



Course syllabus for

## **Social Psychology, 15 credits**

Socialpsykologi, 15 hp

This course syllabus is valid from spring 2017.

Please note that the course syllabus is available in the following versions:

[Spring2008](#) , [Spring2009](#) , [Spring2010](#) , [Spring2011](#) , [Spring2013](#) , [Spring2016](#) , [Spring2017](#) , [Spring2022](#) , [Spring2023](#)

Course code	2PS003
Course name	Social Psychology
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G2 - First cycle 2
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för psykologprogrammet
Decision date	2007-10-15
Revised by	Education committee CNS
Last revision	2016-11-15
Course syllabus valid from	Spring 2017

### **Specific entry requirements**

Passed results of the first semester (at least 7,5 credits) of the Study Programme in Psychology.

### **Objectives**

#### Part 1

On completion of the course, students shall be able to

- account for the general characteristics of the way people acquire, process and relate to information about themselves and their social environment on the basis of such concepts as social perception, mental attribution, identity, stereotypes, social learning and decision making
- describe different forms of social influence, such as conformity and obedience, discuss relevant models and reflect about the practical implications of social influences at the individual and group levels
- describe and discuss, on the basis of the above concepts, the relationships between research in the domain of social psychology and other domains of psychological research, as well as other relevant scientific disciplines, such as evolutionary biology, neuroscience and sociology

- describe the biological and social models of attraction and partner choice, and reflect about the possible social consequences of these motivational forces
- describe biological and social theories of aggression and discuss the strengths and weaknesses of these theories as models of aggressive behaviour
- discuss how aggression and violence can be prevented and contained
- describe explanatory models of cooperation and altruism
- describe social dilemmas, how they arise and the implications they have for individuals and groups, and discuss the part played by norms and moral emotions in solving social dilemmas

## Part 2

On completion of the course, the student shall be able to

- Based on the reading of a selection of scientific articles, reflect about specific themes of social psychology

## Part 3

On completion of the course, the student shall be able to

- describe the basic principles of communication skills through a conversation analysis
- apply these principles in role-play exercises including everyday and client-orientated conversations
- demonstrate the ability to reflect on their conversation skills in dialogue with teachers and fellow students

# Content

**Basic Social Psychology, 9.5 hp** This part involves social cognition (the general characteristics of the way people acquire, process and relate to information about themselves and their perceived and real social environment: identity; stereotypes/prejudices; imitation/social learning; conformity/obedience; decision making). This part also addresses social behaviour (aggression, attraction, cooperation/altruism, and social dilemmas). The part discusses social psychology as a research field in greater depth, linking it to other areas of psychology as well as to other scientific disciplines, such as evolutionary biology, neuroscience and sociology.

Issues relating to "sustainable development" are referred to when social sustainability is discussed in Part 1. Social sustainability focuses on how interaction between individuals and groups can promote a society with long-term stability in which basic human needs are met. Examples of topics that are presented and discussed are: Social dilemmas, the Tragedy of the Commons), Pro-social behavior, Competition for natural resources. **Themes in Social Psychology, 3.5 hp** In-depth study of a selection of themes in social psychology that are included in Part 1. **Interview method and tools of communication 1, 2 hp** The development of communication skills begins with students learning the principles of successful interviewing. This is to encourage an awareness of the verbal/nonverbal aspects of communication and to highlight the use of open-ended/closed-ended questions and other available techniques. The interview is an important tool as much in everyday clinical practice as in research contexts.

# Teaching methods

## Part 1

Most of the teaching takes place in the form of lectures/seminars, in which students are encouraged to take an active part, as well as in a (participation voluntary) experiment. There are sometimes also film viewings and pod casts.

## Part 2

The content in Part 1 serves as a starting point for this part. The working methods includes a) individual

reading of a number of scientific articles and the production of a smaller number of reflection papers (PM) according to instructions provided at the beginning of the course, and b) a group project presented by the group in orally and through a short written summary.

