



Credit Hours: 3

Catalog Course Description:

Social Psychology covers issues including civic engagement, diversity, leadership, ethics, and equity in communities, organizations, and individuals in today's society as well as throughout history. Also, the course will cover topics related to social, political, moral and cultural concerns

How Program Site Will Be Incorporated into the Course:

Ancient Greeks focused their art, philosophy, architecture and teachings how to build groups that built heroes. Ancient Greeks also worked hard to explain and understand the shadow side of groups that created villains. Athens and Greece were the birthplace of Western Philosophy. Ancient Greek

Studied intently how the thinking of people in groups could bring out the bright side and the dark side of human nature. Our class will visit Greek Coliseums, sports arenas, cities, houses of worship, and gardens that were already thousands of years old before the English pilgrims ever put their feet on Plymouth Rock. We will see archeological collections of weapons, armor, jewelry, handmade objects as well as inspiring feats of engineering to study the fascinating topic of how the psychology of individuals can be changed by the "collective psychology" of groups.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has" --- was the idea of the great scientist of human nature Margaret Meade. Studying in Greece will allow us to visit a perfect example of the results of early citizenship and Social Psychology in action!

Students studying Social Psychology in Athens will visit the Acropolis, the Parthenon, and the ancient Angora--- one of the first ancient shopping mall and entertainment center for the world dating to over 3,000 years old. We will travel to Delphi--- to visit a location many ancients used to find directions for how to deal with life, as well as to Olympia--- the first home of the Olympics. We will also visit ancient Corinth where Paul taught some of earliest Christians. We will spend time in Tolon an ancient sea port that has kept the same cobble stone streets, ancient stone fortresses, and stone homes from hundreds of years ago. We will travel to the Peloponnesian coast to see Mycenae, Epidauros, take a cruise in the Greek island, and visit Argos to discover how the ancients used theater and medicine to heal the collective group mind, body and soul of people.

Students in Greece will discover how the heroic measures of ancient Greeks inspired some of the earliest modern psychologists to study "collective psychology" and how people can group together to form thinking organizations that can raise the psychology individuals to the level of heroes. Ancient Greeks focused nearly their entire art, architecture, literature, philosophy, social networks, culture, and collective psychology on what would build heroes. Being in Greece will offer a vivid experience of a culture that has shaped what people still believe in the 21st century about the nature of "the bright side" in group psychology for how to build "heroic imagination," how to participate in politics, and how to understand goodness and beauty. Students will also learn what the ancient Greeks decided about the origins of "the dark side" in collective psychology.

Students will discover how Greece cradled the birth of Christianity into one of the world's major religions. Students will learn how ancient Greek ideals still impact the ways modern people today think about character, resolve, civic engagement, ideals of group organization, and matters of faith.

Students will be able to discover how the thoughts of the Ancient Greeks became the foundation of much of modern Psychology. For example, the idea of Freud's "talking cure" would be instantly familiar to Greek healers and philosophers. The Greeks were famous for their use of "talking cures." They taught debate to promote critical thinking, self-understanding, self-discipline, self-control, better government, and civic engagement. We will visit religious sites holy to many people seeking answers about faith, how to live a good life, and how to make peace with the meaning of life that were important for ancient and modern Greeks, Christians, Jews and other major world religions.

Studying in Greece will enhance the ability of students to critically examine and develop deeper understandings of Social Psychology. Students will discover the many connections between the teachings of Ancient Greeks and many of the foundations for the science of modern psychology and modern medicine. By visiting Greece, students can discover more deeply the evidence for the collective psychology that laid the original foundations for some of the first political and social organizations for modern ways of thinking about businesses and conducting governments.

We will visit some of the richest museums in the world to learn to appreciate the impact of ancient cultures and how the Social Psychology of people who died long still impacts modern people today.

By examining archeological collections, students can develop a rich appreciation of how ancient Greeks were profoundly similar in their hopes, dreams, fears, as well as in their senses of humor to men and women in the 21st century.

Ongoing archeological digs can be seen that are still making new discoveries about ancient people of Greece. Students will discover that there is still much in Greek archeology that has NOT yet been uncovered. They will find new discoveries are being made daily. They will see these new discoveries in some of the most unlikely places like the Athens subway. A TnCIS program in Greece will build better readiness for better understanding international politics, modern workplaces, global businesses, and how to improve modern communications. Students who visit Greece will become better prepared as men and women to work well in the 21st century workplace. Students in Greece will have the opportunity to deal daily with a new language as well as notice a totally different alphabet in use! Students in Greece will have opportunities to discover and build an increased sense of self confidence to work with more uniquely challenging situations. Greece will be like an Indiana Jones movie, but the student will be the star of this movie!

Students on this trip will have the opportunity to become virtual "good will ambassadors" to the people of modern Greece. Travelling to other parts of the world increases someone's ability to handle challenges with a newer, deeper, and stronger sense of confidence. Students who visit Greece will come back home with a new reverence for how much they have been given and with a decision to become life-long learners. We will all learn that traveling in Greece for three weeks has just scratched the surface ---"to make the world our campus" for now and the rest of our life.

