



## **CIEE Prague, Czech Republic**

<b>Course title:</b>	Social Psychology
<b>Course code:</b>	(GI) PSYC 2002 PRCZ
<b>Programs offering course:</b>	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

This social psychology course introduces students to theory, research methods and empirical findings of how people think, feel and behave in social situations. It builds a contemporary understanding of the field and study of social psychology. Throughout the course, emphasis will be placed on developing critical and integrative ways of thinking about theory and research in social psychology. Topics covered include: research methods, the social self, cognition, perception, persuasion, conformity, prejudice, aggression, intimate relationships and group dynamics. Students cultivate skills to analyze social situations and events encountered every day. In addition, students explore how social psychology informs our understanding of culture and society, with special attention to comparative cultural influences.

### **Learning Objectives**

By completing this course, students will:

- Define Social Psychology and its application to understanding human behavior.
- Draw on current concepts, theory and experimental findings to build a contemporary scientific understanding of how people think, feel and behave in social situations.
- Explain social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience, and stereotyping/prejudice.
- Connect human behavior to such social factors as groups, authority figures, in-group bias, gender roles and cognitive dissonance.
- Predict and critique outcomes of social situations through application of social psychology principles (e.g. attributions, cognitive dissonance, in-group/out-group behavior, etc.).
- Relate major concepts and methods of the field to understand interpersonal and group relationships.
- Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience, and stereotyping/prejudice.
- Articulate how social psychology informs our understanding of local culture, regional identity, and actions of our global society.

### **Course Prerequisites**

None

### **Methods of Instruction**

Students will attend interactive lectures, problem-solving workshops, discussions and related, cocurricular excursions. Lectures will emphasize experiential learning, participation and applications. Students will use critical thinking to connect recent literature, historical perspectives, experimental findings and theory. Discussions and written assignments help develop a personal understanding of Social Psychology, as well as its use in understanding culture and society.

### **Assessment and Final Grade**

1.	Weekly Quizzes (6)	30%
2.	Lecture Activity Worksheets	20%
3.	Society and Culture Essays	10%

4.	Intensive Topic Investigative Report	20%
5.	Participation	20%
	TOTAL	100%

## **Course Requirements**

### **Weekly Quizzes (6)**

Each week, students will take a quiz on the previous week's course material, including lectures, activities and readings. Quizzes will have True/False, Multiple Choice, filling in blanks and short answer questions. Quizzes will cover only new material from that week but will build on previous concepts.

### **Lecture Activity Worksheets**

During and after lectures, students will have a series of tasks, discussions and demonstrations related to the lecture material. They will work in groups to complete the tasks, handing in answers to a series of questions before leaving the class.

### **Society and Culture Essays**

Students will use their knowledge of social psychology to explore facets of society and culture. Students will write two 300 word essays: one on a cultural feature of the host culture and another comparing two cultures. In each case, social psychology concepts will be used in the analysis and to make major points about how cultures are composed.

### **Intensive Topic Investigative Report**

In small groups (2-3), students review material from their textbook and add online resources to intensively review and critique specific, assigned applications of social psychology. Topics include sustainability, law, health, happiness, economics, violence in relationships, industry and business, volunteerism, personal finance, and forgiveness. A 1000 – 1500 word paper on one of these topics will be produced. A companion 5-10 minute PowerPoint or similar presentation will be shared with fellow students.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

## **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

## **Weekly Schedule**

### **Week 1**

Class: 1.1 What is Social Psychology?

Students define social psychology and describe what social psychologists do. They analyze important questions about social thought and behavior. They also explore how the science of social psychology provides insight into our behavior, as well as social benefits. Students apply social psychology concepts to their own life and experiences. Students interview one another and explore their initial impressions of one another. An invited speaker explores how social and cultural psychology speak to one another. Students define culture and discuss its potential impacts of culture on how we related to one another.

Readings: Chapter 1 Introduction to Social Psychology, plus DiMaggio, P. and Markus, H.R., 2010. Culture and social psychology: Converging perspectives. *Social Psychology Quarterly*, 73(4), pp.347-352.

