MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
"IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE"

SOCIAL PSYCHOLOGY

Educational-Methodical Guidance for Graduate Students,

Specialty 053 – Psychology

On-campus Form of Training

Recommended by Scientific Council of FSL of
Igor Sikorsky Kyiv Polytechnic Institute

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Educational edition

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I. GENERAL INFORMATION

The academic discipline "Social Psychology (in English)" is stipulated by the curriculum plan of the Faculty of Sociology and Law of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" developed in accordance with the education-research program for graduate students pursuing specialization 053 Psychology.

The subject of the academic discipline "Social Psychology" (in English) is a set of components (language knowledge and speech skills) necessary for the formation of English communicative competence in the area of social psychology in the scientific and professional fields.

Interdisciplinary connections: "Social Psychology (in English)" is a discipline of choice for graduates with specialization in 053 Psychology, and is studied in the 4th semester. "Social Psychology (in English)" pertains to a cycle of professional training and represents an interdisciplinary synthesis of psychology, social psychology and language training (English). The training base of the discipline "Social Psychology (in English)" is the knowledge obtained during the study of the discipline "Foreign language for scientific purposes" and various courses aimed at the explication of the general regularities and mechanisms of professional and

educational activities, development of the skills and abilities to explain scientifically psychological facts.

Due to mastering the discipline's content, graduate students will be able to use modern methods and technologies for scientific communication in English in the area of social psychology, to prepare scientific texts using professional terminology of the English-language scientific literature and to conduct psychology classes in the English language.

The duration of the course "Social Psychology (in English)" is one semester. The total number of hours is 210, comprised of 22 hours of classroom work including 12 hours of lectures and 10 hours of seminars; and 188 hours of independent work. Time allocation for the topics is presented in List of Topics (section IV).

Educational-methodical guidance includes the outlines of lectures and seminars, which enables the graduates to familiarize themselves with the content of the educational material that is studied in the course of respective classes.

The educational material difficult for mastering is processed during consultations according to the established schedule.

The educational material of the classes from which the graduates are absent is studied independently. Academic performance evaluation is conducted in the form of conversation during consultations, and in accordance with the Academic Performance Rating System (sees Appendix 1).

The academic performance evaluation procedure stipulates application of the academic performance rating system adopted by the University. The form of end-of-term assessment is examination.

II. ACADEMIC TIME ALLOCATION SCHEDULE

Academic time allocation for the discipline has been made in accordance with the working curriculum plan.

Form of training	Total		Time allocation by type of classes			Assessment
	Credits	Hours	Lectures	Seminars	Independent work	
On-campus	7	210	12	10	188	Examination

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III. AIM AND OBJECTIVES OF THE DISCIPLINE

3.1. The aim of the discipline is to develop the graduates' ***capabilities***:

• to use modern methods and technologies for scientific communication in English in the area of social psychology;

• to prepare scientific texts using professional terminology from the English-language scientific literature;

• to conduct learning sessions on Social Psychology with students in the English language.

3.2. The Main Objectives of the Discipline

According to the educational-scientific program, graduates are expected to demonstrate the following learning outcomes upon successful completion of the course:

Knowledge:

• *academic knowledge*: the knowledge of the special characteristics of English-language scientific texts on social psychology and of the requirements for writing scientific articles and abstracts, referencing, etc.

• *pragmatic knowledge*: the knowledge of technologies for scientific communication in English in the area of social psychology;

• *applied knowledge*: the knowledge of research methods on socio-psychological characteristic and phenomena using the English-language tools.

Skills:

• in using grammatical structures necessary for flexible expression of respective functions and concepts in social psychology, as well as in understanding and producing educational and scientific texts in professional and/or exploratory-innovative activities concerning relevant issues;

• in using a wide range of vocabulary (including professional terminology in social psychology), in particular, in lectures, conferences, discussions, etc.;

• in using the English language for translating, abstracting and annotating educational and scientific texts on social psychology.

Experience:

• of English-language interaction concerning social psychology issues during training and counseling sessions, case studies etc.;

• of delivering a public speaking performance in English using professional terminology of social psychology;

• of preparing and delivering lectures on social psychology in English.

IV. CONTENTS OF EDUCATIONAL MATERIAL

Academic Time Allocation by Topic

List of Topics	Hours in total	Number of hours		
		Allocation of time by the type of class		
		Lectures	Seminars (Workshops)	Independent work
1	2	3	4	5
Topic 1. Introduction: The Way of Social Psychology	7	1	-	6
Chapter I **SOCIAL ATTITUDES: WAYS OF VIEWING THE WORLD**				
Topic 2. Attitudes: Measurement, Structure, and Behavior	7	1	-	6
Topic 3. Attitude Change. Models of Attitude Change	8	-	2	6
Topic 4. Cognitive Dissonance: Persuading Ourselves	10	-	-	10
Chapter II **SOCIAL PERCEPTIONS: UNDERSTANDING OURSELVES AND OTHERS**				
Topic 5. Nonverbal Communication of Moods and Emotions: Perceiving What Others Are Feeling	8	-	2	6
Topic 6. Forming Impressions. Social Cognition	8	2	-	6
Topic 7. Attribution. Social Inference	8	2	-	6
Topic 8. The Social Self: Self-Concept in Its Social Context	10	-	-	10
Chapter III **SOCIAL INTERACTION: RELATING TO OTHERS**				
Topic 9. Social Exchange: the Economics of Interpersonal Relationships	7	1	-	6
Topic 10. Attraction and Affiliation: Choosing Our Friends and Lovers	7	1	-	6
Topic 11. Bystander Intervention. Aggression	10	-	-	10
Topic 12. Interpersonal Expectancies: and the Self-fulfilling Prophecy	8	-	2	6
1	2	3	4	5

