

CURRICULUM PROPOSAL FORM
UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

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NUMBER

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Approved

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2-15-90

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DATE

I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE: PC 330 SOCIAL PSYCHOLOGY

DEPARTMENT: PSYCHOLOGY

CONTACT PERSON: L. K. STIRES, D. R. JACOBS

II. APPROVALS

David E. Turner

DEPARTMENT CURRICULUM COMMITTEE

Robert Ross

DEPARTMENT CHAIRPERSON

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COLLEGE CURRICULUM COMMITTEE

William J. Cole

COLLEGE DEAN

Chad D. ...

DIRECTOR OF LIBERAL STUDIES
(WHERE APPLICABLE)

PROVOST
(WHERE APPLICABLE)

III. TIMETABLE

DATE SUBMITTED
TO UWUCC

SEMESTER/YEAR TO BE
IMPLEMENTED 6/90

YEAR TO BE PUBLISHED
IN CATALOG 6/90

IV. DESCRIPTION OF CURRICULAR CHANGE

CATALOG DESCRIPTION

PC 330 SOCIAL PSYCHOLOGY

3c-01-3sh

Prerequisite: PC 101

The study of the effects of the social environment on human behavior. Topic include perception of persons, attitude formation and change, and small group interaction.

COURSE SYLLABUS

SEE ATTACHED

GENERIC SYLLABUS

PC 330 Social Psychology

Liberal Studies Elective

I. Catalog Description

PC 330 SOCIAL PSYCHOLOGY

3c-01-3sh

Prerequisite: PC 101

The study of the effects of the social environment on human behavior. Topic include perception of persons, attitude formation and change, and small group interaction.

II. Course Objectives

1. To introduce students to contemporary theories and empirical research in social psychology.
2. To familiarize students 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 Content

- A. Basic Course Content (core content covered through readings and/or lecture in all sections).
1. Definition and brief history of social psychology
 2. Research methods in social psychology
 3. Social cognition
 4. Causal attribution
 5. Prejudice and discrimination
 6. Attraction and friendship formation
 7. Attitude formation and change
 8. Relationship between attitudes and behavior
 9. Conformity and obedience
 10. Small group interaction
 11. Aggression
 12. Altruism

- B. In addition, each section will cover some (but not necessarily all) of the following topics in applied social psychology.
1. Consumer behavior
 2. Environmental psychology
 3. Forensic psychology
 4. Mass media and behavior
 5. Conflict resolution and peacemaking

IV. Evaluation Methods (Example)

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

- 80% Tests. Three tests and a final exam consisting of multiple-choice, completion, and/or short essay items. Tests will cover the text, the required non-text reading, and lecture material.
- 20% Independent research projects, short papers, and/or class participation. (Note: In some cases, it may be difficult to measure understanding of the required non-text reading using a standard test format. In such cases, a short paper may be assigned.)

V. Textbooks

A. Required Text (Examples)

1. Myers, D. G. (1987). Social psychology (2nd ed.). New York: McGraw-Hill.
2. Worchel, S., Cooper, J., & Goethals, G. A. (1988). Understanding social psychology (4th ed.). Chicago: Dorsey Press.

B. Required non-text readings

The following are offered as examples of books that would be appropriate. Selection would vary by instructor and not be limited by this particular list.

1. Aron, A., & Aron, E. N. The heart of social psychology.
2. Aronson, E. The social animal.
3. Dane, F. C. The common and uncommon sense of social behavior.
4. Cialdini, R. B. Influence: Science and practice.
5. Ekman, P. Telling lies.
6. Kluegel, J. R., & Smith, E. R. Beliefs about inequality.
7. Kohn, A. No contest: The case against competition.
8. Liebert, R. M., & Sprafkin, J. The early window: Effects of television on children and youth.

9. Milgram, S. Obedience to authority.
10. Skinner, B. F. Walden Two.

VI. Special resources required

None

LIBERAL STUDIES COURSE APPROVAL FORM

PART I. BASIC INFORMATION

A. FOR WHICH CATEGORY ARE YOU PROPOSING THE COURSE?

KNOWLEDGE AREAS

X LIBERAL STUDIES ELECTIVE

B. ARE YOU REQUESTING REGULAR OR PROVISIONAL APPROVAL FOR THIS COURSE?

X REGULAR _____ PROVISIONAL

C. DURING THE TRANSITION FROM GENERAL EDUCATION TO LIBERAL STUDIES, SHOULD THIS COURSE BE LISTED AS AN APPROVED SUBSTITUTE FOR A CURRENT GENERAL EDUCATION COURSE, THUS ALLOWING IT TO MEET ANY REMAINING GENERAL EDUCATION NEEDS?

_____ YES X NO

IF SO, WHICH GENERAL EDUCATION COURSE(S)? N/A

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? CHECK ALL THAT APPLY AND ATTACH AN EXPLANATION.