Watch: Luttrell, A. 2016. What is Social Psychology? Social Psychology Online <https://www.youtube.com/watch?v=IjTsx44-jeY> and Social Thinking: Crash Course Psychology #37 <https://www.youtube.com/watch?v=h6HLDV0T5Q8>

Due: Lecture Activity Worksheet

Class: 1.2 Research Methods in Social Psychology

Students investigate how the scientific method applies to social psychology. They compare preliminary experiments, experiment design elements, quasi-experiments, and correlational designs. Students summarize the most common ways to analyze and interpret data. In doing so, they describe reliability, validity, replication, and ethical standards for research in social psychology. Finally, students go into the city center to observe social behavior and construct reasonable hypotheses and experiments to test them.

Reading: Chapter 2 Research Methods and Stein, D.E., 2012. The Scientific Method After Next. *World Future Review*, 4(1), pp.34-41.

Watch: and Harris, S. 2010. Science Can Answer Moral Questions. TedTalk. <https://www.youtube.com/watch?v=Hj9oB4zpHww> and ABC News – What Would You Do? 2011. Baby Left in Car – Social Experiment <https://www.youtube.com/watch?v=2OdKow7IAuw>

Due: Lecture Activity Worksheet

Quiz 1

Class: 1.3 The Social Self

Students explain how social psychology has defined self-awareness and the self-concept. They analyze how our self-perceptions are influenced by others and consider how we adjust our public self-presentation to influence others. Students articulate why we sometimes benefit from positive illusions and moderate self-deceptions. They apply both explicit and implicit methods to the many facets of self-esteem, including its dark side. Students investigate attributes of successful people using online resources. They evaluate the relative role of self-esteem in their success.

Reading: Chapter 3 The Social Self, and Brummelman, E., Thomaes, S. and Sedikides, C., 2016. Separating narcissism from self-esteem. *Current Directions in Psychological Science*, 25(1), pp.8-

13.

Watch: Adkins, A. 2015. Who Am I? A Philosophical Inquiry. TED-ed.  
<https://www.youtube.com/watch?v=UHWVypIU3Pg>

Due: Lecture Activity Worksheet

Class: 1.4 Social Recognition

Students discuss how human behavior evolved and is influenced by culture. They explore how memory helps us process large amounts of social information. They also summarize why we take mental shortcuts and generate a list of examples. Students explain how intuition uses mental accessibility, including priming, experience, and heuristics. They analyze why we can respect, but not always trust, our intuition. Students work in groups with internet tools to investigate the social side of self-perception and social cognition.

Quiz 2

Readings: Chapter 4 Social Cognition

Watch: Saxe, R. 2009. How We Read Each Other's Minds  
[https://www.ted.com/talks/rebecca\\_saxe\\_how\\_brains\\_make\\_moral\\_judgments](https://www.ted.com/talks/rebecca_saxe_how_brains_make_moral_judgments)

Due: Lecture Activity Worksheet

Class: 1.5 Perceptions of One Another

Students explain how first impressions create social perceptions that can become self-fulfilling prophecies. They illustrate how we communicate through facial expressions, body language, and cultural symbols. Students also analyze why we use science-like thinking to infer why people behave as they do. Students then evaluate why we make flawed attributions about one another's behavior. Finally, students go into the city center and compare first impressions, feelings and perceptions of others.

Readings: Chapter 5 Person Perceptions and Zebrowitz, L.A. 2017. First Impressions from Faces. *Current Directions in Psychological Science* 26: 237-242. Access from  
<https://journals.sagepub.com/doi/abs/10.1177/0963721416683996?journalCode=cdpa>

Watch: Meyer, P. 2011. How to Spot a Liar. TEDGlobal.  
[https://www.ted.com/talks/pamela\\_meyer\\_how\\_to\\_spot\\_a\\_liar](https://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar) and Vahabzadeh, A. 2015. The Just World Hypothesis. Khan Academy <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/perception-prejudice-and-bias/v/social-perception-the-just-world-hypothesis>

Due: Lecture Activity Worksheet, Psychology and Culture Essay 1

## Week 2

Class: 2.1 Attitudes and Persuasion

In this session, students consider how attitudes are composed of evaluative beliefs that do not reliably predict behavior. They explore how nature and nurture interact to form particular attitudes. They investigate why attitudes need to be measured both directly and indirectly. Students explain how cognitive dissonance motivates self-justification and changes in attitude. They analyze two distinct paths to persuasion and apply specific persuasion techniques to attitude or behavioral changes.

