# COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
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<td>PSY 204</td>
<td>SOCIAL PSYCHOLOGY</td>
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- **Hours:** 3  
- **Co- or Pre-requisite:** PSY 101 Pre-requisite with a minimum C grade  
- **Implementation semester/year:** Spring 2009

**Catalog Description (2006-2009 Catalog):**

Studies the behavior and development of the individual in society, the function of social attitudes, and the emergence of social awareness. Topics include socialization and identity, person perception, attraction, attribution, theory, conformity and obedience, and attitudes and prejudices.

**Is course New, Revised, or Modified?**

Revised

**Required texts/other materials:**


**Revision date:**  
**Course coordinator:**

SPRING 2019  
Dr. Eirini Papafratzesakou –  
papfrae@mccc.edu; (609) 570-3557

**Information resources:**

**Other learning resources:** MCCC Online  
Databases: [http://www.mccc.edu/student_library_online.shtml](http://www.mccc.edu/student_library_online.shtml)
**Course Competencies/Goals:**

*The student will be able to:*

1) Explain social psychology as a field of study concerned with interpersonal behavior and describe how the individual influences the group as well as how the group influences the individual. [GE Goal 1, 5, 8, 9; MCCC Goals A, B, C, D, G]

2) Understand the scientific method as it relates to social psychological inquiry. [GE Goal 1, 5, 9; MCCC Goals A, B, C, D]

3) Examine the influence of situational factors on individual perception and behavior. To explain the role of construals, i.e., people’s interpretations, in how they experience their lives. [GE Goal 1, 5, 8; MCCC Goals A, B, G]

4) To investigate the nature of the individual as he/she conforms or fails to conform to the demands of the group. [GE Goal 1, 5, 9; MCCC Goals A, B, C]

5) To explore several theoretical viewpoints concerning the origins of aggression and violence. [GE Goal 1, 5, 8, 9; MCCC Goals A, B, C, G]

6) To explore the factors influencing the development of prejudice, racism, and sexism. [GE Goal 1, 5, 8, 9; MCCC Goals A, B, C, G]

7) To illustrate and emphasize the factors which encourage close social relationships and pro-social behavior. [GE Goal 1, 5, 8; MCCC Goals A, B, G]

8) Develop writing skills in conjunction with the use of APA format [GE Goal 1, 5; MCCC Goals A, B, D]

**General Education Knowledge Goals:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills:**
Goal A. **Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. **Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

Goal C. **Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

Goal D. **Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal G. **Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Unit I: Social Psychology: Introduction and Methods**

*Learning Objectives*

*The student will be able to...*

- Outline the history of social psychology (CG 1)
- Discuss how social psychology is a part of everyday life (CG 1)
- Evaluate the field of social psychology from a scientific perspective (CG 2)
- Recognize the importance of both correlational and experimental research (CG 2)
- Outline ways to maintain ethical standards in social science research (CG 2)

**Unit II: Social Cognition, Perception, and Attitudes**

*Learning Objectives*

*The student will be able to...*

- Explain the creation/maintenance of schemas and stereotypes (CG 1, 3, 6)
- Discuss how memory works (CG 1, 2)
- Explain how perception takes place and influences us (CG 1, 3, 4)
• Analyze the formation of the self-concept and the role of gender in self-perceptions and behavior (CG 1, 6)

• Evaluate the role of situational factors in human behaviors (CG 1, 3)

• Explain the measurement, formation, and function of attitudes (CG 1, 3)

• Discuss the processes of persuasion (CG 1, 3)

Unit III: Conformity and Discrimination

Learning Objectives

The student will be able to...

• Examine the variables that influence whether individuals conform (CG 1, 4)

• Demonstrate different methods for attempting to gain compliance (CG 1, 4)

• Evaluate the formation and function of stereotypes in creating and maintaining prejudice (CG 1, 6)

• Explain the emotional sources of prejudice and discrimination (CG 1, 3, 6)

• Discuss methods of reducing prejudice and discrimination (CG 1, 6)

Unit IV: Aggressive/Helpful Social Behavior

Learning Objectives

The student will be able to...

• Discuss how groups interact with individual behavior (CG 1, 4)

• Examine what factors influence aggression (CG 1, 5)

• Examine the importance of the social context in understanding aggression (CG 1, 3, 5)

• Identify factors the influence helping behavior (CG 1, 3, 7)

• Evaluate the role of social support in prosocial behaviors (CG 1, 3, 7)
Unit V: Social Relationships

Learning Objectives

The student will be able to...

- Evaluate the formation and maintenance of close relationships (CG 1, 3, 7)
- Examine which variables lead to attraction and liking (CG 1, 3, 7)
- Discuss attachment across the lifespan (CG 1, 3, 7)
- Examine which variables determine the success of social relationships (CG 1, 3, 7)

Evaluation of student learning:

Students will be required to take a series of chapter quizzes and tests (at least three), each of which may consist of multiple choice, true-false, matching, completion, essay type questions, or any combination of the above. Objective assessments will account for no more than 70% of the overall course grade. (CG 1, 2, 3, 4, 5, 6, 7)

Students will also be required to complete a series of writing assignments to assess social psychology knowledge and critical thinking skills. These writing assignments will be used to analyze social behaviors and social psychology concepts/theories. These writing assignments may consist of reflection or reaction papers, research papers, projects, or recordings of observations. At least one assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings. Writing assignments will account for no less than 30% of the overall course grade. (CG 1, 2, 3, 4, 5, 6, 7)

Academic Integrity Statement:

The issue of academic honesty is taken very seriously at Mercer County Community College and in this class. Cheating on assignments or exams and/or plagiarism is not to be tolerated. Students are expected to be responsible for their own work. In this course, cheating/plagiarism will result in, at minimum, a zero for that exam/assignment. Clear cases of intentional cheating will result in failure in the course. Please see the MCCC student handbook for a complete description of MCCC's academic integrity policy [http://www.mccc.edu/pdf/handbook.pdf].