**Course Goals**

**What do you want the students to be able to do after completing the course? What do you want the students to know after completing the course?**

Upon completion of Social Psychology, the students can expect the following outcomes and competencies:

1. Students will experience and understand basic social psychological concepts and the application of such to daily life.
2. Students will be able to identify and explore pseudoscience in psychology and the implications of bad psychological science.
3. Students will have a basic understanding of the impact prejudice, stereotyping, and discrimination have on daily functioning and daily interactions.
4. Students will discover ways to reduce their own implicit and explicit prejudices and stereotypes.
5. Students will know basic techniques used by historical and contemporary research psychologists, including a basic understanding of research ethics.
6. Students will be able to apply these concepts to upper-level coursework in psychology or any other chosen field, as social psychology is a bridge discipline and applicable to most areas of daily life.
7. Students will be responsible learners in a collegiate atmosphere.

**Course Matrix**

| ***Topic*** | **Learning Objectives (LO)** | ***Assessments*** | ***Activities*** | ***Resources*** | ***Instructor Notes*** |
| --- | --- | --- | --- | --- | --- |
| Week 1: Chapter 1 | 1. Define social psychology.
2. Explain why social psychology is considered a bridge discipline.
3. Explain the four major theoretical perspectives in social psychology.
 | 1. Learning Check Quizzes
2. Discussion Board #1
3. Quiz #1
 | 1. Watch course introduction and chapter one recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #1
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #1
 | * Course tutorial
* Discussion board thread subscriptions
 | DB #1: Take one of the following perspectives: sociocultural, evolutionary, social learning, or social cognitive. Use it to interpret why men typically pay the expenses on a date. Explain your perspective and how it would account for this trend.  |
| Week 2: Chapters 2, 3, 4 | Chapter 2:1. Describe the distinctions between motives and goals, and between automatic and conscious goal pursuit.
2. Distinguish between exemplars and schemas, and between priming and chronic accessibility.
3. Define self-concepts, self-esteem, self-regulation, and self-presentation.
4. Describe self-concepts, self-esteem, self-regulation, and self-presentation.
5. Summarize the different types of situational influence.
6. Discuss distinction between strong and weak situations.
7. Describe the differences between individualistic and collectivistic cultures.
8. Explain the different types of person-situation interactions.

Chapter 3:1. Identify the four core processes of social cognition.
2. Describe the four core processes of social cognition.
3. Identify the cognitive strategies we use to understand the social world.
4. Describe the cognitive strategies we use to understand the social world.
5. Identify the different types of heuristics that influence our social judgments.
6. Discuss the types of threats that can lead people to enhance or protect their self-esteem.
7. Describe the features of Jones and Davis correspondent inference and Kelley covariation model of attribution.

Chapter 4:1. Recognize why and when we self-present.
2. Describe examples of self-presentation failure and its relationship to social anxiety.
3. Explain why most people are poor at lie detection and why the polygraph isn’t very useful.
4. Identify the four main strategies we use to get others to like us.
5. Identify the four main strategies we use to get others to view us as competent.
6. Identify the four main strategies we use to convey high status and power.
7. Summarize the gender differences associated with self-presentational strategies.
 | 1. Learning Check Quizzes
2. Discussion Board #2
3. Quiz #2
 | 1. Watch chapters two, three, and four recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #2
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #2
 | * Facial feedback replication: <https://www.ncbi.nlm.nih.gov/pubmed/27784749>
* Automated Morningness-Eveningness Questionnaire: <http://www.cet-surveys.com/index.php?sid=61524&newtest=Y&lang=en>
* Why do we yawn? <https://youtu.be/uLtZAgfNSnA>
 | DB #2: When are you most likely to self-present? First, define self-presentation. Then include three (3) situations in which you are strongly motivated to self-present and three (3) situations in which you don’t care about self-presentation at all. What are the main similarities among the self-presentation and among the non-self-presentation situations? What are the differences between the self-presentation and non-self-presentation situations? |
| Week 3: Chapters 5, 6, 7 | Chapter 5:1. Describe the four sources of attitude formation.
2. Summarize the factors that influence attitude-behavior consistency.
3. Compare the two basic kinds of attitude change processes within the dual process models of persuasion.
4. Explain balance theory and cognitive dissonance theory.
5. Identify the three sources of shortcut evidence that people often use when trying to hold accurate attitudes.
6. Explain the three sources of shortcut evidence that people often use when trying to hold accurate attitudes.