### Part 3

Independent reading of course literature. Compulsory role play sessions as well as group discussions.

Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator.

The course coordinator decides whether, and if so how, absence from compulsory course elements can be made up.

The course director assesses whether absence from a compulsory education element can be replaced. If this is possible, the course director decides how the learning objectives should be achieved. Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the course director) the final study results can not be reported.

Absence from a mandatory education element could mean that the student can not do the part until the next time the course is offered. In part 3, active participation in mandatory role-playing/exercises is a condition to participate in the concluding examining role play.

## Examination

The examination of the different parts is arranged according to the following:

### Part 1

Is assessed by means of a written examination.

### Part 2

Is assessed on the basis of a) a specified number of reflection papers, and b) presentation of group project.

Part 3 is assessed by a) concluding examining role play, and b) group presentation in the form of a written analysis of a recorded conversation

Grading of part takes place according to the following:

On Part 1, the written exam can be given one of the grades Pass with distinction (VG), Pass (G), or Fail (U). To pass Part 1, students must score a Pass (G) on the written exam. To obtain the grade Pass with distinction (VG) on Part 1, students must in addition score a Pass with distinction (VG) on the written exam.

On Part 2, each reflection paper (PM) is given either the grade Pass (G) or Fail (U). The group assignment is graded Pass (G) or Fail (U). To pass Part 2, students must score a Pass (G) on each of the reflection papers and the group project.

For Part 3, each of the examinations is given the grades Pass (G) or Fail (U). To pass Part 3, students must score a Pass (G) on both of the examinations.

Course grade:

In order to pass the whole course, students need to obtain a Pass (G) on Part 1, Part 2, and Part 3. To obtain Pass with distinction (VG) on the whole course, students need to obtain Pass with distinction (VG) on part 1, and a Pass (G) on part 2 and part 3.

Limitation in the number of examinations:

Student who has not passed after regular examination session has the right to participate at further five examination sessions. If the student has carried out six failed examinations/tests no more examination session will be given. Every time the student participates in the same test counts as an examination session. Submission of blank exam is counted as examination session. Examination session to which the student registered but not participated be counted not as examination session.

## Transitional provisions

The transition rules follow KI's local guidelines.

## Other directives

Course evaluation takes place according to KI's local guidelines. Results and possible actions are communicated to the students in the course web page. Part 1 and 2 are given in English.

## Literature and other teaching aids

### Mandatory literature

*Kenrick, Douglas T.; Neuberg, Steven L.; Cialdini, Robert B.*

#### **Social psychology : goals in interaction**

5. ed. : Boston, MA : Pearson, cop. 2010 - xxvii, 620 s.

ISBN:978-0-205-72502-1 (Int. ed.) LIBRIS-ID:11880519

[Library search](#)

*Purves, Dale.*

#### **Principles of cognitive neuroscience**

2nd ed. : Sunderland, Mass. : Sinauer Associates, c2013.

ISBN:978-0-87893-573-4 LIBRIS-ID:13905270

[Library search](#)

Articles/other material by the teacher's instructions (about 300 pages)

### In-depth literature

*Daly, Martin; Wilson, Margo*

#### **Homicide**

New York : A. de Gruyter, 1988 - 328 s.

ISBN:0-202-01177-1 (inb.), 0-202-01178-X (häft.) LIBRIS-ID:4707229

[Library search](#)

*Etcoff, Nancy*

#### **Survival of the prettiest : the science of beauty**

London : Abacus, 2000 - 344 s.

ISBN:0-349-11084-0 (hft.) LIBRIS-ID:4856839

[Library search](#)

#### **Social neuroscience : key readings**

*Cacioppo, John T.; Berntson, Gary G.*

New York : Psychology Press, 2005 - xiv, 296 s.

ISBN:1-84169-099-6 LIBRIS-ID:9976563

[Library search](#)