

ILLINOIS VALLEY COMMUNITY COLLEGE



Course Syllabus

Social Science and Public Service

Course: PSY 2004 – Social Psychology

Date:	Summer 2000
Semester Hours:	3.0
Prerequisite:	PSY 1000-General Psychology
Lecture:	3.0
Labs:	
Offered:	Fall / Spring
Instructor:	Annel

CATALOG DESCRIPTION: This course is designed to acquaint the student with the scientific study of human behavior as influenced by other individuals; communication; motivation; differential social and cultural factors in personality; and social interaction.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

Upon completion of the course, the student will be able to:

- A. Understand and be able to articulate the interdisciplinary nature of social psychology, and the research methods used to test theory and explain behavior.

Competencies

1. Student will be able to distinguish social psychology from the related disciplines of sociology and personality psychology.
2. Student will demonstrate understanding of correlation research in social psychology.
3. Student will demonstrate understanding of naturalistic research methods in social psychology.
4. Student will demonstrate understanding of survey and case study methods in social psychology.
5. Student will demonstrate understanding of experimental research methods in social psychology.

6. Student will be able to compare/contrast the research methods most commonly used in social psychology.

B. Define, understand, and be able to apply concepts related to the [social] self.

Competencies

1. Student will be able to understand and articulate what is meant by the self-concept.
2. Student will demonstrate understanding of the factors associated with self-control, including self-efficacy; locus of control; learned helplessness, and self-determination.
3. Student will be able to articulate and understand the relationship of self-serving bias to both positive and negative life events.
4. Student will demonstrate understanding of the distinctive features of self-presentation and impression management.

C. Understand and articulate the mechanisms affecting [social] belief and judgment, and be able to recognize life examples of these attributions and judgments.

Competencies

1. Student will be able to describe and illustrate through example, the fundamental attribution error, and the reason why it characteristically occurs.
2. Student will be able to explain and describe the process through which memories and beliefs are constructed, as well as the perseverance of beliefs despite the evidence.
3. Student will be able to describe and illustrate through example, factors that affect one's judgment of others, including judgmental overconfidence, illusory thinking, intuition, and heuristics.
4. Student will be able to describe and illustrate through example, the circular nature of self-fulfilling beliefs.

D. Understand and be able to articulate both the role of attitudes in determining behavior, as well as the effect of behavior/actions upon formed attitudes.

Competencies

1. Student will be able to recognize and describe situations in which attitudes predict human behavior.
2. Student will be able to recognize and describe situations in which behavior, conversely, determines attitudes.
3. Student will be able to appropriately characterize the relationship between self-presentation theory and subsequent attitudes/behavior.

4. Student will be able to appropriately characterize the relationship between self-justification theory(cognitive dissonance) and subsequent attitudes/behavior.
 5. Student will be able to appropriately characterize the relationship between self-perception theory and subsequent attitudes/behavior.
- E. Demonstrate knowledge and application of theories regarding genetic influence, cultural influence and gender to observed group and individual behaviors.

Competencies

1. Student will be able to describe the impact of evolution upon human behavior.
 2. Student will be able to describe the impact of culture upon human behavior, both generally, and utilizing specific examples.
 3. Student will be able to distinguish the most noted gender similarities and differences.
 4. Student will be able to analyze gender similarities and differences within the context of evolutionary and cultural theory.
- F. Analyze and draw conclusions from both classic and recent research studies regarding the relevant factors that contribute to conformity.

Competencies

1. Student will be able to describe, analyze, and apply or contrast Sherif's studies of norm formation to life events.
 2. Student will be able to describe, analyze, and apply or contrast Asch's studies of group pressure to life events.
 3. Student will be able to describe, analyze, and apply or contrast Milgram's obedience studies to life events.
 4. Student will be able to demonstrate understanding of the relevance of group size, unanimity, cohesion, status, public response, and level of commitment to potential conformity.
 5. Student will be able to demonstrate understanding of the relevance of gender, personality, and culture to potential for conformity.
- G. Articulate and demonstrate, through example, the elements of persuasion, including the mechanisms for resistance of persuasion.

