



TEXAS A&M UNIVERSITY-SAN ANTONIO

Psychology

COURSE SYLLABUS

Texas A&M University-San Antonio
College of Arts and Sciences
PSYC 5314 – 001 – Social Psychology

Fall 2024

MW 3:30 – 4:45 PM

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Office Hours: Mondays 10:30a -12:30pm

Please make an appointment.

You may come by any time you see me in my office, but an appointment guarantees you

will see me and you won't have to wait long. I will guarantee that I will get called for meetings several times during the semester during my office hours. If you have an appointment and you are on my calendar, I can get out of them and see you, and I can contact you if there is an emergency.

Classroom: STEM 227

Texts:

Tavris, C., & Aronson, E. (2020). *Mistakes were made but not by me*, Third Edition: Why we justify foolish beliefs, bad decisions, and hurtful acts. New York: Houghton Mifflin Harcourt Mariner Books.

Harrison, L. A. (2024). *Social Psychology: Learning through case studies*. Solana Beach, CA: Cognella

Note: We will be using this as a discussion starter for review of concepts in social psychology; feel free to share with a friend.

If you have forgotten any of your Social Psychology, here is an OER textbook that you can use as needed:

https://socialsci.libretexts.org/Bookshelves/Psychology/Social_Psychology_and_Personality/Principles_of_Social_Psychology

Remind: Please add yourself to my Remind account so you can get text messages from me: Text @gradsoci to 81010. If you already have the Remind app, you can type in gradsoci where you see the @ in the Join Class section. If you don't have the Remind app, you might consider downloading it. If you don't have it, you'll have to go back through all your texts to find me. If you have the app, you can easily text me from it.

Course Description: Social Psychology

This seminar provides a broad overview of social psychology, both classic and current. The field is far too broad for meaningful comprehensive coverage, so selected topics will be addressed in a two-tiered format. First, foundational material will address such basic topics as the processes of attitude change; social influences on conformity, compliance, and obedience; the self and the pursuit of self-esteem; person perception and attribution; stereotyping and prejudice; attraction and mate selection; and group influences on performance.

Student Learner Outcomes

Students who successfully complete the course will demonstrate:

1. Critical thought concerning various topics in social psychology
2. An ability to lead discussions based on both review articles and empirical studies in social psychology
3. An understanding of social psychology research methods
4. An ability to collaborate effectively in a research context with peers

Assessment of Student Learner Outcomes

SLO 1 will be assessed via exams (including the final).

SLO 2 will be assessed via class discussions

SLO 3 and 4 will be assessed via class presentation and paper

Assignments:

1. **Exams:** Your three exams and final exam are all essay, administered in class according to the syllabus. They are worth 40% of the course grade.

If you are sick on exam day, you will need to let me know before the class starts via Remind, email, or phone message.

2. **Leading Discussions:** This is worth 25% of your grade (10% each article; 5% shared book chapter). You will be bringing discussion questions and leading the discussion on your section.
3. **Discussion Participation:** Students should come prepared to discuss each article. Other than the first day of class, they should not plan to read any of the information in class. Your grade is determined by your thoughtful contribution and your preparedness. This is worth 10% of your grade.

4. **Proposal Presentation:**

You will work with a partner to develop an idea for a social psychology research project.

You will present your proposal using a power point.

You will need to include background information, hypotheses, proposed methods, and proposed analyses.

Both partners should plan to participate evenly in the presentation.

This is worth 10% of your grade.

5. **Proposal Paper:**

Students will work collaboratively to write a literature review supporting their idea, and a methods and proposed analysis outlining the potential research project. Students must use appropriate APA style. This is worth 15% of your grade.

Schedule:

Mon, August 26	<p>Chapter 1: Introducing Social Psychology Case Study Wilson, T. D. (2022). What is social psychology? The construal principle. <i>Psychological Review</i>, 129(4), 873. Divide into presentation groups</p>
Wed, Aug 28	<p>Chapter 2: The Experimental Method Case Studies Nate lead: Lewin, K. (1997). Experiments in Social Space (1939). Jarad lead: Hales, A. H. (2016). Does the conclusion follow from the evidence? Recommendations for improving research. <i>Journal of Experimental Social Psychology</i>, 66, 39-46.</p>
Mon, Sept 2	Labor Day—No Class
Wed, Sept 4	<p>Maria lead: Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. <i>Perspectives on Psychological Science</i>, 7(2), 109–117. https://doi-org.tamusa.idm.oclc.org/10.1177/1745691611432343 Chapter 3: Social Cognition Case Studies Kayla lead: Hamilton, D. L., & Carlston, D. E. (2013). The emergence of social cognition. <i>The Oxford handbook of social cognition</i>, 16-32.</p>
Mon, Sept 9	<p>Citlalli lead: Doheny, M. M., & Lighthall, N. R. (2023). Social cognitive neuroscience in the digital age. <i>Frontiers in Human Neuroscience</i>, 17, 1168788. Chapter 4: Social Perception Case Studies Jasmyne lead: Thompson, S. C., & Kelley, H. H. (1981). Judgments of responsibility for activities in close relationships. <i>Journal of Personality and Social Psychology</i>, 41(3), 469–477. https://doi-org.tamusa.idm.oclc.org/10.1037/0022-3514.41.3.469</p>