Chapter 6:1. Define conformity, compliance, and obedience.
2. Identify the six principles of influence.
3. Describe how the norm of reciprocity operates to change behavior.
4. Discuss the factors that affect a person’s willingness to be influenced by others.
5. Describe the four commitment-initiating tactics
6. Compare how the four commitment-initiating tactics differ from one another.

Chapter 7:1. Compare and contrast friendships to relationships with relatives and lovers.
2. Summarize the differences between domain-specific and domain-general models.
3. Identify the kinds of threats that lead people to seek or avoid others.
4. Describe how loneliness and depression can lead to a negative, self-perpetuating cycle and how attachments with others can break that cycle.
5. Summarize social comparison theory and how it relates to our tendency to be attracted to similar others.
6. Identify the four categories of social exchange rules used in different relationships.
 | 1. Learning Check Quizzes
2. Discussion Board #3
3. Quiz #3
 | 1. Watch chapters five, six, and seven recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #3
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #3
 | * The Asch Experiment: <https://www.youtube.com/watch?v=qA-gbpt7Ts8>; <https://www.youtube.com/watch?v=NyDDyT1lDhA>
* Foot-in-the door technique: <https://www.youtube.com/watch?v=oBNoa4c7J6>
* Obeying a Man in a Uniform: <https://www.youtube.com/watch?v=16QMQXIjYVU>
* Obedience - Fast Food Strip Search: <https://www.youtube.com/watch?v=8mpAbig8ttY>
* Stanley Millgram: Obedience to Authority: <https://www.youtube.com/watch?v=y9l_puxcrlM>
 | DB #3: How is it that many drug and alcohol resistance programs are inadvertently increasing the target’s use of these substances? What can be done to make these programs more effective? Can you think of an example of a public service announcement that is meant to discourage certain behaviors but may actually portray that the undesired behavior is common? How could these messages be revised to make them more effective? Create an example of an effective drug and alcohol resistance public service announcement. |
| Week 4: Midterm | Recall material covered Week 1 – Week 3. | Midterm Exam | Midterm Exam |  | Reassign groups for discussion boards. |
| Week 5: Chapters 8, 9  | Chapter 8:1. Identify and define Sternberg’s three components of love.
2. Describe Sternberg’s three components of love.
3. Outline the three major goals of romantic relationships.
4. Identify the four attachment styles.
5. Explain how attachment styles later influence adult relationships.
6. Explain mate preferences for both men and women.
7. Explain how gays, lesbians, and heterosexuals are similar and different in their choice of mates.
8. Recognize the communication rules used by happy vs. unhappy couples.

Chapter 9:1. Define “pure” altruism.
2. Describe how “pure” altruism differs from other kinds of prosocial behavior.
3. Outline the four major goals that prosocial actions can serve.
4. Identify three ways bystanders in emergencies influence the decision to help.
5. Recognize how personal norms and religious and ethical codes influence helping.
6. Discuss why we sometimes decide not to offer help or receive help from others.
 | 1. Learning Check Quizzes
2. Discussion Board #4
3. Quiz #4
 | 1. Watch chapters eight and nine recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #4
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #4
 | * Kinsey Institute: <https://kinseyinstitute.org/>
* APA Answers to questions about sexuality: <http://www.apa.org/topics/lgbt/orientation.pdf>
* Exploring nonverbal behavior: <http://nonverbal.ucsc.edu/>
* <http://changingminds.org/explanations/theories/prosocial_behavior.htm>
* <http://www.altruists.org/ideas/society/consumerism/>
 | DB #4: Please find a story about a hero from a magazine, newspaper, social media, or look for one on a website (e.g., <http://myhero.com/home.asp>). Describe the actions of this individual. Be sure and explain the situation, who needed help, and the relationship between the “hero” and the victim. Consider the following questions: Did you story involve assistance to relative(s)? What is the evolutionary motivation to help relatives? Why does society provide greater rewards for assistance to non-relatives? What kind of reaction would there be to an individual who helped a non-relative before helping his or her relative? What if helping the non-relative came at the expense of helping the relative? |
| Week 6: Chapters 10, 11 | Chapter 10:1. Identify the three criteria psychologists use for defining a behavior as aggression.
2. Distinguish examples of direct and indirect, and instrumental versus emotional aggression.
3. Compare and contrast the excitation-transfer theory and cognitive neoassociation theory.
4. Discuss how glamorization of violence in the media can influence our behavior.
5. Recognize testosterone’s links with aggression and dominance.
6. Describe how parents can use rewards to reduce aggressive behavior in children.
7. Explain specific ways that intervention at the societal level can reduce aggressive behavior.