Competencies

1. Student will be able to describe, and compare/contrast central route versus peripheral route persuasion.
2. Student will be able to discuss and demonstrate the impact of the communicator, the message, the channel of communication, and the audience within persuasive context.

3. Student will be able to analyze the power of cults with in the context of persuasion theory.
4. Student will be able to articulate, and offer examples of methods to resist persuasive influence reflective of personal commitment and inoculation theories.

H. Understand the nature and power of the group, and be able to discuss its influence through various group processes.

Competencies

1. Student will be able to outline the salient features of a group.
 2. Student will be able to discuss and illustrate through example, the phenomena of social facilitation, deindividuation, and group think.
 3. Student will be able to discuss and illustrate through example the phenomena of social loafing, and group polarization.
 4. Student will be able to discuss and illustrate through example the nature and characteristics of minority influence.
 5. Student will be able to monitor the group processes discussed within own group study efforts.
- I. Understand, articulate and be able to identify situations characterizing prejudice or prejudicial behavior.

Competencies

1. Student will be able to appropriately define prejudice, and recognize its prevalence.
 2. Student will be able to identify and discuss the social sources of prejudice, including social inequality, social identity, conformity, and institutional factors.
 3. Student will be able to identify and discuss the emotional sources of prejudice, including, frustration and aggression (scapegoat theory), and personality dynamics.
 4. Student will be able to identify and discuss the cognitive sources of prejudice, including, categorization, distinction, attribution, and stereotypes.
- J. Understand, articulate and be able to distinguish the biological and environmental etiologies of aggression.

Competencies

1. Student will be able to empirically define aggression, and the characteristics that often precede or influence it.
2. Student will be able to analyze examples of aggressive behavior within the context of biological or genetic predisposing factors, and associated prevention or treatment alternatives.

3. Student will be able to analyze examples of aggression within the context of learned social behaviors, along with associated prevention or treatment alternatives.

K. Understand, articulate and be able to apply concepts associated with attraction and intimacy within the context of appropriate theory.

Competencies

1. Student will be able to identify, discuss, and apply the concepts of proximity, attractiveness, similarity, complementariness, and rewards to friendship.
2. Student will be able to articulate and distinguish passionate love from companionate love, both through discussion and example.
3. Student will be able to describe the role of attachment, equity and self-disclosure in maintaining intimate relationships.
4. Student will be able to identify and discuss the factors leading to divorce, and the process of detachment.

L. Understand the precipitant mechanisms to altruistic behavior, peacemaking, and conflict, and be able to articulate strategies for application.

Competencies

1. Student will be able to understand the theories of social exchange, social norms, and the role of evolutionary psychology in predicting altruistic behavior.
2. Student will be able to identify situational influences upon altruistic behavior, including those illustrated through bystander intervention research.
3. Students will be able to generate ideas based upon theory of how to increase the frequency of helping behavior.
4. Students will be able to identify and recognize the “4 c’s” of peacemaking, including, contact, cooperation, communication, and conciliation.
5. Student will be able to discuss and illustrate by example situations of conflict which arise due to social dilemmas, competition, perceived injustice, and simply misperception.

M. Understand the application of social psychology as it is illustrated in a clinical setting, specifically through diagnosis and treatment.

Competencies

1. Student will be able to recognize and discuss the imprecise nature of diagnosis given the phenomena of overconfidence, self-confirming diagnoses, and clinical overconfidence.

2. Student will be able to articulate the role of social cognition in the symptom pictures of depression, anxiety, and physical illness.
3. Student will be able to identify and describe treatment approaches and lifestyle supports designed to foster positive change.

INSTRUCTIONAL METHOD: The course is offered in the lecture-discussion format. Students study course content, and then are able to experience group/social structures in process through work within collaborative groups on projects for the latter portion of the semester. Projects may include applied research, community service, and guided clinical/community observation opportunities.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION:

Students will be required to:

- A. Attend class regularly and participate in class discussion.
- B. Work collaboratively on a research or community project in a small group.
- C. Read assigned text and supplemental materials.
- D. Complete pre-project assignments to determine viability of project topic/site.
- E. Complete written examinations.
- F. Complete group evaluations.

TEXTBOOK: Myers, D.G. (1999). *Social psychology*. Boston: McGraw-Hill.