Course Syllabus

Title of the course	**Social psychology**		
Title of the Academic Programme	Bachelor’s Programme 'Sociology and Social Informatics'		
Type of the course	Elective		
Prerequisites	Psychology		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	48	142	190
Course Overview	The course covers broad range of social psychology topics from both theoretical and applied perspective. The course would be focused on classical social psychology issues such us interpersonal perception and communication, cultural differences, interpersonal and intergroup influences. It would also include several notable applications of social psychology to such issues as judgment and decision making, health and illness and internet communications. The current state of art and emerging initiatives in modern social psychology, including open science movement would be discussed in details.		
Intended Learning Outcomes (ILO)	Students supposed to achieve the following learning outcomes after successfully finishing this course: • Explain specific theories of social psychology and use them theory to interpret and predict behavior in specific social situations. • Apply social psychology theories to understand different social problems on group, organization and society level. • Review and evaluate published works, their strengths and limitations at a basic level • Know basic principles of social psychological interventions development on the group and community levels • Know and ready to use the effective communication strategies on interpersonal and group level.		
Teaching and Learning Methods	The course will include lectures and seminars including discussions, and classroom activities based on assigned readings and lecture material. Depending on existing scientific interests, students are expected to select selected a social psychological question for further examination and either to develop a project proposal for the empirical psychological research, or replicate existing socio-psychological studies, or develop a popular science blog, or social psychological intervention.		

Content and Structure of the Course

№	**Topic / Course Chapter**	**Total**	**Directed Study**		**Self-directed Study**
			Lectures	**Tutorials**	

1.	Introduction to state of art of social psychology:	**12**	2	0	10
2.	Overview of selected classical theories and classical studies	**30**	4	4	22
3.	Self and Self-Presentation	**24**	2	2	20
4.	Social perception and cognition	**28**	4	4	20
5.	Groups and group performance	**24**	2	2	20
6.	Communication and social influence	**26**	2	4	20
7.	Interpersonal and intergroup relationships	**24**	6	0	18
8	Social psychology from theory to intervention: applied cases	**60**	0	8	50
Total study hours		**228**	**12**	26	180

Indicative Assessment Methods and Strategy	The **final grade** is based on the: • **seminar participation** (40%) • **group projects** (30%) • **exam test** (30%) All through the course 10-point grading system with arithmetic mean calculation is used. None of the assessment elements is blocking. Retake conditions are described in the Assessment Criteria section.
Readings / Indicative Learning Resources	Mandatory DeLamater, John D., et al. *Social Psychology*, Routledge, 2018. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1652845. Optional Deaux, K., & Snyder, M. (Eds.), The Oxford Handbook of Personality and Social Psychology. : Oxford University Press. 2018, https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190224837.001.0001/oxfordhb-9780190224837. Harkins, S., Williams, K., & Burger, J. (Eds.), The Oxford Handbook of Social Influence. : Oxford University Press. 2017, https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199859870.001.0001/oxfordhb-9780199859870.

Indicative Self- Study Strategies	**Type**	**+/–**	**Hours**
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30

	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	+	60
	Other (please specify)	-	
	Preparation for the exam	+	22
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Laptop, projector		
Course Instructor	Dr. Ksenia Eritsyan, Roman Tikhonov		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
Ability to work with information: find, evaluate and use necessary information from different sources in order to solve scientific and professional problems (including through the system approach)	Review and evaluate published works within the scope of social psychology, their strengths and limitations at a basic level Know basic principles of social psychological interventions development on the group and community levels	Group projects seminar in-class activities	Group projects Seminar assignments, in-class participation
Ability to communicate efficiently based on communication goals and situations	Know and ready to use the effective communication strategies on interpersonal and group level.	Lectures, seminar in-class activities, discussions,	Seminar assignments, in-class participation Group projects (blog option)
Ability to analyze socially significant problems and processes with impartiality and scientific objectivity	Explain specific theories of social psychology and use them theory to interpret and predict behavior in specific social situations.	Lectures, seminar in-class activities, discussions, Group projects	Exam Group projects
Ability to use basic laws of the humanitarian and socio-economic sciences to solve professional tasks	Explain specific theories of social psychology and use them theory to interpret and predict behavior in specific social situations.	Lectures, seminar in-class activities, discussions, Group projects	Seminar assignments, in-class participation Group projects
Ability to use the methods of collecting, processing, and interpreting comprehensive social information to solve organizational and managerial tasks, including those outside the immediate scope of activities	Apply social psychology theories to understand different social problems on group, organization and society level. Know basic principles of social psychological interventions development on the group and community levels	seminar in-class activities, discussions, Group projects	Seminar assignments, in-class participation Group projects

Annex 1

Course Content

Topic 1. Introduction to state of art of social psychology:
Lecture 1. Course overview; Key Definitions; overview of theoretical perspectives; social psychology and reproducibility crisis; social-psychological interventions; methodological challenges of social psychology; open science and other initiatives

