



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 108
Descriptive Title: Social Psychology
Course Disciplines: Psychology
Division: Behavioral and Social Sciences

Catalog Description:

This course focuses on the scientific study of the psychological processes that occur in and between groups. Emphasis is on individual behavior rather than on group behavior as a whole. Topics include social cognition; social perception; attitudes; prejudice and discrimination; social and group influence; interpersonal attraction and intimate relationships; aggression; and prosocial behavior. Gender and sociocultural issues are also examined.

Conditions of Enrollment:

Prerequisite: Psychology 101 or Psychology 101H with a minimum grade of C in prerequisite

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
2C – Social and Behavioral Sciences – General
Term: Other: Approved

CSU GE:

D9 - Psychology
Term: Other: Approved

D10 - Sociology and Criminology
Term: Other: Approved

IGETC:

4I - Psychology
Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate historical and contemporary perspectives on social psychology.
2. **Fundamental Principles:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).
3. **Everyday Application:** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Differentiate among psychology, social psychology, and sociology.
2. Examine and discuss historical and contemporary perspectives on social psychology.
3. Describe research methods used in social psychology, with an emphasis on examining how the scientific method is used in social psychology.
4. Identify, describe, and evaluate basic concepts and ideas in social cognition, including schemas, heuristics, and the relationship between affect and cognition.
5. Identify, describe, and evaluate basic concepts and ideas in social perception, including attribution, impression formation, and nonverbal communication.
6. Examine social psychological research on the self and discuss concepts related to the self such as self-esteem, self-presentation, and social comparison.
7. Discuss the components and formation of attitudes and apply this knowledge to examine important attitudinal concepts such as the relationship between attitudes and behavior, persuasion, and cognitive dissonance.
8. Describe and evaluate social psychological research on stereotyping, prejudice, and discrimination.
9. Differentiate between the basic types of social influence - conformity, compliance, and obedience - and discuss and assess social psychological research in these three areas.
10. Discuss the concept of "group," describe the basic types of group influence (e.g., social loafing, deindividuation, groupthink), and relate these types of group influence to your own experiences.
11. Appraise social psychological research on the nature, causes, and control of aggression.
12. Assess social psychological research on interpersonal attraction and intimate relationships and relate these findings to your own experiences with other people.
13. Appraise social psychological research on prosocial behavior and formulate ideas on how this research could be applied to increasing prosocial behavior in our society.
14. Describe how social psychological principles can be applied to such areas as law, health, and work.
15. Explain how knowledge of gender/sex and cultural differences and similarities can provide a broader understanding of basic social psychological concepts.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	I. Introduction to the Field of Social Psychology (3 hours, lecture) A. Definitions B. Historical and Contemporary Perspectives on Social Psychology C. Gender and Sociocultural Considerations
Lecture	3	II	II. Research Methods in Social Psychology (3 hours, lecture) A. The Scientific Method B. Correlational Research C. Experimental Research D. Other Research Methods
Lecture	4.5	III	III. Social Cognition (4.5 hours, lecture) A. Schemas B. Heuristics C. Errors in Social Cognition D. Affect and Cognition
Lecture	4.5	IV	IV. Social Perception (4.5 hours, lecture) A. Attribution B. Impression Formation and Impression Management
Lecture	3	V	V. The Self (3 hours, lecture) A. Self-Presentation B. Self-Knowledge C. Self-Esteem D. Social Comparison
Lecture	6	VI	VI. Attitudes (6 hours, lecture) A. Attitudinal Components B. Attitude Formation C. The Relationship Between Attitudes and Behavior D. Persuasion E. Cognitive Dissonance
Lecture	4.5	VII	VII. Prejudice and Discrimination (4.5 hours, lecture) A. The Nature and Origins of Stereotyping, Prejudice, and Discrimination B. Countering the Effects of Stereotyping, Prejudice, and Discrimination
Lecture	4.5	VIII	VIII. Social Influence (4.5 hours, lecture) A. Conformity B. Compliance C. Obedience
Lecture	4.5	IX	IX. Group Influence (4.5 hours, lecture) A. The Nature of Groups B. Social Facilitation