Chapter IV **SOCIAL INFLUENCE: THE PSYCHOLOGY OF GROUPS**				
Topic 13. Obedience: Doing What You're Told	7	1	-	6
Topic 14. Conformity and Independence: Going Along with the Crowd	7	1	-	6
Topic 15. Minority Influence: When Dissidents Prevail	10	-	-	10
Topic 16. Group Performance. Group Decision Making	8	-	2	6
Topic 17. Social Identity: The Group in the Individual	7	1	-	6
Chapter V **INTERGROUP RELATIONS: THE PSYCHOLOGY OF CONFLICT**				
Topic 18. Intergroup Attitudes: Prejudice and Stereotypes	7	1	-	6
Topic 19. Discrimination: The Behavioral Consequences of Prejudice	10	-	-	10
Topic 20. Intergroup Relations: Conflict or Cooperation?	8	-	2	6
Analytical review	18	-	-	18
Examination	30	-	-	30
Total Amount of hours	210	12	10	188

1. Educational Material Allocation by Topic

Topic 1. INTRODUCTION: THE WAY OF SOCIAL PSYCHOLOGY

A few illustrations. The invasion from Mars: A study of panic. Facing shock: affiliation and uncertainty. Getting acquainted: a study of college friendships. The law of attraction. Learning political values: the Bennington study. Light in the dark: the formation of group norms.

Lessons about social psychology. Levels of explanation: from individuals to social groups. Hypothesis-testing research. The context of research: laboratory and field.

Methodology: the tools of social psychological research. Correlational and experimental research. Research validity.

Values and ethics in social psychological research.

Applying social psychology.

PART I. **SOCIAL ATTITUDES: WAYS OF VIEWING THE WORLD**
Topic 2. ATTITUDES: MEASUREMENT, STRUCTURE, AND BEHAVIOR
Social attitudes: conception and measurement. Beginnings: Thurstone's approach. The three-part distinction. The attitudes = evaluations approach. Psychophysiological approaches.
Attitudes as evaluations: conceptions and standard definitions.
The attitude-behavior consistency debate.
Factors that affect the attitude-behavior link. Generality/specificity of attitude and behavior intention. Direct experience. Extremity and mere thought. Accessibility and knowledge. Ego involvement and vested interest. Individual differences: self-monitoring.

Topic 3. ATTITUDE CHANGE. MODELS OF ATTITUDE CHANGE
Hovland's message-learning approach. The source of a communication. Expertise. Trustworthiness. Credibility research: the sleeper effect.
The message. Drawing a conclusion. Delivery: force, speed, number and intensity. One or two sides? Fear arousal. Inoculation effects.
The setting. Situational distractions. "Overheard" or confusing communications. Characteristics of the audience. Individual differences in intelligence and self-esteem mood.

Social judgment theory. Components of the theory. Evidence for the theory. The Elaboration-Likelihood model. Central versus peripheral processing. Factors that determine elaboration.
The heuristic-systematic model. Systematic processing. Heuristic processing. Efficiency + sufficiency = confidence.
Elm and the heuristic-systematic model: some comparisons.

Topic 4. COGNITIVE DISSONANCE: PERSUADING OURSELVES
Dissonance. The theory. Preconditions to dissonance.
The three faces of dissonance. Insufficient justification. Free choice. Effort justification.
Cognitive dissonance reconsidered: alternative explanations. Alterations to the basic theory. The aversive consequences revision.
Replacements to the basic theory. Impression management. Self-perception. Motivating properties of dissonance. Reconciliation.

PART II. **SOCIAL PERCEPTIONS: UNDERSTANDING OURSELVES AND OTHERS**
Topic 5. NONVERBAL COMMUNICATION OF MOODS AND EMOTIONS: PERCEIVING WHAT OTHERS ARE FEELING
Communicating without words: An evolutionary perspective.
Expressing emotions: sending nonverbal messages. Is there a universal code? Expression or communication? Is nonverbal expression controllable?

Decoding emotions: interpreting nonverbal messages. Nonverbal message as "affordances". Reading more than there is to know. Accuracy of interpreting expressions: are some individuals better decoders than others? Can we detect deception? Understanding others' emotions: recognition or empathy?

Topic 6. FORMING IMPRESSIONS. SOCIAL COGNITION

Person perception: some basic principles. Order effects: the primacy of first impressions. Centrality: some traits are more important than others.

Implicit personality theory: what goes with what? Evaluation bias: the Halo effect. Evaluation isn't everything sizing others up: how do we put it all together? Model I: cognitive algebra. Model II: holistic impressions.

Social cognition and the "new look".

Schemas: the structure of social knowledge. Scripts and roles. Person schemas. Schema accessibility. External factors. Internal factors.

Schematic processing. Selective attention and recall. Confirmatory biases: cognitive conservatism. Reconstructing memory.

Topic 7. ATTRIBUTION. SOCIAL INFERENCE

The structure of perceived causes. Locus of cause: the internal-external distinction. Stability of cause: expectations for the future. Controllability of cause: could it be helped?

Attributions, emotions, and social behavior. Anger: you did it on purpose. Pity: you need help. Manipulating attributions: strategies for social interaction.

Self-attributions: implications for achievement and health. Explanations for success and failure: heads I win; tails I don't lose depression versus efficacy.

Attribution as social inference. The covariation principle deviations. From the principle of covariation. Causal inference from single observations. Correspondent inference theory. Attributions of motivation.

The person attribution bias. Person or role? Why do we make person attributions? The actor or the observer: a matter of perspective.

Person-situation attributions: simultaneous or sequential?

