

**BARTON COMMUNITY COLLEGE
COURSE SYLLABUS**

I. GENERAL COURSE INFORMATION

Course Number: PSYC1016
Course Title: Social Psychology
Credit Hours: 3
Prerequisite: General Psychology with a C or better.
Division/Discipline: Academic/Psychology
Course Description: This course will be concerned with the forces on individual and group behavior in social situations. Topics will include the creation of attitudes and prejudice, persuasion and conformity, obedience to authority, group decision making, theories of aggressions and altruism, social cognition and perception, and interpersonal attraction.

II. INSTRUCTION INFORMATION

III. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

COURSE AS VIEWED IN THE TOTAL CURRICULUM

While often confused with sociology, social psychology offers a unique perspective different from either sociology (by its focus on the individual) or mainstream

psychological thought (because it emphasizes the power of the individual situation). Because of this unique perspective, a course in social psychology has much to offer psychology majors, sociology majors, business majors, and all who seek to understand and appreciate the complexity of human behavior.

The course transfers credit to all Kansas Regent Universities as a general education requirement. However, general education requirements and the transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs with an institution. Institutional requirements also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for a transfer program.

IV. ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies

- A. Describe how social psychologists conduct scientific experiments and how experimental results are used to develop theories.
 - 1. Define social psychology and identify its place in the social sciences.
 - 2. Identify the early proponents of social psychology and their contributions to the field.
 - 3. Explain how research is conducted in social psychology.
 - 4. Interpret correlational research and distinguish how correlation research differs from experimental studies.
 - 5. Define the following concepts in experimental research: independent and dependent variables; control and experimental groups.
 - 6. Discuss ethical principles which must be taken into consideration in human research.

- B. Describe how social beliefs are formed and sustained.
 - 1. Describe self-perception theory and explain how it can be used to understand emotions, behavior, and motivation.
 - 2. Define social perception and identify its central role in social psychology.
 - 3. Define the concept of social heuristics.
 - 4. Identify the sources of our self-concept.
 - 5. Define the fundamental attribution error and describe how it might be minimized.
 - 6. Distinguish intrinsic from extrinsic reinforcement.
 - 7. Describe the concept of self-presentation.
 - 8. Compare and contrast self-presentation from self-verification.
 - 9. Describe peoples' ability to detect deception.
 - 10. Define the confirmation bias and describe how belief perseverance, confirmatory

hypothesis testing, and the self-fulfilling prophecy can contribute to this bias.

- C. Summarize conformity, persuasion, altruism, aggression, attraction, obedience, prejudice, and social conflict.
1. Define discrimination, prejudice, and stereotypes and explain the different mechanisms by which stereotypes form.
 2. Describe social categorization and the in-group/out-group distinction.
 3. Describe how the cognitive mechanisms of illusory correlations, attributional processes, sub-typing, and confirmation bias help perpetuate stereotypes.
 4. Describe how gender stereotypes are strengthened and maintained.
 5. Distinguish old-fashioned racism from modern racism.
 6. Define the concept of attitude and describe how attitudes are formed and measured.
 7. Explain the contact hypothesis and identify the conditions that enable intergroup contact to reduce prejudice.
 8. Define the central and peripheral routes to persuasion and explain their differences.
 9. Describe the concept of cognitive dissonance and identify predictions made by cognitive dissonance theory.
 10. Define social influence.
 11. Define, compare, and contrast conformity, compliance, and obedience.
 12. Identify social factors associated with increased conformity.
 13. Distinguish collectivistic cultures from individualistic cultures.
 14. Define and explain the sequential request strategies of foot-in-the-door, low-balling, door-in-the-face, and that's not all.
 15. Describe the procedures used by Milgram to study obedience to authority.
 16. Identify factors associated with interpersonal aggression.
 17. Identify factors associated with reducing interpersonal aggression.
 18. Define social loafing, group polarization, groupthink, deindividuation, and social facilitation.
 19. Define altruism and identify social conditions and personality factors that predict this phenomenon.
 20. Explain how evolutionary psychology would account for helping behaviors.
 21. Compare and contrast egoistic and altruistic motives for helping.
- D. Identify social psychology's contribution to the research on love, attraction, liking, and interpersonal conflict.
1. Describe social anxiety and the need for affiliation.
 2. Identify the health consequences of loneliness.
 3. Explain how social psychology might understand and reduce shyness.
 4. Explain social exchange theory and its implications.
 5. Describe the roles of similarity and proximity in interpersonal attraction.
 6. Describe the findings on the psychology of physical attractiveness.
 7. Summarize different approaches to classifying love.
 8. Identify the components of love according to Sternberg's triangular theory.
 9. Distinguish passionate love from companionate love.
 10. Identify social factors which account for why we like who we like.
 11. Define proximity and explain why it is an important variable in why we like who we

- like.
- E. Describe social psychology's role in the legal system, in therapeutic encounters, in optimizing health, and in business.
1. Explain social psychological principles involved in personnel selection, worker motivation, leadership, and job performance appraisals.
 2. Contrast transformational leadership from transactional leadership.
 3. Compare traditional male leadership styles from female leadership styles.
 4. Identify social psychology concepts involved in understanding and managing stress.
 5. Explain how social psychology concepts might help us cope with stress in a healthy manner.
 6. Contrast problem-focused coping with emotion-focused coping.
 7. Explain the health benefits of optimism and hope.
 8. Define explanatory style and its relationship to major depression.
 9. Explain the contributions of social psychology to jury selection.
 10. Describe social psychological research on eyewitness testimony.
 11. Identify social psychological concepts involved in jury deliberation.

V. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VI. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VII. REFERENCES

VIII. METHODS OF INSTRUCTION AND EVALUATION

IX. ATTENDANCE REQUIREMENTS

X. COURSE OUTLINE