Chapter 11:1. Define the following: (a) prejudice, (b) stereotype, and (c) discrimination.
2. Explain how they differ from one another.
3. Describe stereotype threat.
4. Analyze the costs and benefits of strategies people use to cope with stereotype threat.
5. Define: a) realistic group conflict theory, b) social dominance orientation, and c) minimal intergroup paradigm.
6. Describe which people are likely to express their groups’ prejudice-relevant norms and the type of situation in which this inclination is especially likely to occur.
7. Describe the “shooter bias.”
8. Explain how it reflects the process of stereotyping.
9. Describe the circumstances that increase the likelihood of stereotyping.
10. Describe the four types of strategies for reducing prejudice, stereotyping, and discrimination, and provide an example of each.
11. Describe how the jigsaw classroom embodies the six principles of effective contact.
 | 1. Learning Check Quizzes
2. Discussion Board #5
3. Quiz #5
 | 1. Watch chapters 10 and 11 recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #5
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #5
 | * The Evolution of Human Aggression: <https://www.livescience.com/5333-evolution-human-aggression.html>
* WHO: <http://www.who.int/violence_injury_prevention/violence/en/>
* MINCAVA: <http://www.cehd.umn.edu/ssw/mincava/>
* <http://www.holocaust-trc.org/>
* <http://engagingschools.org/>
* <http://www.understandingprejudice.org/>
* IAT: <https://implicit.harvard.edu/implicit/>
 | DB #5: What does it mean to be prejudiced? What are stereotypes? What constitutes discrimination? How are these concepts similar? How are they different? Can you have one without the others? Identify situations in which these concepts could exist individually or separately from one another. What are some of the costs of prejudice, stereotyping, and discrimination? |
| Week 7: Chapters 12, 13 | Chapter 12:1. Describe the characteristics of a “real” group.
2. Define (a) social facilitation, (b) deindividuation, and (c) dynamical systems.
3. Discuss the circumstances that make social loafing more likely to occur
4. Describe what can be done to reduce social loafing.
5. Discuss why people in individualistic societies tend to belong to more groups.
6. Describe the circumstances that increase (a) group polarization, (b) minority influence, and (c) groupthink.
7. Discuss the factors that determine (a) who wants to lead, (b) who is chosen to lead, and (c) who is an effective leader.

Chapter 13:1. Define social dilemma
2. Explain how it is linked to the prisoner’s dilemma and the tragedy of the commons.
3. Define the term social trap.
4. Explain how the costs of social traps are hidden.
5. Describe the four specific social value orientations
6. Explain how they fit with the more general egoistic and prosocial distinction.
7. Explain how tit-for-tat strategies, the dollar game, perceptual dilemmas, and the GRIT strategy are linked to the reciprocal dynamics of conflict.
 | 1. Learning Check Quizzes
2. Discussion Board #6
3. Quiz #6
 | 1. Watch chapters 12 and 13 recorded PPTs
2. Complete the learning check quizzes in the PPTs
3. Post in discussion board #6
4. Read and comments on your classmates’ posts at least 3 times throughout the week
5. Complete Quiz #6
 | * Groups: <http://wilderdom.com/psychology/social/introduction/Groups.html>
* What Is Leadership? <https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/#4bbf067d5b90>
* <http://icccr.tc.columbia.edu/>
* Cooperation and Conflict: <http://www.peterleeson.com/Coop_and_Conflict_Link.pdf>
* The Prisoners' Dilemma: <http://serendip.brynmawr.edu/playground/pd.html>
 | DB #6: What makes a group “real”? Identify a specific social setting (e.g., work, gym, classroom) and list the groups people tend to fall into. Describe the characteristics of these groups. Focus on the characteristics of interdependence, shared common identity, and stable structure (i.e., norms, roles, status hierarchies, communication networks, cohesiveness). Are there ways that group leaders can create strong “real” groups out of mere groupings of individuals? |
| Week 8: Final | Recall material covered Week 5 – Week 7. | Final Exam | Final Exam |  |  |