This Psychology class in Greece is designed to lay a firm foundation for later success in more advanced course work in other college subjects. We will study disputes that surround issues like how to resolve international disputes, terrorism, sexism, racism, cross cultural misunderstanding, and consider environmental management issues that challenged the ancients and continue to challenge 21st century people. Conversations will be used in class

to discuss debate, think critically, and invent new insights. Interactive cooperative learning methods will be used to increase introspection, reflection, build more effective problem solving, and improve communication skills. This visit to Athens and Greece will be designed to make a permanent positive difference in the way the world, other people, and one self can be more deeply understood.

Please join the TNCIS Facebook page to start our trip early so we can begin making connections with each other now!

Prerequisites: DSPW 0800, DSPR 0800 or equivalent ability to read and write on a college level.

Textbook(s) and Other Course Materials:

Aronson, E. Wilson, T.D. & Akert, R.M. (2010). Social Psychology. Upper Saddle River, New Jersey: Pearson Publishing. ISBN 10:0-13-814478-8 An older inexpensive edition is acceptable

I. Week/Unit/Topic Basis: modify for number of weeks

- Week 1 Understand how **Modern Theory in Social Psychology** is influenced by ancient Greek thinking and philosophy. Discover how principles of Social Psychology can be used to promote building increasingly more effective healthy communities and individuals.
- Week 2 Identify some Modern Theories of Social Psychology today that are deeply connected to over thousands of years old ideas and principles in ancient Greek legends, history, governmental policies, and philosophy. Find what early Greek writers can tell us is still true about the nature of people and groups today. Decide how Social Psychology and Social Policies can build strong communities and organizations--- as well as trigger what is destructive and dysfunctional.
- Week 3 Identify which principles of Social Psychology can build a sound mind in a sound body with effective organizations and governments. Learn what ancient Greek thinking can still offer a modern understanding of kinship and citizenship. Decide which Social Psychology Theories can be applied to promote organizations and communities that protect community development. Describe what some Social Psychology theorists predict about the importance of a "sense of mission and public service" in communities and groups. Examine how service learning projects, work for social responsibility, increased cross-cultural understanding, and building healthy ecosystems are important for improving human conditions in organizations and groups. What can be learned from reading ancient Greek writers about the role of faith to better understand the nature of human psychology in groups? What can theories of Social Psychology offer to better understand the bright side and the dark side of leadership styles? Decide how theories from Social Psychology can be used to explain, describe, predict, and control successful and healthy social and political organizations.

II. Course Objectives:

After completing Social Psychology students will be able to meet learning skills/objectives such as:

- A. Demonstrate ability to describe major Social Psychology concepts and their applications.(#9 Apply scientific thought processes)
- B. Discuss different alternatives for explaining human character and psychology.(#2 Use multiple sources of information)
- C. Explain what impacts ancient Roman thinking and philosophy has on people in the 21st century.(#8 Appreciate cultural diversity and the influence of history and cultures)
- D. Identify ways to work cooperatively with others to achieve learning.(#4 Participate as team members and team leaders)
- E. Analyze topics related to how theory, history, literature, religion, and the physical sciences interconnect with research in Social Psychology.(# 9)
- F. Address how some of the ways of thinking, acting, and feeling in the ancient Greeks indicate some remarkably similar as well as different Social Psychology compared to many people today.(#8)
- G. Find some of the ways the Social Psychology of modern Greeks seems different from many people in the United States. (#8)
- H. Describe some of the ways the Social Psychology of modern Greeks seems very similar to many people in the United States.(#6 use critical thinking)
- I. Use research results on people and their cultures to explain social institutions, structures, processes and the complexities of a global culture and diverse society in our modern world (#5 Apply mathematical concepts)
- J. Think critically about how individuals are influenced by political, geographical, economic, cultural, and family institutions in their own culture and other diverse cultures. Explain how ones' own cultural belief system may differ from others.(#6)
- K. Debate and discuss with others the importance of relationship between the individual and society to decide how that connection or conflict can affect the personal behavior, social development, and quality of life of individuals, families, and communities. (#3 Prepare well organized oral presentations)
- L. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society.(#2 Locate, evaluate and use multiple sources of information)
- M. Use the most appropriate principles, methods, and technologies to perceptively and objectively gather, analyze, and present social and behavioral science research data, draw conclusions, and apply those conclusions to one's life and society. (#5)
- N. Take ethical stands in writing based on appropriate research in the social and behavioral sciences in writing. (#1 Write clear, well-organized arguments in documents)
- O. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.(#9)
- P. Define, describe and give examples of concepts related to theories about group processes especially as related to Social Psychology. Demonstrate critical thinking

skill to discern objective facts from popular subjective opinions in group processes especially as they are related to historical and contemporary events around the globe. (# 9)

- Q. Think deeply and critically about popular culture and its impact on contemporary events by using online resources to find web sites devoted to the Italian language, culture, music and television favorites, cooking, love of sports, and day-to-day life. (# 7 use and adapt current technologies)
- R. Explain the importance of cross-cultural relationships, politics, gender roles, race, class, and social equity. (#6)

*Numerals after course objectives reference TBR's general education goals.