Topic 2. Overview of selected classical theories and classical studies

Lectures 2-3. Selected social psychological theories: Planned behaviour theory; Social exchange theory; Cognitive dissonance theory; Attribution theory; Social identity theory

Seminars 1-2: Stanford prison experiment and its replications; Milgram obedience experiment and its replications

Topic 3. Self and self-presentation

Lecture 4, seminar 3: Self; self-concept; self-esteem; sociometer theory; terror management theory; self-presentation strategies

Topic 4. Social perception and cognition

Lecture 5-6, seminar 4-5: Automatic vs. controlled processes in social perception. Implicit and explicit attitudes. Attitudes: components, functions, and formation. The relation between attitudes and behavior. Face perception. Perception of facial expressions

Topic 5. Groups and group performance
Lecture 7, seminar 6: Joint decision-making and group performance. Groups in social psychology. Key characteristics of groups: membership, goals, norms, and interaction. Types of group tasks. Group decision-making: risky shift, cautious shift, and group polarization. Group leadership. Models of leadership effectiveness.

Topic 6. Communication and social influence

Lecture 8. Seminars 7-8 Language and verbal communication. Models of communication: encoder-decoder model, internationalist model, perspective-taking model. Nonverbal communication. Types of nonverbal communication. Combining verbal and nonverbal communication. Social influence and persuasion. Social influence in the real life: persuasion, normative influence; Identity signaling, social comparison.

Topic 7. Interpersonal and intergroup relationships

Lectures 9-11. Aggression: definition and types of aggressive behavior. The nature of aggression: theoretical perspectives on aggression and its criticism. Frustration-aggression hypothesis. Aggression as a learned behavior. Determinants of relationship formation. Mere exposure effect. Matching hypothesis. The dynamics of personal relationships.

Affiliation, attraction, and close relationships. Homophily. Prosocial behavior: altruism theories, bystander intervention decision model

Topic 8. Social psychology from theory to intervention: applied cases

Seminars 9-11. Social psychological interventions development and evaluation. Interventions focused on aggressive behavior, prosocial behavior, group efficacy, inter and intragroup communication etc. Group projects presentations discussion

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project		*		
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Each seminar students get a grade for seminar participation. Depending on the seminar content, one of three grading methods are used:

1. Short test on assigned readings or seminar content (50%) + in-class participation (50%).
2. Presentation (50%) + in-class participation (50%).
3. In-class participation (100%).

The two seminars with the minimum grades would be excluded from the calculation of the accumulated in-class participation grades.

Short tests

- Short tests are based on the reading materials provided by e-mail at least 1 week before the seminar.

- Tests contain from 5 to 10 questions (every correct answer gives 1 or 2 points) with a total score of 10 points. Test grade equals the total score.

Example question:
Based on the meta-analysis data: passive bystanders in critical situation…

1) Reduce helping responses
2) Increase helping

Responses

3) Have no effect
4) We still don't know

Presentations

Presentation grade (0-10) is **the sum** of grades of 4 evaluation criteria: content, structure, oral and visual presentation, interaction with audience. Topics of the presentations, requirements and recommendations will be provided by e-mail at least 1 week before the seminar.

Assessment Criteria
Content of the presentation (0-3) ● Demonstrated knowledge of the relevant scientific literature ● Able to focus on the most important information ● Provided convincing arguments and well-grounded conclusions
Structure (0-3) ● Clearly stated goals linked to the seminar's topic ● Appropriate timing ● The presentation has all of the necessary structure elements (according to the assignment); logical structure
Oral and visual presentation (0-2) ● Presentation style (appropriate volume, clear pronunciation, gestures) ● Use of visual aids (whiteboard, slides)
Interaction with audience (0-2) ● Broad background knowledge ● Able to facilitate the discussion and respond to questions and criticism

In-class participation

Grades	**Assessment Criteria**
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Seminar class absence and retakes

- Students are responsible for notifying the teacher of their absence due to an extenuating circumstance or illness prior to the missed class (by email or in person).
- Classes missed due to illness or an extenuating circumstance are excluded from the calculation of accumulated grade.
- Students who missed more than 12 seminar hours due to illness or an extenuating circumstance have to provide home assignments for missed seminars in a written form not later than 2 weeks before the final examination.
- Assignments, requirements and recommendations are provided individually by email upon request from the student.

In-class participation part of the grade is not the subject to retakes. Students who missed short tests due to other reasons than an extenuating circumstance or illness could retake those at the beginning of the next seminar (this must be agreed with the teacher in advance). Students who missed their group presentations due to other reasons than an extenuating circumstance or illness could have to provide the presentation summary in the written form (up to 2 pages) (this must be agreed with the teacher in advance). Retakes allowed within 15-day period after the seminar.