Wed, Sept 11	<p>Stephanie lead: Jin, W. Y., & Peng, M. (2021). The effects of social perception on moral judgment. <i>Frontiers in psychology, 11</i>, 557216.</p> <p>Chapter 5: The Social Self Case Studies Roman lead: Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <i>Contemporary Educational Psychology, 61</i>. https://doi-org.tamusa.idm.oclc.org/10.1016/j.cedpsych.2020.101860</p>
Mon, Sept 16	<p>Jasmyne lead: Hui, Q., Yao, C., Li, M., & You, X. (2022). Upward social comparison sensitivity on teachers' emotional exhaustion: A moderated moderation model of self-esteem and gender. <i>Journal of Affective Disorders, 299</i>, 568–574. https://doi-org.tamusa.idm.oclc.org/10.1016/j.jad.2021.12.081</p> <p>Chapter 6: Cognitive Dissonance Case Studies Jarad lead: Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. <i>The Journal of Abnormal and Social Psychology, 58</i>(2), 203–210. https://doi-org.tamusa.idm.oclc.org/10.1037/h0041593</p>
Wed, Sept 18	<p>Ch. 7: Attitudes Case Studies Leader: Nate Park, S. (Steven), Wei, X., & Lee, H. (2023). Revisiting the elaboration likelihood model in the context of a virtual influencer: A comparison between high- and low-involvement products. <i>Journal of Consumer Behaviour, 22</i>(9), 1000–1013. https://doi-org.tamusa.idm.oclc.org/10.1002/cb.2290</p>
Mon, Sept 23	<p>Maria lead: Vaughan-Johnston, T. I., Fabrigar, L. R., Xia, J., DeMarree, K. G., & Clark, J. K. (2023). Desired attitudes guide actual attitude change. <i>Journal of Experimental Social Psychology, 105</i>, 1–13. https://doi-org.tamusa.idm.oclc.org/10.1016/j.jesp.2022.104437</p> <p>Discuss Exam OR catch up</p>
Wed, Sept 25	Exam I
Mon, Sept 30	<p>Ch 8: Social Influence Case Studies Roman lead: Aiello, J. R., & Douthitt, E. A. (2001). Social facilitation from Triplett to electronic performance monitoring. <i>Group Dynamics: Theory, Research, and Practice, 5</i>(3), 163.</p>

Wed, Oct 2	<p>Citlalli lead: Pascual, A., Felonneau, M. L., Guéguen, N., & Lafaille, E. (2014). Conformity, obedience to authority, and compliance without pressure to control cigarette butt pollution. <i>Social Influence</i>, 9(2), 83–98. https://doi-org.tamusa.idm.oclc.org/10.1080/15534510.2013.778214</p> <p>Ch 9: Group Processes Case Studies</p>
Mon, Oct 7	<p>Kayla lead: Packer, D. J. (2009). Avoiding groupthink: Whereas weakly identified members remain silent, strongly identified members dissent about collective problems. <i>Psychological Science</i>, 20(5), 546–548. https://doi-org.tamusa.idm.oclc.org/10.1111/j.1467-9280.2009.02333.x</p> <p>Stephanie lead: Paulus, P. B., & Kenworthy, J. B. (2022). The crowd dynamics and collective stupidity of the January 6 riot: Theoretical analyses and prescriptions for a collectively wiser future. <i>Group Dynamics: Theory, Research, and Practice</i>, 26(3), 199–219. https://doi-org.tamusa.idm.oclc.org/10.1037/gdn0000184</p>
Wed, Oct 9	<p>Chapter 10: Prosocial Behavior Case Studies Jasmyne lead: Darley, J. M., & Batson, C. D. (1973). "From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior. <i>Journal of Personality and Social Psychology</i>, 27(1), 100–108. https://doi-org.tamusa.idm.oclc.org/10.1037/h0034449</p>
Mon, Oct 14	<p>Nate lead: Riar, M., Morschheuser, B., Zarnekow, R., & Hamari, J. (2024). Altruism or egoism – How do game features motivate cooperation? An investigation into user we-intention and I-intention. <i>Behaviour & Information Technology</i>, 43(6), 1017–1041. https://doi-org.tamusa.idm.oclc.org/10.1080/0144929X.2023.2196581</p> <p>Catch up if necessary, or additional case studies</p>
Wed, Oct 16	<p>Chapter 11: Human Aggression Case Studies Stephanie lead: Berkowitz, L., & Lepage, A. (1967). Weapons as aggression-eliciting stimuli. <i>Journal of Personality and Social Psychology</i>, 7(2, Pt.1), 202–207. https://doi-org.tamusa.idm.oclc.org/10.1037/h0025008</p> <p>Kayla lead: Krahé, B., Lutz, J., & Sylla, I. (2018). Lean back and relax: Reclined seating position buffers the effect of frustration</p>