Topic 8. THE SOCIAL SELF: CONCEPT IN ITS SOCIAL CONTEXT

Who am I? The nature of the self-concept. Self-schema: the cognitive component. Self-esteem: the evaluative component. Self-perception: the behavioral component.

You and me: the comparative basis of self-concept. Social comparison and self-evaluation. Distinctiveness and social comparison. Some comparisons matter more than others. The ups and downs of social comparison.

Maintaining and protecting a self-image. Do we want others to see us as we see ourselves? Cross-cultural perspectives on the self.

PART III. **SOCIAL INTERACTION: RELATING TO OTHERS**

Topic 9. SOCIAL EXCHANGE: THE ECONOMICS OF INTERPERSONAL RELATIONSHIPS

The elements of social exchange. The Pivotal concept: interdependence. The nature of outcome values.

Regulating social exchange: Limits on pure hedonism. Types of relationships: communal and exchange. Transformations. Social norms.

Bargaining and negotiation: controlling net outcomes. Fate control. Behavior control.

Social dilemmas: individual versus collective outcomes. Tragedy of the commons. The prisoners' dilemma.

Topic 10. ATTRACTION AND AFFILIATION: CHOOSING OUR FRIENDS AND LOVERS

Communal versus exchange relationships.

Factors that influence initial attraction: how it begins. Physical attractiveness.

Does beauty equal goodness? The market value of physical attractiveness. Is it a good match? The role of physical similarity.

From attraction to liking. Physical proximity. Attitude similarity and reciprocity of positive feelings. Self-disclosure.

From liking to loving: different forms of closeness. Measurement of liking and love. Forms of love. Attachment theory.

Persistence and dissolution of relationships. Equity theory. The investment model. Jealousy. Loneliness.

Topic 11. BYSTENDER INTERVENTION. AGGRESSION

Bystander intervention research. The epileptic seizure study. The smoke-filled room. A general model. The arousal-cost-reward model. Arousal. Normative factors. Nonnormative factors. Motives for helping. Image repair and negative-state relief. The urban environment and helping. The empathic joy hypothesis. The empathy-altruism model.

What is it? Defining aggression. Types of aggression: instrumental and hostile sources of aggression: where does it come from? Explanations based on instinct or inheritance. Instinct theories. Inheritance theories.

Explanations based on motivation and learning. Frustration-aggression theory. Frustration-aggression theory: revised edition. Excitation transfer. Social learning of aggression. Cues to aggression.

Important social issues in the study of aggression. Race and ethnicity. Media aggression.

Topic 12. INTERPERSONAL EXPECTANCIES: THE SELF-FULFILLING PROPHECY

The placebo studies. Ancient history. Contemporary pharmacology.

Experimenter expectancies. Laboratory biases. Accuracy versus expectancy. The transmission of expectations in the classroom.

The self-fulfilling prophecy. Effects of appearance on expectations. Effects of race on expectations. Effects of sex on expectations.

Biased information search. "Proving" (versus testing) one's hypotheses.

Are self-fulfilling prophecies inevitably fulfilled? Self-affirmation versus the self-fulfilling prophecy. The self-fulfilling prophecy and high stakes.

PART IV. **SOCIAL INFLUENCE: THE PSYCHOLOGY OF GROUPS**

Topic 13. OBEDIENCE: DOING WHAT YOU'RE TOLD

Milgram's research program. The basic paradigm. Variations on the theme.

Objections to the program of research. Ethics. Generalizability.

Administrative obedience. Distinguishing features. Extending the series. How does it happen? The postexperimental questionnaire.

Forces for compliance or resistance.

Topic 14. CONFORMITY AND INDEPENDENCE: GOING ALONG WITH THE CROWD

Sherif's autokinetic illusions. Study 1: Isolated respondents. Study 2: Paired respondents. Study 3: Conflicting response norms.

A different perspective: Asch's lines. The standard paradigm. Extensions. Sherif and Asch: are the implications of their research contradictory? Some theoretical distinctions.

Contextual and personal variables that affect social influence. Ambiguity or task difficulty. Gender. Other's expertise. Individual differences.

Compliance-gaining strategies. The foot-in-the-door. The door-in-the-face. The low-ball technique.

Resistance to social influence. Anticonformity. Independence.

Topic 15. MINORITY INFLUENCE: SHEN DISSIDENTS PREVAIL

An alternative view. Symmetry versus asymmetry. Modes of influence. Rigidity, consistency, and originality. Direct versus indirect influence.

Extensions of the minority influence effect. Convergent and divergent thought.

Diffusion of influence effects.

Some unresolved issues. Who or what is a minority? One process or two?

Topic 16. GROUP PREFORMANCE. GROUP DECISION MAKING

Why people work in group settings.

Social facilitation: the presence of others. General arousal. Evaluation apprehension. Distraction.

Interactive groups: working together. Participant characteristics. Commitment and cohesion. Participant behavior. Task demands.

Experimental studies of group decision making. The group decision-making process.

Individual preferences and collective decisions. Decision making in juries. Task solution certainty: can we tell if we're right? Group polarization.

Threats to the quality of group decisions.

Topic 17. COCIAL IDENTITY: THE GROUP IN THE INDIVIDUAL

In-group loyalty and ethnocentrism. Changing groups or individuals. Membership groups and reference groups.

Why do in-groups matter? Social comparison: the search for consensus.

Social identity: groups and the sense of self. The importance of distinctiveness. The need for outgroups. The importance of positive identity. Minority self-esteem.

From social identity to social change. Relative deprivation: when is inequality unfair?

PART V. **INTERGROUP RELATIONS: THE PSYCHOLOGY OF CONFLICT**

Topic 18. INTERGROUP ATTITUDES: PREJUDICE AND STEREOTYPES

Attitudes toward social groups: cognition and emotion. Stereotypes: the content of category schemas. Prejudice: the emotional side of intergroup perception. The relationship between stereotypes and prejudice.

