EASTERN ARIZONA COLLEGE
Social Psychology
Course Design
2018-2019

Course Information

Division	Social Sciences
Course Number	PSY 230
Title	Social Psychology
Credits	3
Developed by	Nan Pennington
Lecture/Lab Ratio	3 Lecture/0 Lab
Transfer Status	

ASU	NAU	UA
PSY Dept Elective	PSY 250; Social and Political Worlds [SPW]	PSY or PSYV Departmental Elective, Tier 1 & 2 Individuals & Societies (IS)

Activity Course	No
CIP Code	42.0101
Assessment Mode	Pre/Post (80 Questions/80 Points)
Semester Taught	Fall
GE Category	Social Sciences
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No
Diversity and Inclusion Course	Yes

Prerequisites

PSY 101 with a grade of "C" or higher, and ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

Educational Value

A. The course provides an analysis of historical and contemporary emphasis upon social cognition-schemas, priming memory cognitive heuristics and social categorization particularly as these concepts are applied to current social issues(e.g. sexism, racism, gender identify formation, etc.) Focus is also directed to the concepts of interpersonal attraction and intimate relationships as well as perspectives upon social influence, ethnic, gender and cultural factors in human motivation, communication, and personality dynamics of individual and group behavior. The course presents valuable concepts to those students entering any of the various disciplines in the social or behavioral sciences, e.g. educational psychology, industrial psychology, clinical psychology, psychiatric social work, etc. Meets Diversity and Inclusion (DI) requirement.

Description

The course presents an analysis of the way individuals think, feel, and behave in social situations and what factors influence our social behavior. The dynamics of individual and group behavior, and the perception of gender and ethnic differences as applied to the development of attitudes and values are also presented.

Supplies

None

Competencies and Performance Standards

1. **Examine the history of social psychology, its related disciplines and research methods used in the field.**

   Learning objectives

   What you will learn as you master the competency:

   a. Differentiate between social psychology and sociology.

   b. Identify the similarities between sociology, anthropology and personality psychology with associated contributions to the field of social psychology.

   c. Differentiate between interactionist, interpersonal levels of evaluation.

   d. Give examples of the disciplines central concerns.

   e. Characterize "hindsight bias" as applied to social psychology.

   f. Identify and distinguish between the research methods used in social psychology.

   g. Specify the advantages to the research strategies used in social psychology.

   h. Characterize the ethical standards applicable to the discipline.

   i. Distinguish between theory and hypothesis.

   j. Distinguish between variables used in experimentation.

   Performance Standards

   Competence will be demonstrated:

   o in objective examinations

   o in written reports

   Criteria - Performance will be satisfactory when:

   o learner can define social psychology and differentiate it from other disciplines

   o learner can identify the different research strategies used in social psychology

   o learner can apply fundamental concepts to everyday life situations

   o learner can distinguish between the different levels of explanation used in social psychology

2. **Characterize the concepts of self, efficacy, bias and the processes of forming social beliefs and judgments about oneself and others.**

   Learning objectives

   What you will learn as you master the competency:

   a. Identify self-concept and associate to how one's beliefs influence our thoughts and actions.

   b. Characterize self-knowledge and describe typical methods of explaining and predicting our behavior.

c.	Define self-efficacy and provide examples of locus of control and learned helplessness.
d.	Examine self-serving bias.
e.	Differentiate between false consensus and uniqueness.
f.	Identify self-serving tendencies frequently offered.
g.	Discuss adaptive and maladaptive self-serving tendencies.
h.	Distinguish between the different types of self and between self-concept and self-esteem.
i.	Describe the elements of impression management.

Performance Standards

Competence will be demonstrated:

o in objective examinations

o in written reports

Criteria - Performance will be satisfactory when:

o learner can distinguish between self-concept, self-efficacy, self-serving bias, and self-preservation

o learner can identify the processes of making explanations about self and other people's behavior

o learner can specify the process involved in developing interpretations of beliefs and events

o learner can identify the elements of heuristical thinking

o learner can define self-fulfilling beliefs and expectations

3. Learn the processes by which attitudes are formed and the ways in which they influence our behavior.

Learning objectives

What you will learn as you master the competency:

a.	Define attribution theory.
b.	Characterize the general findings associated with attribution theory.
c.	Specify the fundamental attribution theory.
d.	Distinguish between dispositional and situational attributions.
e.	Identify the elements that effect our interpretations and memories.
f.	Explain the overconfidence phenomenon.
g.	Differentiate between illusions of correlation and personal control.
h.	Identify the affect of mood upon judgments.
i.	Characterize the heuristics that influence attributions.
j.	Differentiate between the concepts of consensus, consistency and distinctiveness.
k.	Define attitude and identify the elements of attitudes.
l.	Describe the relationship between attitudes and behavior.
m.	Specify the conditions under which attitudes predict behavior.
n.	Characterize the phenomenon "foot in the door" and differentiate between that of low ball and "that's not all".
o.	Apply the concept of attitude influences upon behavior to interracial behavior and various social movements.

p.	Characterize the contributions of self-preservation and cognitive dissonance to attitude development.