	PRIMARY	SECONDARY
A. INTELLECTUAL SKILLS AND MODES OF THINKING		
1. INQUIRY, ABSTRACT LOGICAL THINKING, CRITICAL ANALYSIS, SYNTHESIS, DECISION MAKING, AND OTHER ASPECTS OF THE CRITICAL PROCESS.	<u> X </u>	_____
2. LITERACY--WRITING, READING, SPEAKING, LISTENING	_____	<u> X </u>
3. UNDERSTANDING NUMERICAL DATA	_____	<u> X </u>
4. HISTORICAL CONSCIOUSNESS	_____	<u> X </u>
5. SCIENTIFIC INQUIRY	<u> X </u>	_____
6. VALUES (ETHICAL MODE OF THINKING OR APPLICATION OF ETHICAL PERCEPTION	_____	<u> X </u>
7. AESTHETIC MODE OF THINKING	_____	_____
B. ACQUIRING A BODY OF KNOWLEDGE OR UNDERSTANDING ESSENTIAL TO AN EDUCATED PERSON	<u> X </u>	_____
C. UNDERSTANDING THE PHYSICAL NATURE OF HUMAN BEINGS	_____	<u> X </u>
D. CERTAIN COLLATERAL SKILLS		
1. USE OF THE LIBRARY	_____	_____
2. USE OF COMPUTING TECHNOLOGY	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? PLEASE ATTACH ANSWERS TO THESE QUESTIONS.

- A. IF THIS IS A MULTIPLE SECTION COURSE, WHAT ARE THE STRATEGIES THAT YOUR DEPARTMENT WILL USE TO ASSURE THAT BASIC EQUIVALENCY RESULTS?
- B. LIBERAL STUDIES COURSES MUST INCLUDE THE PERSPECTIVES AND CONTRIBUTIONS OF ETHNIC AND RACIAL MINORITIES AND OF WOMEN WHENEVER APPROPRIATE TO THE SUBJECT MATTER. IF THE ATTACHED SYLLABUS DOES NOT MAKE IT EXPLICIT THAT THE COURSE MEETS THIS CRITERION, PLEASE APPEND AN EXPLANATION OF HOW IT WILL.
- C. LIBERAL STUDIES COURSES MUST REQUIRE THE READING AND USE BY STUDENTS OF AT LEAST ONE, BUT PREFERABLY MORE, SUBSTANTIAL WORKS OF FICTION OR NONFICTION (AS DISTINGUISHED FROM TEXTBOOKS, ANTHOLOGIES, WORKBOOKS OR MANUALS). YOUR ATTACHED SYLLABUS MUST MAKE EXPLICIT THAT THE COURSE MEETS THIS CRITERION.
- D. IF THIS IS AN INTRODUCTORY COURSE INTENDED FOR GENERAL STUDENT AUDIENCE, IT SHOULD BE DESIGNED TO REFLECT THE REALITY THAT IT MAY WELL BE THE ONLY FORMAL COLLEGE INSTRUCTION THESE STUDENTS WILL HAVE IN THAT DISCIPLINE, INSTEAD OF BEING DESIGNED AS THE FIRST COURSE IN A MAJOR SEQUENCE. THAT IS, IT SHOULD INTRODUCE THE DISCIPLINE TO THE STUDENT RATHER THAN INTORDUCE STUDENTS INTO THE DISCIPLINE. IF THIS IS SUCH AN INTRODUCTORY COURSE, HOW IS IT DIFFERENT FROM WHAT IS PROVIDED FOR BEGINNING MAJORS?
- E. TO WHICH OF THE SIX LIBERAL STUDIES CRITERIA WILL YOUR COURSE CONTRIBUTE? CHECK ALL THAT APPLY AND ATTACH AN EXPLANATION.

- X 1. CONFRONT THE MAJOR ETHICAL ISSUES WHICH PERTAIN TO THE SUBJECT MATTER; REALIZE THAT ALTHOUGH "SUSPENDED JUDGMENT" IS A NECESSITY OF INTELLECTUAL INQUIRY, ONE CANNOT LIVE FOREVER IN SUSPENSION; AND MAKE ETHICAL CHOICES AND TAKE RESPONSIBILITY FOR THEM.
- X 2. DEFINE AND ANALYZE PROBLEMS, FRAME QUESTIONS, EVALUATE AVAILABLE SOLUTIONS AND MAKE CHOICES.
- X 3. COMMUNICATE KNOWLEDGE AND EXCHANGE IDEAS BY VARIOUS FORMS OF EXPRESSION, IN MOST CASES WRITING AND SPEAKING.
- X 4. RECOGNIZE CREATIVITY AND ENGAGE IN CREATIVE THINKING.
- X 5. CONTINUE LEARNING EVEN AFTER THE COMPLETION OF THEIR FORMAL EDUCATION.

X

6. RECOGNIZE RELATIONSHIPS BETWEEN WHAT IS BEING STUDIED AND CURRENT ISSUES, THOUGHTS, INSTITUTIONS AND/OR EVENTS.

PART IV. DOES YOUR COURSE MEET THE CRITERIA IN THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED? YES

THE ATTACHED SYLLABUS SHOULD INDICATE HOW YOUR COURSE MEETS EACH CRITERION YOU CHECK. IF IT DOES NOT DO SO EXPLICITLY, PLEASE ATTACH AN EXPLANATION.