Categorization: the cognitive basis of stereotypes and prejudice. Accentuation: enhancing category distinctions. Learning stereotypes: illusory correlations. In-group-out-group categorization.

Other contributing factors: personality and society. Personality factors. Social learning factors. Unconscious prejudice.

Topic 19. DISCRIMINATION: THE BEHAVIORAL CONSEQUENCES OF PREJUDICE

Discrimination in the minimal intergroup situation. Discrimination and rules of fairness. Social identity and self-esteem.

Interpersonal discrimination. Social distance. Nonverbal behavior, anxiety, and ambivalence.

Institutionalized discrimination: racism and sexism. The role of political ideologies: symbolic racism.

Topic 20. INTERGROUP RELATIONS: CONFLICT OR COOPERATION?

Robbers Cave: a classic experiment in intergroup relations. The lessons of Robbers Cave. Intergroup competitiveness: cause or consequence?

Ignorance and misperception in intergroup relations.

Intergroup contact: the social psychology of desegregation. The role of social science in desegregation. Contact experiments: defining the limits.

2. Lectures

Topic 1. INTRODUCTION: THE WAY OF SOCIAL PSYCHOLOGY

Lecture 1. INTRODUCTION: THE WAY OF SOCIAL PSYCHOLOGY.   <u>1 hour</u>
Contents in Brief:
1. A Few Illustrations
2. Lessons About Social Psychology
3. Methodology: The Tools of Social Psychological Research
4. Values and Ethics in Social Psychological Research
5. Applying Social Psychology

<u>The assignment for independent work:</u>
Answer questions for self-examination:
1. The tools of social psychological research.
2. Values and ethics in social psychological research.

<u>Suggesting Reading:</u> Basic: 1, pp.1-19. Supplementary: 5; 8; 10; 12.

<u>Notes for the lecture</u>

Social psychology is defined as the study of how individuals are influenced by other people – their social environment. Social psychological research takes place at three different levels of explanation: the individual level, which includes the study of attitudes and social perception; the interpersonal level, which includes the study of affiliation and attraction; and the group level, which includes the study of conformity, consensus, and intergroup relations.

Social psychological research is designed to test hypotheses about relationships between individuals and their social environment. Research takes place in both field settings and in laboratory experiments. Most field research assesses the correlations between variables as they occur naturally. Experiments are designed to test causal relationships between variables by manipulating independent variables and determining their effect on dependent variables. A critical feature of experimental design is random assignment of participants to different conditions of the independent variable.

Social psychological experiments are evaluated in terms of their internal and external validity. To achieve validity, experimenters often mislead research participants about the true purposes of the experimental study. The use of deception in psychological research must be balanced against the principles of informed consent that underlie the ethics of research. When research requires some degree of deception, a thorough debriefing is essential to the conduct of good experiments.

In addition to conducting research that meets high ethical standards, social psychologists are concerned about the implications and applications of their

research findings in real-world settings. Basic topics of research in social psychology have given rise to major fields of applied research, including health psychology, organizational psychology, consumer research, environmental psychology, and political psychology. These applied fields have, in turn, provided the links for applications of social psychology to problems as diverse as stress reduction, resource conservation, and multicultural training.

Topic 2. ATTITUDES: MEASUREMENT, STRUCTURE, AND BEHAVIOR

Lecture 1. ATTITUDES: MEASUREMENT, STRUCTURE, AND BEHAVIOR.   <u>1 hour</u>
Contents in Brief:
1. Social Attitudes: Conception and Measurement
2. Attitudes as Evaluations: Conceptions and Standard Definitions
3. The Attitude-Behavior Consistency Debate
4. Factors that Affect the Attitude-Behavior Link

<u>The assignment for independent work:</u>
Answer questions for self-examination:
1. Social attitudes: conception and measurement.
2. Factors that affect the attitude-behavior link.

<u>Suggesting Reading:</u> Basic: 1, pp.23-40. Supplementary: 1; 4.

<u>Notes for the lecture</u>
The study of attitudes is a continuing preoccupation and a distinguishing feature of social psychology. It has been this way since Thurstone's ground-breaking research in the 1920s. Why? The answer is simple. We care about attitudes because they reflect people's feelings. And this is important because the way we feel about something affects our actions toward it. Future work in social psychology will witness even greater attention to attitudes. As shown in other chapters, we are now beginning to focus our attention not only on the effects of attitudes on the attitude holder's actions but also on the actions of the target of the attitude. In the past, debate raged over the usefulness of attitudes for predicting behavior. Today, that debate is largely resolved. We no longer ask if attitudes predict actions, but rather the circumstances under which they do so.

Attitudes represent an important concern of social psychology. Over the years, a number of measurement approaches have been developed to assess these mental constructions. The first was invented by Thurstone, who conceived of attitudes as evaluative responses toward some person or object. This emphasis on evaluation is evident in later approaches – Likert scales and the semantic differential approach. Other attempts at assessing attitudes, including the psychophysiological and unobtrusive measurement approaches, offer less reactive methods of inferring attitudes.

The relevance of attitudes for predicting behavior has been studied at length, in research concerned with attitude – behavior consistency. Many factors affect the likelihood of attitudinally consistent action, including the generality or specificity

of the attitude and behavior measures, the intention of the individual to act on a belief, the amount of prior direct experience the person has had with the attitude object, the accessibility of the attitude, and the extent to which the attitude is of deep personal relevance (vested interest). Individual differences, (for example, self-monitoring) also affect the likelihood that an action will follow from a specific attitude.