Readings: Chapter 6 Attitudes and Persuasion and Horwitz S.R. and J.F. Dovidio. 2015. The rich – love them or hate them? Divergent implicit and explicit attitudes toward the wealthy. *Group Processes & Intergroup Relations* 20: 3-31.  
<https://journals.sagepub.com/doi/10.1177/1368430215596075>

Watch: Cialdini, R. and S. Martin. 2012. Science of Persuasion. Influenceatwork.  
<https://www.youtube.com/watch?v=cFdCzN7RYbw> and How Ads (and People) Persuade You. 2017. SciShow Psych <https://www.youtube.com/watch?v=HzevRHUEnVI>

Due: Lecture Activity Worksheet

Class: 2.2 Conformity, Social Roles and Obedience

Students compare and contrast implicit versus explicit social influences. They differentiate between informational and normative social pressures to conform. Students then analyze how social roles lead us to conform to situational expectations. They explain the person, procedures, and competing interpretations behind the Milgram experiments on authority.

### Quiz 3

Readings: Chapter 7 Social Influence: Conformity, Social Roles, and Obedience, plus Doliński, D., Grzyb, T., Folwarczny, M., Grzybała, P., Krzyszycha, K., Martynowska, K. and Trojanowski, J., 2017. Would you deliver an electric shock in 2015? Obedience in the experimental paradigm developed by Stanley Milgram in the 50 years following the original studies. *Social Psychological and Personality Science*, 8(8), pp.927-933.

Watch: Social Influence: Crash Course Psychology #38 <https://www.youtube.com/watch?v=UGxGDdQnC1Y> and The Untold Truth of the Stanford Prison Experiment. 2017. Grunge. <https://www.youtube.com/watch?v=DsWJPNhLCUU> and Mozes Kor, M. 2017. I Survived the Holocaust Twin Experiment. BuzzFeedVideo <https://www.youtube.com/watch?v=qdgpAetNY5U>

Due: Lecture Activity Worksheet

### Class: 2.3 Visit to Social Psychology Institute or related Museum

During this visit, students will speak with professional Social Psychology researchers about current projects connecting Social Psychology to culture and society. Students will have a tour, speak with researchers and discuss Social Psychology: historically as well as its relevance to current understanding of society and culture. They will also consider the museum itself as a tool for social interaction and engagement. Students will then use online resources to further explore two cultures, explaining similarities and differences between them using a current understanding of Social Psychology.

Readings: Lonner, W. J. (2015). Half a century of cross-cultural psychology: A grateful coda. *American Psychologist*, 70(8), 804-814, and Ana, D. and Margarida, C., 2014. Museums as spaces and times for learning and social participation. *Psychology in Russia: State of the art*, 7(4) at [http://psychologyinrussia.com/volumes/pdf/2014\\_4/2014\\_4\\_20-34.pdf](http://psychologyinrussia.com/volumes/pdf/2014_4/2014_4_20-34.pdf)

Watch: Bourrelle, J.S. 2015. How Culture Drives Behavior. TEDx Talks. <https://www.youtube.com/watch?v=-Yy6poJ2zs>

### Class: 2.4 Group Processes

Students investigate different ways groups provide social and practical benefits to individuals. They identify how groups gain and maintain their authority over individuals. Students analyze how groups can both help and hinder individual efforts and how leadership succeeds or fails, how group decisions turn risky or safe, and how a minority can influence the majority. They then evaluate what circumstances help and hurt group creativity. Students work in groups to solve assigned social problems. In doing so, they critique how the group dynamic impacts decision making and inclusion.

Reading: Chapter 8 Group Processes and Tindale, R.S. and Kameda, T., 2017. Group decision-making from an evolutionary/adaptationist perspective. *Group Processes & Intergroup Relations*, 20(5), pp.669-680 at <https://journals.sagepub.com/doi/10.1177/1368430217708863>

Watch: Jiang, Jia. 2015. What I Learned from 100 Days of Rejection. TEDxMtHood. [https://www.ted.com/talks/jia\\_jiang\\_what\\_i\\_learned\\_from\\_100\\_days\\_of\\_rejection](https://www.ted.com/talks/jia_jiang_what_i_learned_from_100_days_of_rejection) and Sigman, M. and D. Ariely. 2017. How Can Groups Make Good Decisions? TED Talks <https://www.youtube.com/watch?v=JrRRvqgYgT0>

Due: Lecture Activity Worksheet, Social Psychology and Culture Essay 2

### Class: 2.5 Stereotypes and Prejudice

Students explore several theories on why we tend to categorize and label people. They analyze how categorizing leads to stereotyping and prejudice. Students describe how prejudice emerges from the interaction between personality and situation. They analyze how forms of prejudice and discrimination have changed over time and apply methods of prejudice reduction to real world settings. Students work in groups to research and report on local examples of stereotypes and

prejudice. They examine their own stereotypes of the host culture and how the host culture views them as U.S. students. They then discuss how these stereotypes lead to privilege and persecution, and come up with tangible ways to avoid negative outcomes of stereotypes and prejudice.

