

LCS Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 93-14
Action: App 12/14/93
Date: Sen App 3/1/94

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PC 335 Experimental Social Psychology

Suggested 20 Character Course Title: EXPER SOCIAL PSYCH

Department: Psychology

Contact Person: Lloyd K. Stires

II. If a course, is it being proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

David F. Turner
Department of Psychology
Curriculum Committee

Edward W. Schneider
Department of Psychology
Chairperson

A. Kinney
College of Natural Sciences
and Math Curriculum
Committee

W. G. Cole
College of Natural Sciences
and Math Dean

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

to UWUCC: _____

Part II. DESCRIPTION OF CURRICULAR CHANGE

I. Catalog Description

PC 335	Experimental Social Psychology	4 credits
		3 lecture hours
		2 lab hours
		(3c-2l-4sh)

Prerequisites: PC 280 or 290

A laboratory course in the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small group interaction. Includes experience with social psychological research methods. May not be taken for credit by students who have completed PC 330.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

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II. COURSE OBJECTIVES

1. To introduce students to contemporary theories and empirical research in social psychology.
2. To provide students with supervised experience with laboratory and field research methods that are appropriate to the study of social psychology.
3. To encourage students to adopt a critical attitude toward "common sense" theories of social behavior and to reevaluate these conventional theories in light of empirical research.
4. To indicate ways in which their knowledge of social psychology can be used to interpret everyday events and to behave more effectively.

III. COURSE OUTLINE

Lecture

- A. Introduction (1 60-minute class period): Social psychology and the power of the situation.
- B. Social influence (14 class periods)
 1. Conformity
 2. Obedience

3. Attitude change
 - a. Reinforcement theory approaches
 - b. Consistency theory approaches
 - c. Attitudes and behavior
 - d. Cognitive approaches
 4. Meta-theories of attitude change and social influence
- C. Social cognition (14 class periods)
1. Causal attribution
 - a. Attribution theory
 - b. Common attributional errors
 2. Human inference
 - a. Salience effects
 - b. Expectancy effects and the self-fulfilling prophecy
 3. Gender roles
 4. Prejudice and discrimination
 5. Interpersonal attraction
- D. Structures of social life (13 class periods)
1. Aggression
 2. Altruism and helping behavior
 3. Small group interaction
 - a. Group productivity
 - b. Group decision making
 - c. Cooperation and competition
 4. Social justice
 5. Conflict and its resolution

III. COURSE OUTLINE (continued)

Laboratory

- A. Introduction (1 2-hour lab period): Research methods in social psychology
- B. Laboratory exercises (13 lab periods)
 - 1. Compliance (the door-in-the-face effect)
 - 2. Attitude measurement
 - 3. Attitude change
 - 4. Attribution
 - 5. Social cognition (overconfidence)
 - 6. Prejudice and discrimination
 - 7. Content analysis (televised aggression)
 - 8. Group decision making
 - 9. The commons dilemma

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 30% Tests. Three tests will be given, each covering one third of the readings and lecture material. Tests will be a combination of objective items and short essays.
- 30% Daily assignments. Daily exercises will be assigned for almost all class periods and some labs. They will be based either on the assigned reading for that day or previous lecture or discussion.
- 30% Lab reports. Three of the laboratory exercises will culminate in the writing of lab reports. They will be graded on content and adherence to APA format.
- 10% Laboratory and class participation. Students are expected to come to labs and classes prepared to participate in exercises and discussions. This includes completing assigned readings and being able to ask and answer questions appropriate to the material.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS, AND READINGS

Myers, D. G. (1993). Social Psychology (4th Ed.). New York: McGraw-Hill.

Cialdini, R. B. (1993). Influence: Science and Practice (3rd Ed.). Glenview, IL: Scott-Foresman.

VI. SPECIAL RESOURCE REQUIREMENTS

None.

