**SYLLABUS**

**regarding the qualification cycle FROM 2023TO 2026**

1.Basic Course/Module Information

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| --- | --- |
| Course/Module title | *Social psychology and everyday life* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Social Sciences* |
| Name of the unit running the course | *Institute of Education (Pedagogy)* |
| Field of study | *Education, Sociology, Economics, Political Sciences, Law* |
| Qualification level | *BA, MA, PhD* |
| Profile |  |
| Study mode | *Full-time* |
| Year and semester of studies | *2023/2024 – winter semester/summer semester* |
| Course type |  |
| Language of instruction | *English* |
| Coordinator |  |
| Course instructor | *Anna Englert-Bator, PhD* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
|  | 5 | 10 |  |  |  |  |  |  | 3 |

1.2. Course delivery methods

- *conducted in a traditional way*

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

* *pass with a grade*

2.Prerequisites

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| Intermediate- advanced English proficiency and the ability to use information technology (IT) proficiently are required**.** |

3.Objectives, Learning Outcomes, Course Content, and Instructional Methods

This course offers a broad introduction to social psychology, the scientific study of human social influence and interaction.  We will explore the various ways people think about, affect, and relate to one another.  The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships.

###### We will meet once a week for a 1 hour and 30 minute lecture. The lectures will focus on central themes in the assigned reading but I will usually introduce new topics not covered in the readings.

###### Films, videos, class demonstrations and discussions will supplement the lectures.

3.1.Course/Module objectives

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| --- | --- |
| O1 | *Getting acquainted with the basic terminology: psychology, group psychology, team processes, social influence et.c* |
| O2 | *Acquiring the skill of using the mechanisms of influencing others.* |
| O3 | *Acquiring the skill of using knowledge to explain the world around, understand and manage group dynamics.* |

3.2.Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The student will build a knowledge-base of historically significant research (“classical studies”) in social psychology | K\_W11 |
| LO\_02 | Students will demonstrate knowledge of a general background in the main content areas of social psychology, as well as an understanding of the techniques used by social psychologists to study human social behavior | K\_W12 |
| LO\_o3 | Students will develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media (readings and section exercises/presentations). | K\_U01 |
| LO\_o4 | Apply psychological principles to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues (lectures, discussion sections, section exercises/presentations, exams) | K\_U10 |
| LO\_o5 | Apply social psychological theories and principles to your everyday behavior. | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline |
| 1. The nature of social psychology – introduction |
| 1. The Social Self |
| 1. Self-Esteem and Self-Serving Biases |
| 1. Attributions About Others and social judgments |
| 1. Persuasion and Behavioral influences on attitudes |
| 1. Social Influence – compliance, conformity, obedience |
| 1. Group Processes & The Influence of Groups on performance.   The power of situation |
| 1. Social cognition & impression formation |
| 1. Stereotyping, Prejudice & Stigma |
| 1. Reducing Intergroup Conflict |
| 1. Love, friendship and relationship |
| 1. Stress in the social context |

3.4.Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

discussion, didactic film, reading assignments, quizzes, demonstrations, case studies etc

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| **LO\_01** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o2** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o3** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o4** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o5** | *preparing a project work, discussing a case study during the class* | classes |

4.2 Course assessment criteria

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| Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.  **Tests:** There will be two extra mini tests during each term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading.  **Final test:** There will be an exam at the end (test: multiple choice, true/false and open cloze)  The exam will cover the text and lecture material  0-50% - 2.0 50-59%-3.0 60-69% -3.5  70-79%-4.0 80-89% - 4.5 90-100%-5.0  Extra points might be administred for outstanding active participation in classes and presentations |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduledcoursecontacthours | 20 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (collected material and preparation for classes) | 25 |
| Non-contact hours - student's own work: on the basis of the collected material to prepare a specific project based on the given criteria. | 25 |
| Total number of hours | 75 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours | *Not required* |
| Internship regulations and procedures | *Not required* |

7. Instructional materials

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| Compulsory literature:   * Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). Social psychology, Fifth Edition, Norton * Additional readings as assigned (listed in the course schedule). These readings will be posted online. * Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2016). Social psychology (9th ed.). Upper Saddle River, NJ: Pearson Education. |
| Complementary literature:   * 1. The Social Self: Fast, N., & Chen, S. (2009). When the boss feels inadequate: Power, incompetence, and aggression, Psychological Science, 20, 1406-1413. * 2. Emotion: Jamieson, J. P., Peters, B. J., Greenwood, E. J., & Altose, A. J. (2016). Reappraising stress arousal improves performance and reduces evaluation anxiety in classroom exam situations. Social Psychological and Personality Science, 7, 579-587. * 3. Stereotyping, Prejudice, and Discrimination: Eberhardt, J. L., Davies, P. G., & PurdieVaughns, V. J. (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes. Psychological Science, 17, 383-386. * 4. Aggression: Brescoll, V. L., & Uhlmann, E. L. (2008). Can an angry woman get ahead? Status conferral, gender, and workplace emotion expression. Psychological Science, 19, 268- 275 |

Approved by the Head of the Department or an authorised person