PSY M05: SOCIAL PSYCHOLOGY

Originator
vboucquey

Co-Contributor(s)

Name(s)
Vieira, Danielle (dvieira)

College
Moorpark College

Discipline (CB01A)
PSY - Psychology

Course Number (CB01B)
M05

Course Title (CB02)
Social Psychology

Banner/Short Title
Social Psychology

Credit Type
Credit

Start Term
Fall 2022

Catalog Course Description
Considers individual human behavior in relation to the social environment. Examines the power of the situation, other individuals, and the social group. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change, conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

Additional Catalog Notes
Provider approved by the California Board of Registered Nursing, provider number CEP2811 for 45 contact hours.

Taxonomy of Programs (TOP) Code (CB03)
2001.00 - Psychology, General

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Advisories on Recommended Preparation
PSY M01 or PSY M01H and ENGL M01A or ENGL M01AH

Requisite Justification
Requisite Type
Recommended Preparation

Requisite
ENGL M01A or ENGL M01AH

Requisite Description
Other (specify)

Specify Other Requisite Description
Recommended level of communication skill

Level of Scrutiny/Justification
Required communication/computation skill

Requisite Type
Recommended Preparation

Requisite
PSY M01 or PSY M01H

Requisite Description
Course not in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	discuss ways that the content from Social Psychology can apply to their lives by referencing core concepts, perspectives ,and/or theories examined in this course
2	demonstrate an understanding of perspectives, theories, and core concepts in Social Psychology.
3	recognize and understand the impact and value of diversity on Social Psychology research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	analyze elements of a scientific approach to understanding human behavior in a psycho-social context.
2	identify biological and cultural influences on social behavior.
3	discriminate between individual differences and sociocultural influences.
4	explain the major scientific studies which form the basis for current theories of social psychology.
5	describe the ways in which principles gleaned from social psychological research apply to real world problems and issues.
6	apply models of intervention to social behavior designed to address social problems (e.g. those based on gender, ethnic, racial, or cultural differences and those based on disability).
7	compare basic concepts and theories across the areas of social psychology.

Course Content

Lecture/Course Content

1.(6%) self-concept
2. (7%) aggression
3. (7%) prejudice (and stigma) and stereotypes
4. (6%) prosocial behavior
5. (6%) interpersonal relationships, including attraction
6. (6%) attitudes, attitude formation, and attitude change
7. (6%) group processes and decision-making
8. (6%) gender roles
9. (7%) multiculturalism
10. (7%) cultural norms
11. (6%) person perception (e.g., attribution theory)
12. (6%) social cognition
13. (6%) social emotion
14. (6%) obedience to authority
15. (6%) social and physical environments
16. (6%) overview of ethics and research methods

Laboratory or Activity Content
N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written homework
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Observation
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:
Instructor will use demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model problem solving, and how to interpret and analyze research findings.

Representative Course Assignments

Writing Assignments

1. Read and summarize a research article in the field of social psychology.

2. Apply the concepts from lecture and reading to your own life, using observational and reflective methods. For example, read research regarding technology use and its effects on social relationships. Then, refrain from technology use for a given duration and through writing prompts reflect on the experience.

3. Identify three examples (from your own life) in which you were either the victim, perpetrator, or observer of prejudice or discrimination. Then, discuss how you would respond to the prejudiced or discriminatory action using the resources provided by the instructor identifying effective ways of combating prejudice.

Critical Thinking Assignments

1. Apply the concepts learned in lecture/reading to real-life situations, such as, create a work environment that optimizes performance using the principles of social facilitation and social loafing.

2. Discuss whether an act can be truly altruistic using concepts from the text to support your argument.

3. Practice identifying attitude formation by viewing commercials, then categorizing whether the central or peripheral route was used.

Reading Assignments

1. Read and study selected chapters from the textbook and the accompanying lecture notes, then answer questions or solve problems assigned by the instructor. Read about self-concept, review the lecture notes, and then create a discussion post (or contribute to in-person small group discussion) that reveals implicit egotism. For example, find self-relevant information in letters and numbers, then discuss how this reveals their implicit bias.

2. Read a research article and summarize using scaffolded questions. For example, read a research article regarding the Self-Other Knowledge Asymmetry (SOKA) model and summarize.

Outside Assignments

Representative Outside Assignments

1. Conduct field observations on real-world social psychology problems and issues. For example, read about social influence and conformity and identify social norms in the environment. Then, break a social norm and describe the experience including the reaction and emotions involved within the self and others.

2. Visit the Project Implicit website and take an implicit bias test (IAT), then read the frequently asked questions. Write a summary of the research to demonstrate understanding of both implicit bias and research methodology within the field of social psychology.

Articulation

C-ID Descriptor Number
PSY 170

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Santa Cruz	PSYC 40	Introduction to Social Psychology	5
UC Irvine	SOCIOL 31/PSYCH 78A	Introduction to Social Psychology	4
Cal Poly San Luis Obispo	PSY 252	Social Psychology	4

Comparable Courses within the VCCCD
PSY V31 - Intro to Social Psychology
SOC V31 - Intro to Social Psychology

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development
Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
No

Description
Myers, David, and Jean Twenge. *Social Psychology.* 14th ed., McGraw-Hill, 2022.

Resource Type
Textbook

Classic Textbook
No

Description
Branscombe, Nyla, and Robert Baron. *Social Psychology* 14th ed., Pearson, 2017.

Resource Type
Textbook

Classic Textbook
No

Description
Aronson, Elliot, et al. *Social Psychology.* 10th ed., Pearson. 2019.

Resource Type
Textbook

Classic Textbook
No

Description
Baumeister, Roy, and Brad Bushman. *Social Psychology and Human Nature.* 4th ed., Cengage. 2017.

Library Resources

Assignments requiring library resources
Research, using the Library's print and online resources, for written reports and term paper on topics appropriate to the course.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research, using the Library's print and online resources, in particular the databases specializing in psychology, for written reflections on readings from journal articles concerned with topics in social psychology, such as the nature of prejudice, aggression, or conformity.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Asynchronous Dialog (e.g., discussion board)	Online office hours or online group discussions
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports

Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/ analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
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Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification
PSYCHOLOGY

Review and Approval Dates

Department Chair
03/22/2021

Dean
03/23/2021

Technical Review
09/02/2021

Curriculum Committee
10/19/2021

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
11/01/2021

Control Number
CCC000435157

DOE/accreditation approval date
MM/DD/YYYY