#### Quiz 4

Readings: Chapters 9 Stereotyping, Prejudice, and Discrimination, plus Murrar, S. and M. Brauer. 2018. Entertainment-education effectively reduces prejudice. *Group Processes & Intergroup Relations*, 21(7), pp.1053-1077.

Watch: ABC News. 2010. Would You Stop Muslim Discrimination? <https://www.youtube.com/watch?v=XvIDqgyK8fw> and Bike Thief: What Would You Do? <https://www.youtube.com/watch?v=8ABRIWybBqM>

Due: Lecture Activity Worksheet

### Week 3

#### Class: 3.1 Special Topics in Social Psychology

Students consider a group of topics with social psychology implications, including environmental sustainability, law, health, happiness, economics, violence in relationships, industry and business, volunteerism, personal finance, and forgiveness. After an initial introduction to each topic by their instructor, students form small groups, reflecting their own interest in one of these topics. These groups review materials from their textbook related to this topic and begin an online research investigation. They produce an outline of a research paper and oral presentation on their topic.

Readings: Textbook sections on select topic with accompanying online resources.

Due: Lecture Activity Worksheet (Research Paper outline)

#### Class: 3.2 Helping and Prosocial Behavior

In this session, students consider what motivates people to help others, in general. They go on to explore why some people help more than others. Students explain several general motives for why helping behaviors occur. They also investigate circumstances that make helping more or less likely. In short, students analyze individual differences regarding why some people are more likely to help. They define and apply concepts of altruism, reciprocal altruism and egoistic altruism, as well as social exchange theory. Students apply psychological concepts regarding what situational variables lead to more or less helping in different settings, including the Bystander Effect.

Readings: Chapters 10 Helping and Prosocial Behavior, plus Habashi, M.M., Graziano, W.G. and Hoover, A.E., 2016. Searching for the prosocial personality: A Big Five approach to linking personality and prosocial behavior. *Personality and Social Psychology Bulletin*, 42(9), pp.1177-1192.

Watch: Marsh, A. 2016. Why Some People are more Altruistic than Others. TEDSummit. [https://www.ted.com/talks/abigail\\_marshall\\_why\\_some\\_people\\_are\\_more\\_altruistic\\_than\\_others](https://www.ted.com/talks/abigail_marshall_why_some_people_are_more_altruistic_than_others)

Due: Lecture Activity Worksheet

#### Class: 3.3 Aggression

Students explore typologies that define and organize different forms of aggression and apply them to aggression in humans over time. They analyze biological and evolutionary explanations for aggression, as well as cultural explanations. Students also analyze situational and environmental explanations for aggression. They discuss ideas for decreasing aggression in social situations.

#### Quiz 5

Readings: Chapter 11 Aggression, and Doğan, R., 2014. Different cultural understandings of honor that inspire killing: An inquiry into the defendant's perspective. *Homicide Studies*, 18(4), pp.363-388 at <https://journals.sagepub.com/doi/abs/10.1177/1088767914526717?journalCode=hsxa>

Watch: Sapolsky, R. 2017. The Biology of Our Best and our Worst Selves. TED2017 [https://www.ted.com/talks/robert\\_sapolsky\\_the\\_biology\\_of\\_our\\_best\\_and\\_worst\\_selves#t-688949](https://www.ted.com/talks/robert_sapolsky_the_biology_of_our_best_and_worst_selves#t-688949) and Brett, M. 2010. Violent Video Games – What Does the Research Say? The Psych Files podcast, Episode 115. <http://www.thepsychfiles.com/2010/01/episode-115-video-violent-video-games-what-does-the-research-say/>

Class: Intimate Relationships  
3.4

Students explain how similarity, exposure, and physiological arousal contribute to initial attraction. They analyze why some physical features are considered "attractive" across cultures. They also compare and contrast different "attachment styles" and what this means in relationships. Students define satisfaction, alternatives, and investments in relationships and apply each concept to how it predicts commitment. Finally, they analyze how and why attraction, jealousy, and promiscuity sometimes differ between men and women in relationships.