Performance Standards

Competence will be demonstrated:

o	in objective examinations
o	in written reports

Criteria - Performance will be satisfactory when:

o	learner can identify the influence of attitudes upon behavior
o	learner can define attitude
o	learner characterize the predictability of behavior based upon one's attitude
o	learner can examine the conditions under which behavior is influences attitudes
o	learner can explain the influence that behavior has upon attitudes
o	learner can distinguish between self perception and presentation

4.	**Identify the process of social cognition and the ways in which those mental processes contribute to problem behaviors and characterize the available treatment strategies.**

Learning objectives

What you will learn as you master the competency:

a.	Characterize clinical psychology and apply the relevance of research in social psychology in social cognition to clinical intervention.
b.	Differentiate between illusory correlations and self-confirming diagnoses.
c.	Distinguish between clinical and statistical predictions.
d.	Characterize the thought patterns of depressed persons and those of people .experiencing loneliness and social anxiety.
e.	Provide examples of the effects of social cognition upon physical illness.
f.	Characterize the findings associated with health psychology.
g.	Characterize the process of maintaining change via internal versus external attributions.
h.	Identify social psychological principles applied in treating psychological disorders.

Performance Standards

Competence will be demonstrated:

o	in objective examinations
o	in written reports

Criteria - Performance will be satisfactory when:

o	learner can define social cognition
o	learner can characterize the processes in making clinical judgments
o	learner can identify problem behaviors that are typically influenced by social cognitions
o	learner can identify and differentiate between social psychological approaches to treatment

5. **Identify the principles of gender, genes and culture and their contributions to influencing our behavior.**

Learning objectives

What you will learn as you master the competency:

a. Differentiate between independence and connectedness and apply those concepts to similarities and differences.

b. Distinguish between social dominance, aggression and sexuality.

c. Identify the major themes in evolutionary psychology.

d. Characterize the contributions of norms and identify universal norms.

e. Specify roles and their effects upon role playing.

f. Characterize how gender roles differ from culture to culture and vary across time.

g. Distinguish between high and low status roles.

h. Define androgynous behavior versus androgynous personality.

Performance Standards

Competence will be demonstrated:

o in objective examinations

o in written reports

Criteria - Performance will be satisfactory when:

o learner can define gender, genes and culture

o learner can distinguish between the concepts of gender, genes, and culture

o learner can identify the contributions that social influence has upon personality traits across independence, aggression and sexuality

o learner can differentiate between evolution and behavior and apply concepts of evolutionary psychology

o learner can examine the contributions made by culture upon behavior

6. **Characterize and differentiate between the concepts of conformity, compliance and obedience and their applications within the judicial system.**

Learning objectives

What you will learn as you master the competency:

a. Define and differentiate between: conformity, compliance, and acceptance.

b. Characterize Milgram, Sherif, and Asch's studies.

c. Identify the elements that contribute to obedience.

d. Specify the elements that enhance conformity.

e. Differentiate between the elements of group size, cohesion, status and commitment as they influence conformity.

f. Identify the characteristic of people most likely to conform.

g. Identify the reasons that people conform.

h. Specify behaviors that are used to resist social pressure.

i. Describe how gender and cultural background associate with conformity.

j. Differentiate between the elements of an effective persuasive message.

k. Identify the elements used in indoctrination and psychotherapy that enhance persuasion.

l. List the elements in resisting persuasion.

Performance Standards

Competence will be demonstrated:

o in objective examinations

o in written reports

Criteria - Performance will be satisfactory when:

o learner can define and distinguish between conformity, compliance and obedience

o learner can examine the classic studies that have contributed to our understanding of the process of conformity

o learner can identify the variables that influence conformity

o learner can identify the reasons for conformity and which populations are most likely to conform

o learner can characterize methods to resist conformity

o learner can define compliance and distinguish between conformity and compliance

o learner can examine the studies in persuasion that have increased our understanding of this concept

o learner can characterize the methods to resist persuasion

o learner examine the effects of influencing elements in the judicial system and polarizing contributors

7. Characterize the elements of group influence.

Learning objectives

What you will learn as you master the competency:

a. Define a group.

b. Describe the effects of social facilitation.

c. Define social loafing and identify the conditions under which this concept may occur.

d. Characterize the effects of crowding upon group performance.

e. Describe social loafing and identify the methods to reduce this phenomenon.

f. Characterize deindividuation from a psychological perspective.

g. Characterize group polarization.

h. Describe group think activities and identify the causes and preventions of this activity.

i. Identify the elements that increase minority influence.

j. Characterize effective leadership and the different approaches used in identifying "leaders".

