

**San Bernardino Valley College
Course Outline for Psychology 114
“Social Psychology”**

I. CATALOG DESCRIPTION

- A. PSYCH 114: Social Psychology
3 hours lecture = 3 units

An analysis of the impact of social influence processes on individual behavior. The course contributes to an understanding of such phenomena as person perception, interpersonal attraction, aggression, altruism, attitudes, nonverbal communication, and group dynamics.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: An analysis of the impact of social influence on individual behavior, with emphasis on such phenomena as interpersonal attraction, aggression, altruism, attitudes, nonverbal communication and group dynamics.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students should be able to:

- A. Restate the interaction of psychological and social factors in the determination of human behavior in social interactions.
- B. Assemble and incorporate diverse social topics into everyday experiences.
- C. Identify and discuss the impact of various situational pressures on personal behavior and therefore better understand the dynamics of our influence on each other.
- D. Describe and demonstrate improved interpersonal and communication skills.

IV. CONTENT:

A. Introduction and Methodology

1. What is Social Psychology?
2. Research methods in Social Psychology
 - a. Archival
 - b. Survey
 - c. Field Study
 - d. Natural Experiment
 - e. Field Experiment
 - f. Laboratory Experiment

B. Forming and Sustaining Relationships

1. Social perception: Impression formation
 - a. General characteristics of impressions
 - b. Models of impression formation
2. Attributional processes
 - a. Theory of correspondent inferences
 - b. Attribution of causality
 - c. Ability and effort attribution
 - d. Self-attribution
 - e. Attributional biases
3. Social comparison and the need for affiliation
4. Interpersonal attraction
 - a. Possession of valued traits
 - b. Proximity
 - c. Social rewards
 - d. Similarity
 - e. Complementarity
5. Romantic love

C. Other-directed behavior

1. Aggression
 - a. Definition
 - b. Causes
 - c. Violence in the media
2. Prosocial behavior
 - a. Definition
 - b. Theories

D. Attitudes and attitude change

1. Definition
2. Attitude formation
3. Attitude change
 1. Theories
4. Attitude-behavior relationship

E. Environmental and group influences

1. Conformity
 - a. Definition
 - b. Laboratory research models
 - c. Situational and personality determinants
 - d. Obedience to authority
2. Group dynamics
 - a. Group types
 - b. Competition and cooperation
 - c. Social facilitation and social interference
 - d. The risky shift
 - e. Deindividuation
 - f. Crowd behavior
 - g. Group think
3. The environment and social behavior
 - a. The psychological effects of “noise”
 - b. Crowding and behavior
 - c. The experience of living in cities

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on social psychology issues, such as attitude development
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on social psychology issues, such as the difference between prejudice and discrimination
- C. View relevant videotapes and films in preparation for exams and paper-writing on social psychology issues, such as liking and loving others
- D. Written assignments on social psychology issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of conflict resolution or assertiveness
- G. Research papers on self-chosen, personally relevant topic.
- H. Field trips to specific educational or career-skill workshops

VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or could be one or two midterm exams, plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe three ways people learn prejudices and the difference between prejudice and discrimination, or could be multiple-choice questions asking which statement is not true of love, or which statement is true of aggression.

VIII. TYPICAL TEXT(S):

Kenrick, Neuberg, and Cialdini. Social Psychology. Boston, MA.: Person/Allyn and Bacon, 1999.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None