

Social Psychology

Section A: Headline Information	
Module title	Social Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology.
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group-work Room Library, IT resources such as Moodle, PowerPoint and Screens
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				97: 62 hours Self-directed study and reading 35 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

The rationale for including Social Psychology in the Arts and Humanities Programme rests is its complementarity with Philosophy and History in particular. It is the study of the ways thoughts, feelings and behaviours can be influenced by the real or imagined presence of others. The learner will be introduced to concepts such as social perception, attitudes and behaviour, prejudice and discrimination, prosocial behaviours and altruism, and why people aggress. The overall contribution to the learner is twofold. For the learner seeking a clear career path in Psychology, this fifth 5-ECT module serves as a necessary building block toward attaining sufficient credits for a conversion course, and for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society. As part of the wider Arts and Humanities Programme, this module can deepen the breadth of knowledge of a learner taking History, as it is here that we discuss and debate how attitudes are formed and maintained (such as during Nazi Germany), the causes and functions of prejudice and discrimination (as in Nazi Germany, or and wars), and the reasons why

	<p>people aggress. Moreover, this module sits well with the Philosophy of Locke and Hobbes as we discuss the advantages and disadvantages of prosocial behaviours and altruism. This module deepens the skill set of the budding Psychologist and provides breadth of knowledge for the Arts and Humanities learner.</p>
Module Aims and Objectives	<p>The aims of Social Psychology are to provide the learner with a deep understanding of how thoughts, feelings and behaviours can be shaped by the real or imagined presence of others. The objectives of this module are to introduce the learner to the ways we think about our social worlds, how we read and try to make sense of other people, to understand the functions of attitudes and behaviours, to recognise the effects of prejudice and discrimination and to appreciate concepts such as prosocial behaviour, aggression, conformity and obedience.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Describe the characteristics and functions of attitudes and behaviour. (MIPLO 2, 6, 8) 2. Demonstrate an understanding and evaluative appreciation of prejudice and discrimination. (MIPLO 1, 4) 3. Examine theories of social influence, social interaction and social cognition. (MILPO 1, 3) 4. Describe and discuss theories of attraction and relationship development. (MIPLO 3, 5) 5. Critically evaluate the concept of prosocial behaviour in humans and animals. (MIPLO 2, 7, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>What is Social Psychology?</p> <ul style="list-style-type: none"> • What are the basic concerns of Social Psychology? • How does Social Psychology relate to History, English, Theology and Philosophy? • What Methods do Social Psychologists use? • Problems when Conducting Real World Research. <p>Social Cognition: Thinking about the Social World</p> <ul style="list-style-type: none"> • Making sense of the Social World • Social Information Processing: How Do We Do It? • Schemas-Cognitive Organisers • Are we Cognitive Misers? • Convinced I am Never Wrong: The Nazi Mind and the Nuremberg Trials <p>Understanding People: Social Perception</p>

- Nonverbal Communication (NVC) and its Functions
- Theories and Concepts of NVC
- Implicit Personality Theories: Why we all love Tom Hanks
- Causal Attributions: Why it's always You and Not Me
- Accuracy of our Attributions and Impressions
- Writing a Novel or Poem via Implicit Personality Theory

Attitudes and Behaviours

- The Characteristics of an Attitude
- How an Attitude is Formed?
- What functions do Attitudes Serve?
- Can Attitudes Change?
- What is Persuasive Communication?
- When can an Attitude Predict Behaviour?
- Once a Catholic Always a Catholic?

Prejudice and Discrimination

- What is Prejudice?
- What is Discrimination?
- Causes of Prejudice
- Can Prejudice Be Reduced?
- Reducing Gender Discrimination—The Philosophy of Feminism

Interpersonal Relationships

- Elements of Attraction
- Theories of Attraction
- Relationship Development
- Close Relationships
- Love and Passion
- Problem Relationships
- The Philosophy Of Love and How a Good Love Story is Written

Prosocial Behaviour

- Defining Prosocial Behaviour and Altruism
- Explaining the Motives behind the Behaviours (9/11)
- Characteristics of Helpers
- Situational Determinants of Helping
- What impedes and Altruistic Behaviour?
- The Psychology of Receiving Help
- The Sonderkommandos of Nazi Death Camps

Aggression

- Defining Aggression
- Theories of Aggression
- Biological substrates to Aggression
- What Provokes Aggression?
- Violence and Media
- Family Violence
- Personality and Violent Tendencies

	<ul style="list-style-type: none"> Controlling and Preventing Violence
Module Teaching and Learning Strategy	<p>This module will be delivered in a two-hour lecture for twelve weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Consequently, given the depth of knowledge to be covered in this module, small group teaching is also required. To this effect, tutorials lasting one hour across eight of the twelve weeks will be conducted.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	A timed multiple choice quiz will be uploaded onto Moodle giving learners instant feedback and grades.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	This module will be assessed by an in-class presentation (30%) and final exam (70%).
Sample Assessment Materials	<p>The in-class presentation will be based on a social psychology experiment (i.e. Stanford Prison Experiment (Zimbardo, 1971); Obedience Study (Milgram, 1963)).</p> <p>The presentation requirements:</p> <p>Clarity of presentation (speech, length etc.)</p> <p>The use of interactive tools (powerpoint, Prezi, web-based interactions)</p> <p>An accompanied 500-word written piece.</p> <p>Sample exam questions:</p> <ol style="list-style-type: none"> Describe the consequences of the “double bind” of conflicting social-role demands that can make it difficult for women to be successful as leaders. According to the frustration-aggression theory, frustration—the perception that we are being prevented from reaching a goal—does not always lead to aggression. What factors increase and decrease the odds that frustrated people will aggress?
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Aronson, Eliot, Timothy Wilson and Robin Akert, <i>Social Psychology</i>, 8th edn (New Jersey: Pearson Education, 2014)</p>

	<p>Stangor, C., <i>Social groups in action and interaction</i>, 1st edn (New York: Psychology Press, 2010)</p> <p>Stratton, P. and N. Hayes, <i>Learner's Dictionary of Psychology</i>, 4th edn (Milton: Taylor and Francis, 2003)</p> <p>Essential Viewing: <i>The Boy in the Striped Pyjamas</i> Clips from the Nazi Death Camps Clips from the 9/11 disaster of 2001.</p> <p>BBC. (1997). <i>The Stanford Prison Experiment</i>. [online] Available at: https://www.youtube.com/watch?v=gb4Q20z0T1Q [Accessed 4 Nov. 2016].</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>