Performance Standards

Competence will be demonstrated:

o in objective examinations

o in written reports

Criteria - Performance will be satisfactory when:

o learner can define groups

o learner can differentiate between facilitation methods in group settings

o learner can characterize the phenomenon of social loafing

o learner can describe processes that deindividuate people in group settings

o learner can identify the process of polarizing members of a group

- o   learner can identify the elements and advantages/disadvantages to groupthink
- o   learner can describe how a minority of members in a group influences the membership as a whole

8.   **Explain the processes involved in the formation of prejudice, aggression, and altruism.**

Learning objectives

What you will learn as you master the competency:

a.   Differentiate between prejudice and discrimination.

b.   Characterize the differences and similarities between racial and gender prejudice.

c.   Identify the social sources of prejudice.

d.   Differentiate between ingroup, outgroup and realistic group conflict concepts as they associate with prejudice.

e.   Identify institutional supports for prejudice.

f.   Identify the emotional sources of prejudice and characterize the authoritarian personality.

g.   Define the scapegoat theory of prejudice.

h.   Define stereotype and identify the cognitive consequences of stereotyping.

i.   Define racism and sexism and differentiate between these concepts and discrimination.

j.   Differentiate between hostile and instrumental aggression.

k.   Characterize the theoretical orientations to the development of aggressive behavior.

l.   Describe the effects of viewing pornography and that of the media upon aggressive behavior.

m.   Identify ways to reduce aggression.

n.   Differentiate altruistic behavior and prosocial behavior.

o.   Explain how social exchange theory associates with altruism.

p.   Identify processes to increase altruism and what situational influences enhance helpfulness.

Performance Standards

Competence will be demonstrated:

- o   in objective examinations
- o   in written reports

Criteria - Performance will be satisfactory when:

- o   learner can define prejudice and aggression and altruistic behavior
- o   learner can characterize the sources of prejudice
- o   learner can examine the theories associated with aggression
- o   learner can specify the sources which influence aggressive behavior
- o   learner can identify and explain the approaches to reduce aggression
- o   learner can identify altruism
- o   learner can describe rationales for altruistic behavior
- o   learner can identify occasions when we are most likely to engage in altruistic behavior
- o   learner can specify methods to increase altruistic behavior

9. **Identify the processes involved in human attraction and characterize the elements in developing close relationships.**

   Learning objectives

   What you will learn as you master the competency:

   a.   Identify the links between close relationships and well-being.

   b.   Specify the influences upon liking and friendship.

   c.   Differentiate between the concepts of proximity and physical attractiveness and their contributions to developing relationships.

   d.   Distinguish between the concepts of similarities and opposites relative to attraction.

   e.   Identify and differentiate between types of love.

   f.   Identify and distinguish between attachment styles and relationship rewards.

   g.   Characterize the importance of equity and self-disclosure in relationships.

   h.   Identify predictors of marriage stability and describe the process of detachment.

   i.   Differentiate between the concepts of complementarity, matching, and equity theories.

   Performance Standards

   Competence will be demonstrated:

   o   in objective examinations

   o   in written reports

   Criteria - Performance will be satisfactory when:

   o   learner can distinguish between attraction and intimacy

   o   learner can identify the elements that promote attraction and intimacy

   o   learner can differentiate between types of love and which promote the longest lasting relationships

   o   learner can characterize behaviors that promote longevity in relationships

   o   learner can examine the consequences of ending relationships

10. **Examine the concepts that contribute to conflict and means to resolve conflicts.**

    Learning objectives

    What you will learn as you master the competency:

    a.   Define conflict

    b.   Characterize social dilemmas.

    c.   Identify ways in which to resolve social dilemmas.

    d.   Differentiate between competition, perceived injustice and misperception.

    e.   Describe the ways in which competition produces conflict.

    f.   Identify the criterion typically used to define justice.

    g.   Specify the conditions that hostility is reduced by close contact with opposing groups.

    h.   Define superordinate goals and how they are used to reduce conflict.

    i.   Distinguish between bargaining, mediation and arbitration in the resolution of differences.

    j.   Describe the GRIT model as used to reduce conflict.

Performance Standards

Competence will be demonstrated:

o   in objective examinations

o   in written reports

Criteria - Performance will be satisfactory when:

o   learner can distinguish between social dilemmas

o   learner can differentiate between competition and perceived injustice

o   learner can examine the processes of perceptions as they associate to conflicts

o   learner can identify the elements in reducing and resolving conflicts

Types of Instruction

Lecture

Discussion

Demonstration

Experiential

Grading Information

Grading Rationale

Students will be evaluated as follows in accord with the weights assigned to course requirements:

1. Pre Test   0%
2. Quizzes   30%
3. Midterm   15%
4. Homework/Assignments   30%
5. Participation   5%
6. Post-test   20%

Grading Scale

A   90-100%

B   80-89%

C   70-79%

D   60-69%

F   Below 60%