	on anger and aggression. <i>European Journal of Social Psychology</i> , 48(5), 718–723. https://doi-org.tamusa.idm.oclc.org/10.1002/ejsp.2363
Mon, Oct 21	<p>Ciftlali lead: Groves, C. L., Lishner, D. A., Chrobak, Q. M., Preman, S., Deschaine, M. M., Kelso, S., Petrouske, A., Bivens, S., Olson, N. L., Jarvis, M. S., & Henne, T. (2024). Playing the hero or playing the villain: An investigation of the violent video game character role effect on aggression. <i>Basic and Applied Social Psychology</i>, 46(3), 130–145. https://doi-org.tamusa.idm.oclc.org/10.1080/01973533.2024.2310821</p> <p>Chapter 12: Prejudice Case studies</p>
Wed, Oct 23	<p>Roman lead: Kawakami, K., Dion, K. L., & Dovidio, J. F. (1998). Racial prejudice and stereotype activation. <i>Personality and Social Psychology Bulletin</i>, 24(4), 407–416. https://doi-org.tamusa.idm.oclc.org/10.1177/0146167298244007</p> <p>Jarad lead: Jolley, D., Seger, C. R., & Meleady, R. (2023). More than a prejudice reduction effect: Positive intergroup contact reduces conspiracy theory beliefs. <i>European Journal of Social Psychology</i>. https://doi-org.tamusa.idm.oclc.org/10.1002/ejsp.2973</p>
Mon, Oct 28	<p>Chapter 13: The My Lai Massacre Case Studies Stephanie lead: Lang, J. (2006). The psychology of military massacre: Nanking, my Lai, and the concept of individual responsibility in the midst of organized slaughter. <i>Psyke & Logos</i>, 27(2), 710–725.</p>
Wed, Oct 30	<p>Additional Topic: Relationships Ainsworth, M. S. (1989). Attachments beyond infancy. <i>American Psychologist</i>, 44(4), 709–716. https://doi-org.tamusa.idm.oclc.org/10.1037/0003-066X.44.4.709 Blanchard, A. E., & Fino, E. (2023). Love is a losing game: Capacity for love mediates the relationship between the vulnerable dark triad and love styles. <i>Personality and Individual Differences</i>, 215, 1–9. https://doi-org.tamusa.idm.oclc.org/10.1016/j.paid.2023.112360</p>
Mon, Nov 4	Exam II
Wed, Nov 6	<p>Book Club Day 1: Ch 1, 2, 3 Discussion leaders: Ch 1 Ciftlali; Ch 2 Roman; Ch 3 Nate</p>
Mon, Nov 11	<p>Book Club Day 2: Ch 4, 5, 6 Discussion leaders: Ch 4 Maria; Ch 5 Jasmyne; Ch 6 Stephanie</p>
Wed, Nov 13	<p>Book Club Day 3: Ch 7-8 Discussion leaders: Ch 7 Kayla; Ch 8 Jarad</p>

Mon, Nov 18	Exam 3
Wed, Nov 20	Preparing for presentations
Mon, Nov 25	Preparing for presentations
Wed, Nov 27	Study Day
Mon, Dec 2	Presentations All Groups (no Cognition today—meet here 2-5)
Wed, Dec 4	Go to Cognition today from 2-5.
Fri, Dec 6	Study Day
Wed Dec 11 2-3:50 PM	Final Exam ONLINE (Due Dec 11 at 3:50 PM)

Course Grades

Each student's grade will be based solely on his/her performance. Students will not compete against one another for grades (i.e., the instructor will not limit the number of As, Bs, etc.). An individual's course grade is based on his or her raw score points (i.e., the total number of points earned during the semester). For example, using the table below, a student who earns 211 points during the semester will earn a "B." A student who has a total of 168 points at the end of the semester will earn a "D" in the course.