Topic 6. FORMING IMPRESSIONS. SOCIAL COGNITION

Lecture 2. FORMING IMPRESSIONS. SOCIAL COGNITION.   2 hours

Contents in Brief:
1. Person Perception: Some Basic Principles
2. Implicit Personality Theory: What Goes with What?
3. Sizing Others Up: How Do We Put It All Together?
4. Social Cognition and the "New Look"
5. Schemas: The Structure of Social Knowledge
6. Schema Accessibility
7. Schematic Processing

The assignment for independent work:
Answer questions for self-examination:
1. Basic principles of forming impression.
2. Sizing others up: how do we put it all together?
3. The structure of social knowledge.
4. Confirmatory biases: cognitive conservatism.

Suggesting Reading: Basic: 1, pp.125-166. Supplementary: 3; 12.

Notes for the lecture

How we form impressions of other people has been the subject of much social psychological research since early experiments by Solomon Asch in the 1940s, In much of this research, participants are presented with a list of personality traits ascribed to a particular individual, and then form an overall evaluation of that person. From this research procedure, a number of basic principles of person perception have been identified.

Our impressions of others are influenced by primacy effects. Under most circumstances, the first things we learn about a person have more impact on out evaluations than later information. Some personality traits also have more impact than others. Characteristics such as warm – cold or intelligent – unintelligent seem to be central traits, which form the foundation of our impressions of a particular individual. Trait centrality is one aspect of implicit personality theory – our beliefs about how different person characteristics are associated with one another. One important component of implicit personality theory is a general evaluation bias – positive traits are assumed to be associated with other positive characteristics and negative traits with other negative features. This assumption leads to the halo

effect in person judgments. One example of the halo effect is a physical attractiveness bias. In general, attractive individuals are assumed to have more desirable personality characteristics than less attractive persons.

Two different theoretical models have been developed to describe the processes involved in forming an impression of another person. The cognitive algebra model assumes that our overall evaluation of an individual is a mathematical integration of the evaluative ratings of each of the individual characteristics or traits associated with that person. The wholistic model assumes that we first form a global impression about what a person is like and that overall evaluation influences the meaning we ascribe to specific characteristics of the individual. According to this model, individuals are perceived as consistent "wholes." Apparent inconsistencies are resolved by constructing elaborate and meaningful personality impressions that account for individual traits.

Social cognition is the study of how perceivers form mental representations of persons and social events. Past experience is organized and represented in the form of social schemas, which influence how we process and understand new information and experiences. Schemas include representations of social situations (stereotypes), and person types (prototypes).

What schemas are applied in a new social situation depends on which are most accessible at that time. Schema accessibility is determined by external factors, such as the salient cues in the situation, and by factors internal to the perceiver. Recent experiences may prime particular schemas and increase the likelihood that new information will be interpreted in accord with the activated schema. Such priming effects may be subconscious. Individuals may also differ in which schemas are most accessible, depending on what personal constructs are most important to them. For instance, some individuals are gender schematic and more likely than others to process social information in terms of schemas of masculinity and femininity. Finally, temporary mood states may also influence schema accessibility in ways that alter perceptions of positive and negative events.

Schemas influence how we interpret new experiences in a number of ways. First, schemas may determine what we attend to and recall about a particular event. Information that is either consistent or inconsistent with schema-based expectations is more likely to be encoded and remembered than information that is irrelevant to the schema. Second, we use available schemas to interpret uncertain or ambiguous information. Our understanding of ambiguous events is assimilated to preexisting schematic representations. Further, information that is inconsistent or does not fit prior schemas may be discounted (treated as an exception) so that the schema is unaffected. Finally, our memory of past events may be reconstructed to fit current interpretations. Such memory reconstruction has particular significance for the validity and reliability of eyewitness testimony.

Topic 7. ATTRIBUTION. SOCIAL INFERENCE

Lecture 3. ATTRIBUTION. SOCIAL INFERENCE.   2 hours
Contents in Brief:
  1. The Structure of Perceived Causes
  2. Attributions, Emotions, and Social Behavior
  3. Self-Attributions: Implications for Achievement and Health
  4. Attribution as Social Inference
  5. The Person Attribution Bias
  6. Person-Situation Attributions: Simultaneous or Sequential?

The assignment for independent work:
Answer questions for self-examination:
  1. Controllability of cause: could it be helped?
  2. Manipulating attributions: strategies for social interaction
  3. Why do we make person attributions?
  4. Person-situation attributions: simultaneous or sequential?

Suggesting Reading: Basic: 1, pp.167-205. Supplementary: 12.

Notes for the lecture

Attribution theory is the study of the causal explanations people make for social events and personal experiences. Attribution theorists have investigated the basic structure of such causal explanations. Perceived causes can be distinguished in terms of three important dimensions. The locus of causality refers to whether ail individual's actions or outcomes are attributed to something internal to that person (for example, dispositions or motivations) or to external factors (environmental or situational causes). Perceived causes also differ in terms of stability – I whether they refer to relatively permanent, enduring factors (personal ability social regulations) or temporary, changeable factors (personal effort, mood, or luck). Finally, causes differ in controllability. In general, individuals are held morel responsible for actions and outcomes they could have controlled than for those perceived to be uncontrollable.

The causal attributions that we make about an individual's behavior have al powerful influence on our judgments about that individual and our decisions about how to respond. We react very differently to another person's failure depending on whether the failure is attributed to personal deficiencies (such ail inability or lack of motivation) or external factors (discrimination, economic recession). Criminal sentences are affected by whether the cause of criminal behavior is perceived to be stable or unstable (temporary). Stigmatizing conditions such as poverty, chronic illnesses, or disabilities, are treated differently depending on whether they are perceived to be controllable or uncontrollable.

