

Course Outline

COURSE: PSYC 35 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 11/9/2021

SHORT TITLE: SOCIAL PSYCHOLOGY

LONG TITLE: Social Psychology

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course advances the understanding of major principles and findings of social psychology. In this course, students will be introduced to the study of how people think about, influence, and relate to one another. Topics will include perceiving others, influencing others, social intelligence, stereotypes, prejudice, and discrimination, conformity, interpersonal attraction, antisocial behavior, and prosocial behavior. C-ID PSY 170

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Use critical and creative thinking, skeptical inquiry, and the scientific approach in the investigation of human interactions.
2. Identify and explain various theoretical perspectives that have been used to understand human social dynamics.
3. Identify ways that gender, race, and class relate to social psychological principles.
4. Apply social psychological principles to personal, social, and organizational issues.

COURSE OBJECTIVES:

1. Explain the historical perspectives that have influenced the field of social psychology.
2. Explain the strengths and limitations in the various research methods used in the scientific study of social psychology, and describe the ethical issues in the field.
3. Explain the fundamentals of social cognition, including Type 1 and Type 2 thinking, the role of schemas, attributions and attribution biases.
4. Identify potential biological, psychological, cultural, and situational factors that contribute to pro-social behavior.
5. Identify potential biological, psychological, cultural, and situational factors that contribute to anti-social behavior.
6. Provide examples of cases in which the power of the situation significantly shaped human behavior and mechanisms by which situational factors shaped behavior.
7. Discuss social psychological theory and research on stereotypes, prejudice, and discrimination including causes and consequences. In addition, students will analyze various strategies to reduce prejudice and discrimination.
8. Identify the social psychological factors that influence attraction to others and lead to the development of liking and loving in interpersonal relationships.
9. Explore group influence on behavior, including decision-making and performance.
10. Differentiate between, and provide examples of, various forms of social influence including conformity, compliance, and obedience.
11. Explore the effects of nature and nurture on gender roles, gender identity, and society's responses to the individual.
12. Examine how individuals come to know themselves, develop and maintain their self concept, utilize self-evaluation to maintain self esteem, and regulate their self presentation to impact others.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

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COURSE CONTENT (54 hours)

1. What is Social Psychology (4 hours)
 - a. What are the Roots of Social Psychology?
 - b. What are the Different Perspectives of Social Psychology?
 - c. Is Social Psychology Just Common Sense?
2. The Science of Social Psychology (4 hours)
 - a. How can Research Methods Impact You Every Day?
 - b. How Do Social Psychologists Find The Truth?
 - c. What Can Descriptive Methods Show Us?
 - d. What Do Experimental Methods Have to Say?
3. Social Cognition: Thinking About the Social World (4 hours)

- a. How Do Schemas Guide the Way You Think about the World around You?
- b. How Effective Are Mental Shortcuts?
- c. What Are Other Sources of Bias in Social Cognition?
- 4. The Self: Who Am I and How do Other Individuals See Me? (4 hours)
 - a. What is Self-Concept, and Where Does It Come From?
 - b. In What Ways Does Our Need for Self-Esteem Motivate Our Actions?
 - c. Impression Management: How Do We Represent Ourselves to Others?
- 5. Social Perception: How Do We Perceive Others? (4hours)
 - a. To What Do We Attribute People's Behavior?
 - b. How Do We Decide What Other People Are Like?
 - c. Nonverbal Communication: How Do We Communicate without Words?
- 6. Attitudes: Making Evaluations About the World (4 hours)
 - a. How Do Attitudes Develop?
 - b. Do Attitudes Influence Behavior?
 - c. When Does Behavior Influence Attitudes?
- 7. The Power of Persuasion (4 hours)
 - a. What Are Persuasive Messages?
 - b. What Does Research Tell Us About Resisting Persuasion Tactics?
- 8. Social Influence: Should We Resist (4 hours)
 - a. How Do Social Roles and Norms Define the Ways in Which We Behave?
 - b. What Factors Affect and Promote Conformity?
 - c. What Methods Do People Use to Get Others to Comply with Requests?
 - d. How Do Authority Figures Get Us to Obey Them?
- 9. The Power of the Group (4 hours)
 - a. What Defines a Group?
 - b. How Does a Group Influence Individual Behavior?
 - c. How Does a Group Make Decisions?
 - d. How Are Conflicts among Groups Resolved?
- 10. Stereotypes, Prejudice, and Discrimination: Causes and Consequences (4 hours)
 - a. What Are Stereotypes, Prejudice, and Discrimination?
 - b. How Do We Measure Stereotypes, Prejudice, and Discrimination?
 - c. What Are the Sources of Stereotyping and Prejudice?
 - d. What Are the consequences of Stereotyping?
 - e. How Can We Combat Stereotyping and Prejudice?
- 11. Aggression (4 hours)
 - a. What is the Nature of Aggression?
 - b. What Are the Theories of Aggression?
 - c. What Influences Aggression?
 - d. How Can We Reduce Aggression?
- 12. Examining Attraction and Close Relationships (4 hours)
 - a. What Leads to Attraction?
 - b. How Do Early Parent-Child Interactions Impact Future Relationships?
 - c. What Factors Influence and Define Romantic Love?
 - d. How Are Relationships Maintained?
 - e. What Role Does Conflict Play in Relationships?

