex 102

Office Wednesday, 11:30am-12:30pm

Teaching Christine Rosales

Hours: or by appointment

Assistant Tuesdays, 1:00pm to 2:00pm,

Social Sciences 2, Room 203

Required Texts:

Goffman, E. (1990). *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Doubleday.

Hurtado, A. (2003). *Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity*. New York: New York University Press.

Description:

This seminar style course is designed to introduce students to the social and contextual determinants of human behavior. We will explore the role various institutions have in shaping the lives and social-psychological realities of individuals. The course is designed with an eye towards application, and as such, is explicitly problem focused. By this I mean that our discussions will be in light of the serious social problems afflicting our society and the specific groups of people who disproportionately bear the burden of these problems. Our discussions will also include potential solutions to remedy the aforementioned social problems.

Goals:

Facilitate the development of critical thinking skills

Ability to synthesize diverse theoretical concepts

Ability to provide reflective, in-depth critical analysis

Requirements:

Evaluation of your performance in this course will be based on the following:

1. Essay #1: Concepts (25% of your grade)
2. Midterm Exam (15% of your grade)
3. Class Participation (15% of your grade)
4. Class Facilitation (5%)
5. Essay #2: Application (30% of your grade)
6. Final Presentation (10% of your grade)

Resources:

Academic Integrity

Violations of academic integrity include plagiarism (“the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own”; Oxford English Dictionary, 2013) and the submission of work authored by someone else. Violations of academic integrity will result in immediate expulsion from the course and a grade of F. Please refer to (<http://wpacouncil.org/positions/WPAplagiarism.pdf>) for explicit guidelines about plagiarism.

Students are expected to work on all assignments independently. Evidence that students have worked on assignments collaboratively will be considered a violation of academic integrity. Students may be referred to Learning Support Services for assistance with writing. Collaboration with professional support in this context is not considered a violation of academic integrity.

Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies, state law and may also constitute copyright infringement subject to legal action.

Policy on the Use of Technology

Consistent with professional settings, mobile phones may never be used during lectures. The use of tablet devices or laptops for access to readings or note-taking during lecture is permitted. Students who use electronic devices for non-course related purposes (e.g., chatting, Facebook, email, etc.) will be asked to discontinue use, and the privilege of using electronic devices will be revoked.

Disability Information

Any student who thinks she/he/they may need an accommodation based on the impact of a disability should contact the instructor privately to submit an Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. Please contact the Disability Resource Center (DRC) at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations.

Access to Course Readings

Books are available for purchase (see list above) at the Bay Tree Bookstore on campus. Books are also on 2-hour reserve at McHenry Library. You can also access the Hurtado *Chicana Feminisms* book through Melvyl as an eBook.

Articles and book chapters are available as PDFs on Canvas in the Resources section. For help with Canvas see: <https://its.ucsc.edu/canvas/canvas-faq-student.html>.

Evaluation:

Class Participation (15%): This course is highly dependent on discussion and engagement with ideas of the course. Arriving prepared to discuss the ideas from lecture and from the readings is therefore an important component of the class.

Class Facilitation (5%): A paired facilitation regarding an assigned reading. You will be responsible for helping to guide discussion

Essays (55%): You will find options for fulfilling the requirements for each of the essays. Choose one of the options and write an essay that addresses the topic. In addressing the topic, be sure to provide analysis and synthesis of the ideas covered; do not simply stop at description. Essays should be double spaced, and 12-point font. You are not required to include a cover page; however, you must have a reference page (which is not included in the 4-6-page limit). Be sure to cite APA style within text and in your reference page. Plagiarism will not be tolerated. Papers will be submitted electronically via Canvas by the assigned date and time.

Essay #1 (25%): This essay will focus on concepts, topics, themes and readings from the first half of the course and your understanding of the material.

Essay #2 (30%): The purpose of this essay is to allow you to apply the material from the readings and lectures to the social problems that we have covered in the second part of the course, or other current social issue. Final paper will be submitted through Canvas.

Exams (15%): There will be one examination for this course. The content of these midterms will cover material from lectures, readings, and class discussions. Exams are multiple choice.