VII. SELECTED BIBLIOGRAPHY

- Aronson, E., Ellsworth, P. C., Carlsmith, J. M., & Gonzales, M. H. (1990). Methods of research in social psychology (2nd ed.). New York: McGraw-Hill.
- Berkowitz, L. (Ed.). (1964-1989). Advances in experimental social psychology, Volumes 1-22. San Diego: Academic Press.
- Fiske, S., & Taylor, S. E. (1991). Social cognition (2nd ed.). New York: McGraw-Hill.
- Jones, E. E. (1991). Interpersonal perception. New York: Freeman.
- Judd, C. M., Smith, E. R., & Kidder, L. H. (1990). Research methods in social relations (6th ed.). Fort Worth: Holt, Rinehart and Winston.
- Lindzey, G., & Aronson, E. (Eds.). (1985). Handbook of social psychology, Volumes I and II (3rd ed.). New York: Random House.
- Milgram, S. (1974). Obedience to authority. New York: Harper & Row.
- Paulus, P. B. (Ed.). (1989). The psychology of group influence (2nd ed.). Hillsdale, NJ: Erlbaum.
- Petty, R. E., & Cacioppo, J. T. (1986). Communication and persuasion: Central and peripheral routes to attitude change. New York: Springer-Verlag.
- Robinson, J. P., Shaver, P., & Wrightsman, L. S. (Eds.). (1991). Measures of personality and social psychological attitudes. San Diego: Academic Press.
- Ross, L., & Nisbett, R. E. (1991). The person and the situation: Perspectives of social psychology. New York: McGraw-Hill.
- Zanna, M. P. (Ed.). (1990-1992). Advances in experimental social psychology, Volumes 23-25. San Diego: Academic Press.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1. This course will allow psychology majors to complete their course requirement in the Social/Environmental core area and complete one of their required laboratory courses at the same time. It is intended for psychology majors with a special interest in social psychology.
- A2. This course does not require changes in the content of any other courses in the Psychology Department. However, the catalog description of PC 330, Social Psychology, will be changed to read: "May not be taken for credit by students who have completed PC 335." (See attachment.)
- A3. The course follows the traditional model of laboratory courses in the Psychology Department with three hours of lecture and two hours of laboratory.
- A4. This course has not been offered on a trial basis. However, the instructor has taught PC 330, PC 290 and PC 291 (Research Design and Analysis I and II) for many years. This new course involves the merging of a laboratory component with the existing PC 330.
- A5. This course is not intended to be dual level.
- A6. This course is not to be taken for variable credit.
- A7. Almost all American colleges and universities have a course in social psychology comparable to our PC 330. To the best of our knowledge, about 25% include laboratory experiences in the course. About 10% have separate courses in Research Methods in Social Psychology.
- A8. The content of this course is not recommended or required by any professional society, accrediting authority, law, or other external agency.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. This course will be taught by one instructor.
- B2. No additional or corollary courses are needed, now or later.
- B3. The proposed course does not duplicate or overlap with the content of any courses offered by other departments.

- B4. It is not presently anticipated that students in the School of Continuing Education will be taking this course.

C. IMPLEMENTATION

C1. Resources

- a. No new faculty are needed to teach this course. The instructor will teach it in place of a section of PC 330.
- b. Current space allocations are adequate to offer this course.
- c. The department already has the laboratory equipment needed to teach this course.
- d. The departmental budget is sufficient to purchase supplies for this course.
- e. Library holdings are adequate.
- f. No travel funds are needed to teach this course.

C2. No grant funds are associated with this course.

C3. At the outset, this course will be offered once per year.

C4. One section of the course will be offered at a time.

C5. Sixteen students will be accommodated. This is the usual enrollment for advanced laboratory courses in the Psychology Department.

C6. No professional society recommends enrollment limits or parameters for this course.

C7. This course will be added to PC 330 (Social Psychology) and PC 331 (Environmental Psychology), which meet the Social/Environmental core area requirement of the Psychology major.

D. MISCELLANEOUS

No additional information is necessary.

ATTACHMENT: REVISED CATALOG DESCRIPTION OF PC 330

Text to be added is underlined.

PC 330	Social Psychology	3 credits
		3 lecture hours
		0 lab hours
		(3c-0l-3sh)

Prerequisite: PC 101

The study of the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small group interaction. May not be taken for credit by students who have completed PC 335.

Date: May 7, 1993
To: Dr. Hilda Richards
Provost
From: William G. Cale J.E.C. AK
Dean, NS&M
Subject: Curriculum Proposals

Attached please find several curriculum proposals submitted by departments in the College of Natural Sciences and Mathematics. Program changes for the BS in Education/Biology, BS in Geology, BS in Environmental Geoscience, BA in Psychology, and BA in Psychology/Applied Track, will not require an increase in the number of credits required or faculty workload hours.

Similarly, the proposed new courses do not necessitate additional resources. Those courses, BI 450/550 Pymatuning: Field Studies, MA 320 Mathematics for Early Childhood, PC 315 Experimental Developmental Psychology, PC 335 Experimental Social Psychology, PC 345 Human Cognition, PC 355 Animal Behavior, PC 356 Biopsychology, PC 390 Industrial- Organizational Psychology, PC 425 Experimental Organizational Psychology, are proposed in place of courses earlier deleted, courses previously offered as Special Topics, or as an alternative choice between laboratory or lecture versions of existing offerings. There will be no increase in the number of credits required and present faculty are well qualified to teach the proposed courses.