According to some attribution theorists, the causal explanations we come up with mediate our emotional responses to events, which in turn influence how we behave. When negative outcomes are attributed to controllable factors, the emotional reaction is anger which promotes aggression. When negative events are

attributed to uncontrollable causes, the emotional response is more likely to be that of pity or sympathy, which promotes helping.

Just as we make causal explanations for what other people do, we make attributions about our own behavior and outcomes. The nature of these self-attributions can influence how we feel about ourselves, how much we achieve, and even our physical and mental health. Of particular importance are the attributions we make about our own successes and failures. If we attribute good outcomes to internal, stable factors and bad outcomes to external or unstable factors, this is a self-serving bias which promotes a sense of efficacy and personal control. Individual differences in such self-attributions have been found to be related to differences in achievement and in depression.

Social inference is the process by which we draw conclusions about people from observations of their behavior. Such inferences depend on whether we attribute the cause of the behavior to the *person* or to the *situation.* When an action is perceived as being caused by dispositions or intentions of the person, that behavior is diagnostic of the actor's personality.

Attribution theorists are interested in why and how perceivers make causal attributions to the person or the situation. One theory holds that perceivers act like intuitive scientists, relying on the principle of covariation to make their causal judgments. Causes for social events are assigned to the person (actor) or the situation based on knowledge of consensus (how other persons behave in the same situation), distinctiveness (how the actor behaves in the presence of other objects), and consistency (how the actor behaves on other occasions).

Although evidence exists that perceivers do use covariation information in making their causal judgments, there is also evidence for deviations from the principles of covariation. In particular, perceivers often fail to take consensus information into account and make causal attributions to the actor's personality even when most other people act in the same way (the base-rate fallacy). We also use our own behavior as the basis for inferring what is normal or usual (the false consensus effect), and make dispositional attributions when others act differently than we do.

When we do not have information about how others are behaving or about past behaviors, we must rely on causal schemata to make social inferences from a single behavior. According to the augmentation principle, when an individual behaves in a way that is unexpected within the situation, we are entitled to make a personality attribution for that behavior. On the other hand, according to the discounting principle, when an individual behaves in an expected or normative manner, we should attribute that behavior to the situation and not to the person.

When an actor's behavior is perceived to be diagnostic of his or her personal dispositions, the perceiver is making a correspondent inference. Correspondent inference depends on whether the perceiver believes that the actor chose to behave the way she did. Such an inference is essentially a decision about whether the behavior was intrinsically or extrinsically motivated. According to the over-

justification effect, the presence of extrinsic rewards or incentives undermines the perception of intrinsic motivation.

Although perceivers should discount behavior that is enacted under conditions I of low choice, there is considerable evidence that perceivers make correspondent inferences about the actor's personality even when situational causes are present. This correspondence bias is known as the fundamental attribution error. The tendency to attribute behavior to personality may be particularly characteristic of persons raised in Western cultures. The bias is also related to the relative salience of the actor compared with the background situation or environment. Salience also accounts for the actor – observer difference in attributions. Perceivers tend to attribute other's people's behavior to their personal dispositions, but attribute their own actions to the situation.

Evidence for a bias toward making dispositional or correspondent inferences has led attribution theorists to reevaluate the social inference process. More recent models of the attribution process assume that the first step in social inference is to associate an observed behavior with a corresponding personality trait or disposition. Evaluation of the situational context comes as a second step, requiring additional cognitive effort. Although perceivers can make appropriate situational attributions, whether they do so will depend on time and motivation.

Topic 9. SOCIAL EXCHANGE: THE ECONOMICS OF INTERPERSONAL RELATIONSHIPS

Lecture 4. SOCIAL EXCHANGE: THE ECONOMICS OF INTERPERSONAL RELATIONSHIPS.   1 hour
Contents in Brief:
1. The Elements of Social Exchange
2. Regulating Social Exchange: Limits on Pure Hedonism
3. Bargaining and Negotiation: Controlling Net Outcomes
4. Social Dilemmas: Individual versus Collective Outcomes

The assignment for independent work:
Answer questions for self-examination:
1. Regulating social exchange: limits on pure hedonism.
2. Social dilemmas: individual versus collective outcomes.

Suggesting Reading: Basic: 1, pp.231-252. Supplementary: 5.

Notes for the lecture
Social exchange theory assumes that people seek to maximize pleasure and minimize costs in their social relationships. Rewards and costs are interdependent; in an exchange, each person's outcomes are affected by what the other person does. A behavior matrix summarizes the interdependent outcomes of a social exchange, defining the outcomes received by each interactant as a consequence of joint behaviors.

Social relationships can be characterized as exchange or communal. In exchange relationships, people are concerned principally with their own outcomes.

In communal relationships, the other's outcomes are also of major concern. Exchange theorists refer to this orientation toward others as a transformation of outcome values. Norms, including the norms of equity, equality, and reciprocity, influence outcome values in social exchanges.

Interdependence gives people the means for influencing or controlling one another's behaviors. Under conditions of fate control, one person's behavior completely determines the outcomes another person will experience. Behavior control is a means of regulating the behavior of others through changes in one's own behavior. Fate and behavior control are the bases of bargaining and negotiation in social relationships.

Some forms of interdependence create mixed-motive situations, in which goals come into conflict. Social dilemmas are such situations. In social dilemmas, self-interest conflicts with collective (group) interests. The prisoners' dilemma is a two-person social dilemma in which people must choose between cooperative behavior (personal loss) and competitive behavior (joint loss). Research has shown that behavior in the prisoners' dilemma is influenced by gender (male and female differences in agency – communion), ability to communicate with one's partner, the presence of threat of retaliation, and the nature of the relationship that exists between the partners in the dilemma.