			C. Social Loafing D. Deindividuation E. Group Polarization
Lecture	4.5	X	X. Aggression (4.5 hours, lecture) A. The Nature of Aggression B. The Causes of Aggression C. Prevention and Control of Aggression
Lecture	4.5	XI	XI. Interpersonal Attraction and Intimate Relationships (4.5 hours, lecture) A. The Determinants of Attraction B. Intimate Relationships 1. Family Relationships 2. Friendships 3. Romantic Relationships 4. Sexual Relationships
Lecture	4.5	XII	XII. Prosocial Behavior (4.5 hours, lecture) A. Motives for Helping Behavior B. External and Internal Influences on Helping Behavior C. Bystander Effect D. Increasing Prosocial Behavior
Lecture	3	XIII	XIII. Applied Social Psychology (3 hours, lecture) A. Overview B. Social Psychology and the Legal System C. Social Psychology and Health D. Social Psychology and Work
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

a. **PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Think of a person who has persuaded you. This can be a person in your daily life who persuaded you; a person who has sold you a product or idea; a politician; or another example of your choice. Analyze this instance of persuasion in terms of the four elements discussed in class and in your text (Who? What? By what means? To whom?). Describe each element in a minimum of one paragraph. Finally, answer this question: Which element contributed most to persuading you? Explain why this element contributed most. Your answer should be at least one paragraph in length.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. This project requires you to break a group/social norm several times. Observe and record your own reactions as well as the reactions of others. In a two- to three-page typed paper, identify the norm that was broken, describe the reactions you observed, and analyze and explain all reactions in relation to the social psychological research on conformity. Finally, describe and evaluate the research methodology used.

2. We have discussed several different theorists' views on love and the types of love. In a two-page paper, develop your own classification system of the different types of love. Identify and describe each type of love. Compare each of your types of love to a type described in lecture and/or the text.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Other (specify):

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Thomas E. Heinzen and Wind Goodfriend. Social Psychology. Sage, 2019.
Nyla R. Branscombe, Robert A. Baron. Social Psychology. 14th ed. Pearson, 2017.
David Meyers. Exploring Social Psychology. 8th ed. McGraw Hill, 2017.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Psychology-101 or	Sequential
Course Prerequisite Psychology-101H	Sequential

B. Requisite Skills

Requisite Skills
<p>Psychology 108 expands on some of the basic principles that are presented in Psychology 101 and 101H such as psychological perspectives, learning and emotion.</p> <p>PSYC 101 - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p>PSYC 101H - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p>PSYC 101 - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p>PSYC 101H - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p>PSYC 101 - Describe the different functions of the neural and hormonal systems, emphasizing the functions of brain structures.</p> <p>PSYC 101H - Describe the different functions of the neural and hormonal systems, emphasizing the functions of brain structures.</p> <p>PSYC 101 - Define learning and compare and contrast classical conditioning, operant conditioning, and observational learning.</p> <p>PSYC 101H - Define learning and compare and contrast classical conditioning, operant conditioning, and observational learning.</p> <p>PSYC 101 - Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p>PSYC 101H - Describe the forces that motivate human behavior, such as instincts, drives, and needs.</p> <p>PSYC 101 - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.</p> <p>PSYC 101H - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.</p> <p>PSYC 101 - Analyze the impact of situational forces on human thought processes and behavior.</p> <p>PSYC 101H - Analyze the impact of situational forces on human thought processes and behavior.</p>

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	<p>Category: Course</p> <p>Justification: This course involves reading college level textbooks, written homework, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p>
Eligibility for English 1A or qualification by appropriate assessment	<p>Category: Non-Course</p> <p>Justification: This course involves reading college level textbooks, written homework, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p>

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays, reading reports, and written homework.
ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by M. Watanabe on 09/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 03/23/2020

Last Reviewed and/or Revised by Angela Simon on 01/15/2020

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