LIBERAL STUDIES COURSE APPROVAL FORM

Explanation of Responses: PC 330 Social Psychology

Part II

- A. 1. Social psychology encourages students to think abstractly about the causes of human social behavior. The course is intended to challenge the conventional wisdom which attributes behavior almost exclusively to attitudes and personality traits of the individual, and to help students to recognize the situational causes of behavior. Students are encouraged to test hypotheses about social behavior, either in class experiments or in short exercises which can be completed in the course of everyday social interaction.
2. See the generic syllabus for possible reading assignments. Tests will usually include some essay questions. Lectures typically include some planned opportunities for discussion.
3. Textbooks and lectures present the results of experiments and other research studies. Data are often conveyed in the form of graphs or tables which students learn to interpret.
4. Many of the dominant themes in modern social psychology (i.e., conformity, obedience, and attitude change) emerged in the aftermath of World War II as an attempt to deal with social and political issues raised by the war. Other topics have relevance to recent historical events, i.e., Brown vs. Board of Education and strategies for reducing interracial conflict.
5. Social psychology is an empirical science. The basic principles of scientific methodology are reviewed at the beginning of the course. Throughout the course, students learn theories of human social behavior, and examine how hypotheses have been derived from these theories and tested empirically. Students are encouraged to test their own hypotheses either in class or in everyday experience.
6. Values are in part the subject matter of the course. Students learn how to define values, how values develop and change as a result of experience, and about the difficulties people have in translating their values into action. Research methods also raise ethical issues, i.e., the legitimacy of deception in laboratory experiments. The potential application of some social psychological research findings (or the failure to apply them) also raises ethical questions.

- B. Social psychology is an organized body of knowledge concerning the effects of the social environment on the attitudes and behavior of people. We feel that the understanding of human social behavior is important enough to be regarded as essential for an educated person in modern society. Certainly, a knowledge of social psychology would contribute to an understanding of many contemporary social problems, including intergroup relations, the nature of justice, the prevention of aggression, and the encouragement of altruism.
- C. While the biological bases of human behavior are not a primary focus of the course, many human social behaviors, such as aggression and altruism, involve an interaction between biological and social causes. These interactions are a common subject of discussion in social psychology textbooks.

Part III

- A. As indicated in the syllabus, the instructors have agreed on a set of topics to be covered in all sections. Although textbooks are selected by the individual instructors, most social psychology texts include a common body of material. The instructors have discussed and will continue to discuss course content regularly.
- B. As you might expect, the social psychology course contains a great deal of material relevant to the concerns of women and minorities. As an example, consider the Myers text cited in the generic syllabus. Three of its 15 chapters contain extensive discussion of racial and gender issues.

A chapter entitled "Cultural Influences" discusses the influence of norms and roles on human behavior. The primary example used is gender roles. The chapter discusses objective differences in the social behavior of men and women, theories which attempt to explain these differences, and evidence regarding recent changes in gender roles.

A chapter on "Prejudice: Disliking Others" focuses on prejudice and discrimination toward blacks and women. The validity of measures of prejudice and discrimination is discussed. Theories of prejudice are discussed under the three categories of social, emotional and cognitive sources of prejudice.

Finally, a chapter on "Conflict and Peacemaking" deals with both interracial conflict within the United States and international conflict. Conflict resolution is discussed under the four headings of contact, cooperation, communication and conciliation. Included is a summary of the circumstances under which desegregation does or does not increase racial tolerance.

Several other topics on the syllabus, including social cognition, interpersonal attraction, altruism, and the relationship between attitudes and behavior, encourage men and whites to consider the perspectives of women and minorities. Furthermore, it will be clear to all students that women and minorities have made substantial theoretical and empirical contributions to the field of social psychology.

- C. See the supplemental reading list attached to the generic syllabus.
- D. This is not an introductory course in psychology. It is an advanced course for which PC 101 (General Psychology) is a prerequisite. For both majors and nonmajors, the course is planned on the assumption that it is likely to be the only course in social psychology that most of them will take.
- E.
 1. Ethical issues (such as those noted in A., 6., above) are confronted directly in both readings and lecture. It is not uncommon for the authors of textbooks and supplemental readings, and the instructors, to take strong positions on these issues. Students are encouraged to develop positions of their own.
 2. The emphasis throughout the course is on the application of the scientific method to the study of human social behavior. Social psychological theories and research findings often have implications for social problems and their solutions. Students are encouraged to think about the implications of social psychology for social policy, and to view certain social policy decisions as empirical questions.
 3. See A., 2., above.
 4. Most of the important issues in social psychology are open questions, about which students can formulate and test their own hypotheses. Class discussions and some test questions are intended to encourage such creative thinking.
 5. One of the goals of the course is to demonstrate to students how their knowledge of social psychology can be used to interpret everyday events and to behave more effectively. It is hoped that students will develop a lifelong habit of thinking empirically about their own social behavior and the problems of society.

6. It is sometimes said that social psychology is the vital link between the personal problems of the individual and the social and political issues facing the nation. If students can be helped to understand the social causes of psychological well-being or distress, they may become better informed and more effective citizens.