Topic 10. ATTRACTION AND AFFILIATION: CHOOSING OUR FRIENDS AND LOVERS

Lecture 4. ATTRACTION AND AFFILIATION: CHOOSING OUR FRIENDS AND LOVERS.   1 hour
Contents in Brief:
1. Communal versus Exchange Relationships
2. Factors that Influence Initial Attraction: How it Begins
3. From Attraction to Liking
4. From Liking to Loving: Different Forms of Closeness
5. Persistence and Dissolution of Relationships

The assignment for independent work:
Answer questions for self-examination:
1. Factors that influence initial attraction: how it begins.
2. Attitude similarity and reciprocity of positive feelings.

Suggesting Reading: Basic: 1, pp.253-278. Supplementary: 3; 5.
Notes for the lecture
Social psychologists distinguish between two forms of interpersonal relationships. Exchange relationships have to do with economic aspects of human interaction, while communal relationships are represented by close friendships and love. Research on affiliation and attraction has focused on the stages of development of close relationships – from initial attraction to long-term attachments.

Among the antecedents of attraction, physical features such as attractiveness have been found to have an important impact on the early phases of relationship development. Physical attractiveness is a strong predictor of heterosexual attraction for both men and women. According to excitation transfer theory, the sexual arousal associated with physical attraction may enhance perceived liking and romantic interest. However, males and females differ in how much importance they place on beauty as a factor in mate selection. In actuality, most individuals select partners who are similar to themselves in level of attractiveness, as predicted by the matching hypothesis.

The development of friendship and other close relationships is facilitated by physical proximity. Mere exposure to another person over an extended period of time promotes familiarity and attraction. Another important variable in the choice of friends is attitude similarity and the reciprocity of positive feelings it evokes. Self-disclosure of intimate information facilitates the transition from attraction to friendship, but premature disclosure impedes friendship development.

Liking and loving are distinguished along both qualitative and quantitative dimensions. Love has been characterized as passionate or companionate. Passionate love is a state of intense involvement, typically accompanied by strong physiological arousal. Companionate love evolves out of passionate love and is the bedrock on which most lasting relationships are built. In the triangular theory of love, three components (intimacy, passion, and commitment) combine to form different types of romantic relationships. According to attachment theory, the type of romantic relationship an individual engages in is determined in part by childhood experiences with attachment to parents.

A number of factors affect the persistence of relationships. Among the more important are considerations of equity. The investment model is a systematic attempt to assess the satisfaction obtained in a relationship as a function of the individuals' investments, their satisfaction and commitment, and their estimates of alternative relationships. When relationships falter, they falter because of a lack of intimacy and inequity in relational involvement, including experiences of jealousy. One of the outcomes of the dissolution of a relationship is loneliness. In addition to being psychologically distressing, being alone has been found to have negative implications for health.

Topic 13. OBEDIENCE: DOING WHAT YOU'RE TOLD

Lecture 5. OBEDIENCE: DOING WHAT YOU'RE TOLD.   1 hour
Contents in Brief:
   1. Milgram's Research Program
   2. Objections to the Program of Research
   3. Administrative Obedience
   4. Forces for Compliance or Resistance

Answer questions for self-examination:
1. Milgram's research program. The basic paradigm.
2. Contextual and personal variables that affect social influence.

Suggesting Reading: Basic: 1, pp.349-365. Supplementary: 8; 12.
Notes for the lecture

Research on obedience helps to explain why military organizations and totalitarian social systems place such extraordinary stress on complete conformity to all orders. The defection of only a few can cause a widespread breakdown of authority. The revolutionary political changes that occurred in communist Eastern Europe during the last days of the 1980s fit well with this view. So long as the great mass of people could be kept in line, the political system endured. When enough people finally said, "No more," the entire structure collapsed in short order. Obedience is an important element of social psychological inquiry. Although the work in this field has been largely undertaken in the laboratory, its implications could not be more practical. We need to know why people will sometimes violate their most sacred beliefs when an authority tells them to dc so. And we need to know when they will refuse to do so. If and those who followed him have illuminated this question – and there is considerable evidence that they have – then social psychology has made an important contribution to the society in which we live.

Milgram's work on obedience is important and disturbing. It suggests that people can be induced to bend their strongly held moral principles to satisfy the demands of authority. Research that followed Milgram's original investigations suggests that his results are more generalizable than his critics claim. This says nothing about the critics' other objection to Milgram's work, namely, that he should not have put people under the stress and pressure they experienced in his studies. Ethically, Milgram's research is troubling. On the other hand, much of importance was learned. How one weighs the good against the bad is in part a personal decision, but science appears now to learn in a direction of Milgram's claim that his findings justified the risk. Even so, these studies probably could not be per-formed today.

Recent work on administrative violence complements Milgram's, and demonstrates the power of authority figures even when subjects are convinced that their actions are doing great harm to the welfare of another. If ever a set of studies validated another, Meeus and Raaijmakers' validates Milgram's. Their research also extends Milgram's by showing that the social support of one's peers can offset the tendency toward blind obedience. However, the flip side of this observation also should be kept in mind: If all are acquiescing to authority, independent action based on one's own cherished beliefs becomes difficult, if not impossible.

Topic 14. CONFORMITY AND INDEPENDENCE: GOING ALONG WITH THE CROWD

Lecture 5. CONFORMITY AND INDEPENDENCE: GOING ALONG WITH THE CROWD.

<u>1 hour</u>

Contents in Brief:
1. Sherif's Autokinetic Illusions
2. A Different Perspective: Asch's Lines
3. Contextual and Personal Variables That Affect Social Influence
4. Compliance-gaining Strategies
5. Resistance to Social Influence

<u>*The assignment for independent work:*</u>
Answer questions for self-examination:
1. Compliance-gaining strategies.
2. Resistance to social influence. Anticonformity. Independence.