Project Work

Students might choose one of 4 options: to create a research proposal, blog, replication study or intervention

A) Research proposal

Description of the program of socio-psychological research that students perform during hours of independent work. It should be written in co-authorship (3-4 people) and should contain the following parts:

1. Statement of the research question (this section prescribes the relevance of the research, explains why it should be done). In some cases it might contain hypotheses that are subject to empirical verification. (0-1 points)

2. Literature review (0-4 points):

2.1. a description of the key theoretical frameworks related to the chosen topic (at least 2) and their critical analysis

2.2. the main methods and results of studies that have already been done by other researchers,

2.3. identification of the gaps in knowledge which could be covered by your study

This section has to include at least 25 most up-to date sources (all the peer-reviewed journals or scientific books) including at least one systematic review and meta-analysis

3. Description proposed research design, sampling and methods of data collection, including the ethical aspects of the study (0-3 points)

5. Description of the proposed analysis of the data (the directions of the analysis are described, it is indicated how each of the research tasks will be solved / the hypothesis of the research is checked) (0-1 points)

6. Limitations of the study (0-1 points)

Estimated volume – 6000 - 8000 words

B) Blog

Students might develop their own blog devoted to various socio-psychological problems or phenomena.
It could be performed in in cooperation (3- 4 people) and should be published in one of the popular social media (Vkontakte, Facebook, Livejournal, etc.) or independent web-site. Students may blog in private "mode" and provide the access to the blog only to the lecturers of the course. Blogging activity is performed during hours of independent work.
The criteria for blog evaluation are the following:
The content of a blog should be devoted to a socio-psychological matters (phenomena, observations, socio-psychological problems etc.). Based on the scientific literature on the topic student (-s) prepares the post, which contains

- the correct description of the social problem/phenomenon informed with relevant most up-to date scientific research (at least 3-4 related works all published in peer-reviewed journals or scientific books or at least one systematic review and meta-analysis if it's exist) (0-4 points)
- and their critical evaluation, brief recommendations for "imaginary reader" and conclusion. (0-4 points)
- The material should be easy and interesting to read/follow (0-2 points)

The example could be found here: https://www.psychologytoday.com/intl/blog/meet-catch-and-keep/201507/how-do-you-really-know-if-youre-falling-in-love

The blog might be done in the written, or video or audio (podcast) form. In all forms the blogs have to contain the references list.

By the end of the course the blog should contain at least 10 posts. The length of one post should be no less than 700 words (or 7 minutes if in video/audio form). The final grade is calculated as the mean grade from all 10 posts.

The blog should be written in English.
The students may use any additional materials for preparing the posts such as photos, audio files etc.

C) Replication project

Students will complete a pre-registered replication report for this course in groups (up to 8 students each), which will involve the following:

1. Selection of a recently published study in psychology (preferably that recruited participants online to replicate)
2. Recreating the study materials/method from the selected published study
3. Contacting the original study author(s) to review the re-creation of the materials and/or methodology
4. Pre-registering the study on the Open Science Framework or other relevant resource
5. Collecting data
6. Analyzing the data in a manner similar to the original study and as outlined in the pre-registration

7. Writing a brief report (4-10 pages) on the replication attempt

Steps 1-5 – (0-4 points)
Steps 6 - (0-3 points)
Step 7 – (0-3 points).

D) Intervention design

Students will develop the design of social-psychological intervention in groups (up to 4 students each), which will involve the following:

1) Description of the social-psychological problem they face in the educational environment (0-2 points)
2) Description of appropriate social-psychological theories or concepts with references (0-2 points)
3) Review of the existing (published in the scientific literature) interventions focused on the selected problem (0-2 points)
4) Design of the theory-based intervention appropriate for the education setting (0-2 points)
5) Description of how the intervention results might be measured (0-2 points)

Estimated volume – 6000 - 8000 words

Students who missed more than 1 month due to the illness or an extenuating circumstance and couldn't participate in the group projects could be assigned another form of the project – a learning diary.

Learning diary

Learning diary is a tool that helps to reflect on the main topics discussed during the lectures and seminars. There might be only one author for each diary. Students have to briefly summarize course content and clearly explain the relations between learned material and their previous knowledge and life experience. Learning diary must include student's own thoughts, critical analysis, questions, and interpretations.

1. The diary has to begin with a short (2-3 sentences) introduction (learning goals, relevant background, etc.).
2. Diary notes have to be organized in a chronological order (at least 10 notes). Each note (1 page or about 450 words) has to include a brief summary of the lecture or seminar as well as student's own thoughts on the topic. It is recommended to use titles, subtitles and lists to organize the text.
3. To conclude the diary, write a short summary on what you've learned and what the course meant for you.

Each diary note will be evaluated on a 3-point scale (0; 0,5; 1) with a maximum total of 10.

Exam test

The exam test conducted in a computer-based format (in person). Distant testing is not provided. The test consists of 40 multiple-choice questions evaluated equally with one or multiple correct answers. It is forbidden to use any reference materials or class notes during the examination.

Exam test can be retaken only if the student missed it due to an extenuating circumstance or illness.

Criteria for evaluating the exam test:

% of correct answers	Points
95-100	10
85-94	9
75-84	8
65-74	7
55-64	6
45-54	5
35-44	4
25-34	3
15-24	2
5-14	1
0-4	0

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.

- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2) *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3) *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.