



Broward Community College

Course Outline

LAST REVIEW: 2009-2010
(i.e. 2003-2004)

NEXT REVIEW: 2014-2015
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Social Psychology

COMMON COURSE NUMBER: SOP2002

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS: 48
(Voc. Course ONLY)

Lecture: 48

Lab:

Clinic:

Other: 3

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course provides scientifically based constructs used in understanding social phenomena and their impact on the individual. Identification of the social and psychological variables that give human behavior a predictable base is stressed. Topics considered include human nature, development of the self, love, affiliation, aggression, impression management, attitudes and persuasion techniques, group dynamics, attribution, prejudice and stereotyping, helping and altruism.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area

UNIT TITLES

1. History and Theories of Social Behavior
2. Science and Methods of Studying Behavior
3. Social Perception: Impressions and Explanations of People
4. The Self in Social Interaction
5. Affiliation, Attraction, and Love
6. Aggression and Violence
7. Attitudes and Persuasion
8. Attitudes and Behavior
9. Prejudice and Stereotyping
10. Variations in Social Behavior, Sex, Race, and Social Class



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ASSESSMENT:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

1. Quizzes, Test, and/or Final Exam (cumulative/comprehensive);
2. Selected faculty may assess homework, projects, class participation/attendance, and/or extra credit projects.

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11. Social Influence and Obedience
12. The Behavior of Groups and Group Dynamics
13. Pro-social Behavior: Cooperation and Helping

Course Overview:

Upon successful completion of this course, the students should be able to understand the basic concepts and facts involved in the thoughts, feelings, and behavior of individuals as they are influenced by the actual, imagined, or implied presence of others. Emphasis will be placed on areas such as attitudes, morality, group behavior, interpersonal communication, cognitive dissonance, etc., in a manner and approach designed to maximize student participation at every level.

UNITS

Unit 1 **History and Theories of Social Behavior**

General Outcome:

- 1.0 The students should be able to understand the various theories which purport to explain human behavior, the history of the field, and the significant issues of the field.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Describe Psychoanalytic Theory, Role Theory, Learning Theory, Gestalt Theory, Cognitive Theory, and should be able to compare and contrast these theories in terms of their most salient constructs.



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- 1.2 Describe the application(s) of each of these theories to actual situations, and predict effects based upon knowledge of the theories in question.
- 1.3 Describe the people and events that gave rise to the field of social psychology; how it has been influenced and shaped over the years, and the issues that stimulate the research.

Unit 2 Science and Methods of Studying Behavior

General Outcome:

- 2.0 The students should be able to understand the way in which human behavior is and can be studied. (Experimental design will be introduced on an understandable level.)

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Describe hypothesis-testing, especially with regard to the differences involved in laboratory experiments, field experiments, and cross-cultural investigations.
- 2.2 Describe the major methods of psycho-social research, e.g., all of the above, plus archival research and survey/interview techniques, as well as quasi-experimental research.
- 2.3 Plan and execute simplistic research study, taking into consideration factors such as selection, setting, units of analysis, ethics, etc.



Unit 3 Social Perception: Impressions and Explanations of People

General Outcome:

3.0 The students should be able to understand the ways in which people understand the behavior and thoughts of themselves and others and will become more knowledgeable in the area of attribution.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Describe the need to predict and to understand others.
- 3.2 Explain the ways in which impressions are formed: group-stereotyping, central traits, adding and averaging in impression formation, primacy and recency effects, and memory and distortion.
- 3.3 Explain and perceive biases in the attribution process, specifically the overestimating of dispositional causes, actions and reactions of actors and observers, and the consequences of attributions.



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Unit 4 The Self in Social Interaction

General Outcome:

4.0 The students should be able to understand the images that he/she creates for him/herself, as well as how individuals respond to the impressions created either intentionally or unconsciously by others.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Describe the nature of the self, specifically its "constituents and organization, and describe the ways in which we create the self."
- 4.2 Identify aspects concerning the presentation of the self: choosing and maintaining an image.
- 4.3 Explain the concepts of self consciousness and self-monitoring: its impact on impression management and on social relationships.
- 4.4 Describe the quest for social approval: self-handicapping strategies, reflected glory, and the need for approval.
- 4.5 Explain intergroup conflict; bargaining, negotiation, and super-ordinate goals.
- 4.6 Explain what is meant by a sense of control, and discuss the illusion of control, the consequences of a belief in control, individual differences in the perception of control, and learned helplessness.



Unit 5 Affiliation, Attraction, and Love

General Outcome:

5.0 The students should be able to understand the ways in which people are drawn together; degrees of attachment and the subtleties of the process will be emphasized.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Describe reactions to isolation, as well as reasons for affiliation.
- 5.2 Describe affiliation as a response to anxiety, or as a pattern in everyday life.
- 5.3 Explain the antecedents of and variables involved in interpersonal attraction.
- 5.4 Identify the components of love, the ways in which romantic love can be measured, the stimulants of romantic love, and the stages in the development of love.
- 5.5 Describe the process known as "falling out of love:" breaking-up, inequity, permanence and impermanence, marriage, and divorce.