Letter Grade Cutoff Table

<i>Course Letter Grade</i>	<i>Percentage Correct</i>	<i>Raw Score (total raw score points earned)</i>
A	90% or more	900 or more
B	80 to 89%	800 to 899
C	70 to 79%	700 to 799
D	60 to 69%	600 to 699
F	59% or less	599 and less

Grades will be posted on Blackboard so that any time during the semester, you can check your grade at any time.

Grade Breakdown

3 exams	300 points (100x3)
1 Final exam	100 points
Leading Discussions	250 points (62+62+63+63)
Discussion Participation	100 points
Proposal Paper	150 points
Presentation	<u>100 points</u>
	1000 points

Class Attendance

Very few students who miss a lot of class perform well in that class. Since you are paying a lot of money per class period, it is to your advantage to attend. I do include attendance in my grading system, because class participation depends on attendance. Students who attend every class and participate will receive full credit. Credit is subtracted after that based on participation level and number of absences. If you only miss one or two days, the attendance half of the attendance/participation grade will still be good. I will take attendance every day, but I will not distinguish between excused and unexcused absences. If for some reason you must miss a lot of class, you might find it advantageous to drop the class and retake it in the spring. Come to me and we'll discuss what is best for you. Any work missed must be made up. If you miss a class, it is your responsibility to get the assignment from a classmate. I won't repeat a lecture for you because you decided to skip class and go to the coast. After you read and try to decipher your classmate's notes, please come to me if I can answer some questions. You need to take

responsibility for your missed work FIRST, then come to me for help if you still need it. I will be VERY willing to help you when you show me that you have put some prior effort into the missed material. This is for your benefit too--if you have worked with the material already, my help sessions will be much more useful to you.

Make-Up or Late Work:

Assignments which are turned in on time must be turned in within the first five minutes of the class time in which it is due, unless I have specified another time. If it is due at a certain time on a day the class is not held, it is one day late at 5 minutes after the time set by the instructor. Each day the assignment is late, ten percentage points will be taken off the grade for the assignment. For example, if a student turns in a perfect assignment two days late, the grade for the assignment will be an 80%.

Ordinarily, make-up work is not accepted. In the case of extenuating circumstances, arrangements might be made, but the instructor is the *sole* determiner of "extenuating." Oversleeping, lack of planning, and a busy week, among many other circumstances, are not extenuating.

If you wake up sick or for some reason cannot make it to a test, you must leave me a message on the office phone, email me, or text me BEFORE the test. Notifying me beforehand does not guarantee you will be able to make it up, but your request will be heard. If you are leaving town on a planned trip, let me know well in advance so we can plan to have you take it before you leave.

Other Classroom Policies:

Please be respectful of others. If a student talks to a neighbor during class, other students cannot hear the class lecture and discussion, and it will be apparent to the instructor that the student has not made the class a priority. In order for the classroom to remain a learning environment, students must make the effort not to disturb others. **This includes coming to class late, leaving early, and leaving during the class time.** This WILL affect your participation grade. Occasionally a student will find it necessary to leave during class, but if the same student continually has necessities, they will no longer be considered necessities by other students or the instructor. Let me know if you plan to leave early; it will be much easier to make in-class activity flow if I can anticipate your departure.

Unless you have a medical condition requiring you to use the restroom several times during a class period, please plan to use the restroom before and after class, rather than during class.

Turn off cell phones. Please do not answer them during class. (Yes, I have to write this because students HAVE answered them during class...) NO TEXTING. This will result in points deducted from your participation grade for EACH instance.

Putting your cell phone on vibrate and leaving during class to answer it should be done ONLY IN EMERGENCIES. If you do this regularly, it is obviously NOT an emergency. If you expect an emergency call, please let me know.

Please do NOT talk to your neighbor unless we are discussing in small groups. I know I mentioned this above, but I have students every semester who complain to me because they can't hear over their classmates' discussions. Please don't contribute to the problem. I can't always hear the chatter at the back of the room, so just because I haven't stopped you does not mean your conversations are not distracting to others.

I don't have a problem with students bringing food or drink to class as long as it is not disturbing to others. If some classrooms have policies regarding food and drink, however, we must abide by them.

Any material on this syllabus is subject to change if a compelling situation arises.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling. Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and

you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's

Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student.

Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Important Dates:

- August 26 First day of class
- September 2 Labor Day Holiday
- November 11 Last day to drop with an automatic "W"
- November 19 Last day to drop a course or withdraw from the University
- November 27 Study Day – No classes
- November 28-30 Thanksgiving Holiday – No classes
- December 5 Last day of classes
- December 6 Study Day – No classes
- December 7-13 Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

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Conflict and peacemaking



Conformity