13. Prosocial Behavior: Why We Help or Don't Help (4 hours)

- a. Why Do We Help?
- b. When Do We Help?
- c. What Are Other Influences on Helping?
- d. How Can We Increase Prosocial Behavior?

Final Exam (2 hours)

METHODS OF INSTRUCTION:

Methods of instruction may include the following: Lecture, large and small group discussions, video clips and other visual aid, in-class and out of class projects and assignments

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 30

Assignment Description

Written Assignments (e.g. response papers, reading reflections, and/or journals)

Required Outside Hours 28

Assignment Description

Group project, research paper, presentation, or other such work.

Required Outside Hours 50

Assignment Description

Assigned readings.

METHODS OF EVALUATION:

Skill demonstrations

Evaluation Percent: 20

Evaluation Description

Instructors can facilitate an assignment that requires students to collaborate with a small group of their peers to create and conduct a survey to answer a central research question. Students can create the survey by using the free digital application called Survey Monkey. Students compile the results of their survey and display the results with visuals the Survey Monkey generates. Students can then present the results to their classmates.

The specific tasks students will complete in this project include the following:

Create a Survey Monkey account.

Write the questions and format them into the survey on Survey Monkey.

Get the survey questions approved by the instructor

Collect responses from the public.

Analyze the results of the survey by looking through the answers to the questions, and creating filters to investigate possible correlations between variables.

Write a brief report on the results of your survey. 5-6 paragraphs is sufficient for the report. Students should address why they chose this topic and how understanding it better would benefit people. Students should not be required to report all the details of their results in this report. Highlighting the most interesting and relevant should suffice. Students should state the main conclusion(s) from their survey results.

Present the results to a group of classmates.

Writing assignments

Evaluation Percent 30

Evaluation Description

Analysis of Evidence:

To support students' understanding of research principles in social psychology, they will read and analyze a social psychology study that is provided by the instructor. Students will identify from the study: The central research question, the method that was used, the type of data and data analysis strategies, and the researcher's conclusion(s). Students will also assess the internal and external validity of the evidence. This assignment is best done in case be done in class so that the instructor can provide support.

Objective examinations

Evaluation Percent 50

Evaluation Description

The instructor can provide 2-4 exams in this class that challenge students to demonstrate their understanding of the key concepts taught in this class. To enhance the learning experience, the instructor should provide a study guide at least two weeks prior to the exam date.

REPRESENTATIVE TEXTBOOKS:

Social Psychology, 5th Edition, Gilovich, T., Keltner, D., Chen, S., & Nisbett, R., Norton , 2019.

ISBN: 978-0393667691

Rationale: This is a representative text. Instructors may use other college level texts, including open access text books.

12+ Grade Verified by: Nicholas Park

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification:

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PSY

CSU Crosswalk Course Number: 170

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000627116

Sports/Physical Education Course: N

Taxonomy of Program: 200100