The midterm will cover material from weeks 1-3 of the course and is worth 15% of your grade.

Final Group Presentations (10%): The final group presentation will be focused on your final paper. Your group will present the social problem or current social issue, an analysis and proposed intervention to the problem.

Make-Up Exams & Paper Extensions: Only under extreme circumstances, and I will use my own discretion. No late papers accepted.

Extra Credit: There will be extra credit options throughout the course. They will contribute about 3 points toward a paper or exam of your choice. Details for these assignments will be posted in a folder on Canvas.

Course Schedule:

Week	Date	Topic	Required Reading
1	7/31	Introduction to Course-Historical and Disciplinary Context of Social Psychology	Haney, C. (1982). Criminal Justice and the Nineteenth-Century Paradigm: The triumph of psychological individualism in the “Formative Era.” <i>Law and Human Behavior</i> , 6(3/4), 191-209.
	8/02	Persons and the Power of the Situation	Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal Dynamics in a Simulated Prison. <i>International Journal of Criminology and Penology</i> , 1, 69-97. Nisbett, R., & Ross, L. (1991). The person and the situation. <i>NY: McGraw Hill</i> . Chapters 1 (Introduction) and 2 (The person and the situation) ESSAY #1 ASSIGNED
	8/07	Context, Identity, and Psychopathology	Text: Goffman, E. (1990). <i>Asylums: Essays on the Social Situation of Mental Patients and Other Inmates</i> . New York: Doubleday. [Essay 1, p.1-125] Discussion Guidelines Folder (Canvas) In Class: FILM-One Flew Over the Cuckoo’s Nest CLASS LEAD FACILITATION
2	8/09	Gender, Familial Socialization and Cultural Context	Text: Hurtado, A. (2003). <i>Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity</i> . New York: New York University Press. [Chapters 1, 2, 3] ESSAY #1 DUE CLASS LEAD FACILITATION
	8/14	Roles, Identity, Self-Definition in Context	Text: Hurtado, A. (2003). <i>Voicing Chicana Feminisms: Young Women Speak Out on Sexuality and Identity</i> . New York: New York University Press. [Chapters 4, 5, 6] CLASS LEAD FACILITATION /REVIEW
3	8/16		MIDTERM In Class: FILM- The Salt and The Earth ESSAY #2 ASSIGNED
	8/21	The Social Context of Total Institutions	Haney, C. (2006). <i>Reforming punishment: Psychological limits to the pains of imprisonment</i> . Washington, D.C.: American Psychological Association. [Chapters 5, 6,7] CLASS LEAD FACILITATION
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Week	Date	Topic	Required Reading
4	8/23	Historical, Geographic, and Economic Contexts	Rios, V. M. (2009). The consequences of the criminal justice pipeline on Black and Latino masculinity. <i>The ANNALS of the American Academy of Political and Social Science</i> , 623(1), 150-162. Ceballo, R., Kennedy, T. M., Bregman, A., & Epstein-Ngo, Q. (2012). Always aware (Siempre pendiente): Latina mothers' parenting in high-risk neighborhoods. <i>Journal of family psychology</i> , 26(5), 805-815. CLASS LEAD FACILITATION
5	8/28	Social Context and Youth Development	Way, N., Santos, C. E., & Cordero, A. (2011). "Sometimes You Need To Spill Your Heart Out To Somebody": Close Friendships Among Latino Adolescent Boys. <i>Latina and Latino Children's Mental Health</i> , 1, 169-193. Hurtado, A., & Silva, J. M. (2008). Creating new social identities in children through critical multicultural media: The case of Little Bill. <i>New directions for child and adolescent development</i> , 2008(120), 17-30. CLASS LEAD FACILITATION
	8/30	Social Psychology and Public Policy: Transforming The Social Context	Social Issue Application GROUP PRESENTATIONS ESSAY #2 DUE September 1st, 2017

Examinations:

Midterm-Wednesday, August 16, 2017

Final Paper Due: Friday, September 1, 2017 by 1:00pm via Canvas