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Unit 6 Aggression and Violence

General Outcome:

6.0 The students should be able to understand the ways in which aggressive behavior and impulses manifest themselves in the human interaction.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Identify the various definitions of aggression: psychoanalytic, ethological, experimental-social, and cognitive.
- 6.2 Describe the various theoretical positions on aggression: instinctual and biological, motivational, and social-learning.
- 6.3 Identify and discuss conditions which foster aggression: frustration, verbal and physical attack, third-party instigation, de-individuation, drugs and alcohol, environmental factors, etc.
- 6.4 Describe violence and the media: a chicken/egg phenomenon.
- 6.5 Describe violence in society: in the home, in the street, in groups.
- 6.6 Explain ways in which aggression may be controlled in the future.



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Unit 7 Attitudes and Persuasion

General Outcome:

- 7.0 The students should be able to understand the many ways in which people communicate and influence each other through persuasive techniques that lead to attitude or behavior change.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Identify the channels of communication: Verbal, non-verbal, written, face-to-face, and two-step flow.
- 7.2 Describe the major determinants of persuasion including aspects of the communicator, the audience, the message, and the psychological routes.
- 7.3 Identify some consequences of persuasion of deceptive communication, telecommunication, cult behavior, political persuasion, and advertising.
- 7.4 Explain group problem-solving processes, such as group-think, and the advantages/disadvantages of such processes.
- 7.5 Explain the process of compliance, discussing the “foot in the door,” “door in the face,” and “low ball” procedures.



Unit 8 Attitudes and Behavior

General Outcome:

- 8.0** The students should be able to understand what attitudes are, how they are formed and changed, how they influence behavior, and what their function is.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1 Define the three parts of an attitude and the functions they serve for us.
- 8.2 Explain when attitudes predict behavior.
- 8.3 Explain when behaviors influence attitudes.
- 8.4 Explain and describe the importance of Zimbardo's classic experiment on the role-playing.
- 8.5 Describe why behavior influences attitudes, including classic theories such as cognitive dissonance and self perception.



Unit 9 Prejudice and Stereotyping

General Outcome:

- 9.0 What prejudice is, the different types of prejudice, and the various causes of it including motivations and cognitive processes such as stereotyping.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1 Describe briefly the definition and history of prejudice.
- 9.2 Explain the major theoretical perspectives used to explain prejudiced behavior, including learning theory, psychoanalytic theory, cognitive theory, and realistic group conflict theory.
- 9.3 Identify and understand concepts such as discrimination, in-group bias, ethnocentrism, and just world victim-blaming.
- 9.4 Describe why we stereotype and explain some of the cognitive biases resulting from it, including out-group homogeneity and out-group polarization.



Unit 10. Variations in Social Behavior: Sex, Race and Social Class

General Outcome:

10.0 The students should be able to understand the differences inherent in people on a variety of different levels, including social class, race, sex, etc.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 10.1 Compare and contrast men and women, in terms of intelligence, aptitude, social behavior, etc.
- 10.2 Define "race," and offer explanations of apparent differences in "intelligence," as well as other characteristics.
- 10.3 Define "social class" and "socio-economic-economic class." and discuss cross-cultural comparisons, age comparisons, and other factors on which the different groups can be gauged.



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Unit 11 Social Influence Conformity and Obedience

General Outcome:

- 11.0 The students should be able to understand the ways in which society and other individuals affect our perceptions, beliefs, thoughts, etc.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 11.1 Describe the concept and process of conformity, and in particular, explain the famous Asch and Sherif experiments.
- 11.2 Describe and explain the types of conformity and the types of pressures involved in each, namely non-mature and informational social influence.
- 11.3 Describe situational influences and issues in conformity.
- 11.4 Describe obedience, in particular Milgram's classical studies.



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Unit 12 The Behavior of Groups and Group Dynamics

General Outcome:

- 12.0 The students should be able to understand the ways individuals react when affected by the actions and processes of group dynamics.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 12.1 Describe and explain what a group is and how they are formed and maintained.
- 12.2 Describe processes such as audience effects, social facilitation, social loafing, and deindividuation.
- 12.3 Explain group problem-solving processes, such as group-think, and the advantages/disadvantages of such processes.
- 12.4 Identify the qualities affecting the influence of groups: size communication opportunities, cohesiveness, etc.
- 12.5 Explain intergroup conflict: bargaining, negotiation, and super-ordinate goals.



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Unit 13 Pro-social Behavior: Cooperation and Helping

General Outcome:

- 13.0 The students should be able to understand the aspects of human nature involved in man-helping-man, as well as improve their knowledge about the psychological aspects of pro-social behavior.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 13.1 Describe altruism and the theories, including evolutionary, social exchange, and social norms that try to explain it.
- 13.2 Describe helping behavior: from handouts to heroism.
- 13.3 Describe and identify the steps involved in helping behavior, and the variables that influence it.
- 13.4 Describe the qualities associated with being a Good Samaritan, as well as the influences of others, and the psychology behind helping.
- 13.4 Describe steps to be taken toward a pro-social society: support for charities, legislation, etc.

Special Student Projects:

- 1) Examinations
- 2) Class Exercises and Experiments
- 3) Class Surveys
- 4) Films
- 5) Outside Reading Assignments