III. Instructional Processes:

Students will:

1. Read, evaluate and analyze to investigate multiple theories--- beyond those of Modern Western Europe. Use ideas in Social Psychology to investigate what explains, describes, predicts and controls the way people act, think and feel when they are in groups. (*4,6)
2. Examine, discuss and develop some original arguments with others in class about how the ancient Greek philosophical and scientific history has helped build modern understanding of "well-being." Observe the archeological artifacts and records of ancient Greeks. Listen to ideas and stories from ancient Greek writers to illustrate answers to the mysteries of life. Discover what living a good life means. Identify some mistakes that groups sometimes make in their Social Psychology. Discuss with others what can tend to help make repairs in the "collective psychology" of people according to some theories in Social Psychology. (*1, 2, 6)
3. Keep a journal and record observations on various social issues that have existed from ancient Greek to modern times. For example, describe the effects of common issues in history and modern times related to international disputes, terrorism, bigotry, sexism, racism, cross-cultural understanding, concerns related to environmental management, and governmental representation. Collect observations and samples of everyday life in Greece is similar to and different from people in the USA (*1, 3, 6, 8)
4. Participate in cultural activities, talk with people in our class, and participate during trips, look for differing cultural views, and observe differing behaviors in public. Describe some Social Psychology differences in the ways people seem to understand what having a "good life" means, what is the perfect way to build "social order," what is the role of "faith" in life, and what roles do science and critical thinking play to build better communities? (*4,8)

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Expectations for Student Performance: When writing any work, be sure to:

1. Demonstrate an ability to correctly identify terms used in scientific terms related to Social Psychology to discuss issues and concerns from the past or present. (J to N)
2. Detail what there is to value in other cultures and traditions. (A to H)
3. Connect some Social Psychology theories and perspectives to what has been learned any other courses one has studied in another subject. (O)
4. Mention some ideas from ancient Greek thinking that are very similar to different ways many people have in the United States. (P)
5. Learn to say some polite and conversational remarks in Greek such as: "hello," "please", "thank you," "good morning," "good night," "please may I have____."; "Excuse me," and "you are welcome;" learn at least these eight or eight others of choice. (Q)
6. Always do what shows respect for yourself and all the others involved. (A through R)

*Letters after performance expectations reference the course learning objectives listed above.

V. Evaluation:

The course is designed to be very student friendly! The emphasis in class will highly-interactive. Many learning styles will be supported. Tasks will involve writing about personal reflections on observations, readings, and starting to use concepts and terms from Social Psychology.

- A. Four short reflective writing assignments will be worth 400 points each. The topics will selected after discussion in class. The writings will be graded on: (1) Correctly using different concepts of Social Psychology; (2) Contrasting how the ways ancient Greeks and modern people are different from and similar to each other (3) Using standard guidelines in writing.
- B. Letter to the teacher: (worth 50 points). Each person will write "a letter to the teacher" to describe and reflect on what happened to him or her during contacts with Greek people. Reflect on what happened to one self and others during these contacts. Attach this letter to the inside of the trip scrap book mentioned below.
- C. Kind Conduct is always expected: Students in the Travel Abroad program will asked to be thoughtful, greet, meet, and talk with Greek people in friendly manners. Be observant, curious and ask questions. Work to understand the people of Greece. Be ready to ask and answer questions. Help Greek people understand the USA. Be friendly and fun natured when helping Greek people advance their ability to read, write, speak, and understand English. Always do what shows respect for self and others involved.
- D. Participate in class discussions (worth 150 points). All students will be expected to attend any regularly scheduled field trips. Everyone is expected to take turns talking, engage in asking questions, and join class debates and discussions.
- E. Trip diary journal (worth 400 points) each student will keep **a daily travel log** and scrap box. Record observations of what has happened to self and others. Make notes on some remarkable **similarities and differences** noticed in the ways people

tend to act, think and feel as we travel on the plane, and wait in the airports. Comment on what was noticed when we arrive in Greece. Take photographs, collect paper artifacts such as beverage coasters, advertising bills, and any bits of paper samples, stamps, small coins, jokes the guides tell, and notes on what Greek people are doing that seems similar to and different from people in the USA. Also attach any interesting objects, leaves or flowers to the pages. This scrap book journal will be turned in before we fly home and returned later during the flight to everyone graded. This major record of observations project is worth as much as any of the other assignments. Personalize this record like you were Marco Polo writing a record for your own future memory and your family at home and later ancestors."

F. Research Paper: Not Applicable

G. Summary Description of Evaluation for Earning Points: There will be 400 points for four short answer reports; 50 points for the "letter to the teacher;" 150 points for participation in class, and 400 points for the final trip daily journal. This means a total possible sum of 1,000 points.

H. Grading Scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D (Just know that I will nag and support anyone nicely into earning an "A" or a "B")

500-0 = F (Unthinkable, this is highly unlikely given my "nice" nagging).

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction as required for accreditation--- but know this, everyone will be having so much fun learning they will quit counting.