Reading: Chapter 12 Intimate Relationships, and Goluboff, S.L., 2016. Text to sex: The impact of cell phones on hooking up and sexuality on campus. *Mobile Media & Communication*, 4(1), pp.102-120.

Watch: Perel, E. 2015. Rethinking Infidelity: Why We Cheat. TED2015.

[https://www.ted.com/talks/esther\\_perel\\_rethinking\\_infidelity\\_a\\_talk\\_for\\_anyone\\_who\\_has\\_ever\\_loved](https://www.ted.com/talks/esther_perel_rethinking_infidelity_a_talk_for_anyone_who_has_ever_loved)

Due: Lecture Activity Worksheet, Intensive Topic Investigative Report

Class: 3.5 Special Topics in Social Psychology

Students report on their special topic in a 5-10 minute presentation. They define key concepts, drivers that create challenges and possible solutions that come from Social Psychology and its principles. Students then open up their topic and presentation to questions, comments and discussion. Students reflect on the semester and how Social Psychology informs their concepts of society and culture.

Due: Lecture Activity Worksheet (Reflection Essay)

Final Quiz 6

## **Course Materials**

### **Readings**

Course Textbook

Heinzen, T. and W. Goodfriend., 2019. *Social Psychology*. Sage Publications.

Readings

Ana, D. and Margarida, C., 2014. Museums as spaces and times for learning and social participation. *Psychology in Russia: State of the art*, 7(4): 20-34

Brummelman, E., Thomaes, S. and Sedikides, C., 2016. Separating narcissism from self-esteem. *Current Directions in Psychological Science*, 25(1), pp.8-13

DiMaggio, P. and H.R. Markus. 2010. Culture and social psychology: Converging perspectives. *Social Psychology Quarterly*, 73(4), pp.347-352

Doğan, R., 2014. Different cultural understandings of honor that inspire killing: An inquiry into the defendant's perspective. *Homicide Studies*, 18(4), pp.363-388

Doliński, D., Grzyb, T., Folwarczny, M., Grzybała, P., Krzyszycha, K., Martynowska, K. and Trojanowski, J., 2017. Would you deliver an electric shock in 2015? Obedience in the experimental paradigm developed by Stanley Milgram in the 50 years following the original studies. *Social Psychological and Personality Science*, 8(8), pp.927-933

Goluboff, S.L., 2016. Text to sex: The impact of cell phones on hooking up and sexuality on campus. *Mobile Media & Communication*, 4(1), pp.102-120

Habashi, M.M., Graziano, W.G. and Hoover, A.E., 2016. Searching for the prosocial personality: A Big Five approach to linking personality and prosocial behavior. *Personality and Social Psychology Bulletin*, 42(9), pp.1177-1192

Horwitz S.R. and J.F. Dovidio. 2015. The rich – love them or hate them? Divergent implicit and explicit attitudes toward the wealthy. *Group Processes & Intergroup Relations* 20: 3-31

Lonner, W. J. (2015). Half a century of cross-cultural psychology: A grateful coda. *American Psychologist*, 70(8), 804-814

Murrar, S. and M. Brauer. 2018. Entertainment-education effectively reduces prejudice. *Group Processes & Intergroup Relations*, 21(7), pp.1053-1077

Stein, D.E., 2012. The Scientific Method After Next. *World Future Review*, 4(1), pp.34-41.

Tindale, R.S. and Kameda, T., 2017. Group decision-making from an evolutionary/adaptationist perspective. *Group Processes & Intergroup Relations*, 20(5), pp.669-680

Zebrowitz, L.A. 2017. First Impressions from Faces. *Current Directions in Psychological Science* 26: 237-242.

### **Online Resources**

20 Ways to Use Psychology in Everyday Life. Online Psychology Review Guide.  
<https://www.onlinepsychologydegree.info/great-psychology-tricks-for-success/>

Green, H. and J. Green. 2014. Crash Course Psychology.  
<https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>

Textbook student resources at <https://edge.sagepub.com/garrett5e/student-resources>

The Virtual Psychology Museum. American Psychological Association.  
<https://www.apa.org/ed/precollege/ptn/2017/09/virtual-psychology-museum>