<u>*Suggesting Reading:*</u> Basic: 1, pp.367-386. Supplementary: 8.

<u>*Notes for the lecture*</u>
Study of conformity is an important feature of the social psychological landscape. Understanding the factors that foster conformity, conversion, independence, and anticonformity is critical to understanding why people behave the way they do. The complexity of this issue is well represented in the combined work of Sherif and Asch. Both ostensibly studied the same phenomenon, but as was shown, the implications of their work are very different. Research on conformity is a foundation for the important research of Milgram, and has laid the groundwork for the study of attitude change.

Social psychologists have accumulated a vast store of information over the sixty years that they have studied social influence. Campbell (1961) describes an interesting method to organize and distill this knowledge. He suggests that we consider the available sources of information when thinking about social influence. These sources can be reduced to three general categories: (1) past experience, (2) one's own direct perceptual inputs, and (3) socially supplied information. Most social influence introduces a conflict between one's own perceptual inputs and socially supplied information. The issue is the extent to which people weigh their own perceptual inputs against socially supplied information in deciding on a judgment or course of action. The more disproportionate the reliance on external information, the greater the social influence. Greater dependence on one's own perceptions suggests resistance to conformity or conversion. Ultimately, all research on social influence is directed to discovering variables that induce disproportionate over- or underweighing of socially supplied information (see Crano, 1975; Nail & van Leeuwen, in press, for an elaboration of this point).

Empirical research suggests that people's feelings of self-efficacy, or competence, will have a powerful effect on the extent to which they weigh socially

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supplied information relative to their own perceptions. The more competent people feel themselves to be, the less weight they assign to information external to themselves. Similarly, the more competent the source of information, the greater its influence. The more difficult the judgment context, the more likely people are to rely on others when deciding on a course of action or forming a judgment. People differ in the extent to which they are willing to entertain information that is external to their own beliefs and perceptions.

Many different tactics of social influence have been developed. Some of the most interesting of these are the foot-in-the-door, the low ball, and the door-in-the-face techniques. The first two of these appear to require commitment to a particular outcome. Commitment creates the conditions for further compliance or concessions. The door-in-the-face is the result of reciprocal concessions ("I'll back down on my initial request, if you're willing to concede to my scaled-down version") or contrast (a moderate request following a larger one is perceived as being more modest than it would have in the absence of the larger request).

Topic 17. COCIAL IDENTITY: THE GROUP IN THE INDIVIDUAL

Lecture 6. COCIAL IDENTITY: THE GROUP IN THE INDIVIDUAL.   1 hour
Contents in Brief:
1. In-group Loyalty and Ethnocentrism
2. Why Do In-groups Matter?
3. From Social Identity to Social Change

The assignment for independent work:
Answer questions for self-examination:
1. In-group loyalty and ethnocentrism.
2. From social identity to social change.

Suggesting Reading: Basic: 1, pp.439-458. Supplementary: 12.

Notes for the lecture
Social identity theory furnishes us with a link between the social systems studied by sociologists, economists, and political scientists and the psychology of the individual that is of most interest to social psychologists. Individuals participate in the larger society through their social group memberships, and much of individual social behavior can be understood by knowing the social groups with which the person identifies. When an individual identifies with a larger collective, the values, successes, and failures of that group become part of that person's self-concept. As the title of this chapter suggests, not only do individuals exist within groups but also, in a psychological sense, groups exist in individuals.

Individual acts of self-sacrifice demonstrate the importance of group loyalty in human behavior. Ethnocentrism is the general term for loyalty to one's own groups (in-groups) and the tendency to prefer in-groups over out-groups. A distinction is made between membership groups (all those to which a particular

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individual belongs) and reference groups (those that the individual actively identifies with).

The two major theories of group identification are social comparison theory and social identity theory. Social comparison theory emphasizes the individual's need for knowledge and certainty as the primary basis for group identification. Social identity theory emphasizes the need for self-categorization and positive distinctiveness as the bases of group identification. Minority-group members face a conflict between social identity and the search for positive distinctiveness. Sometimes this conflict is resolved by disidentification from the social group. Alternatively, stigmatized groups may adopt a sense of group pride that buffers self-esteem of individual group members.

Members of disadvantaged social groups experience relative deprivation – the sense of injustice that arises from getting less than one deserves in comparison with others. Fraternal deprivation refers to feelings of relative deprivation on behalf of one's in-group as a whole. Fraternal deprivation is an important factor in motivating social activism and the formation of collective movements. Social identity provides a critical link between the psychology of the individual and the larger societal context in which individuals function.

Topic 18. INTERGROUP ATTITUDES: PREJUDICE AND STEREOTYPES

Lecture 6. INTERGROUP ATTITUDES: PREJUDICE AND STEREOTYPES.   1 hour
Contents in Brief:
1. Attitudes Toward Social Groups: Cognition and Emotion
2. Categorization: The Cognitive Basis of Stereotypes and Prejudice
3. Other Contributing Factors: Personality and Society

The assignment for independent work:
Answer questions for self-examination:
1. Attitudes toward social groups: cognition and emotion.
2. Categorization: the cognitive basis of stereotypes and prejudice.

Suggesting Reading: Basic: 1, pp.461-480. Supplementary: 6; 13.
Notes for the lecture
Like other social attitudes, prejudice has both cognitive and emotional components. The cognitive component of intergroup attitudes is represented by the content and structure of social stereotypes, or beliefs about what characteristics are typical of members of a particular social group in comparison with other groups. Apart from specific beliefs, prejudice also includes affective or emotional responses to particular social groups.

Although stereotypes and prejudice are not identical, both derive from basic cognitive processes of social categorization and category accentuation. Once people have been grouped into social categories, there is a strong tendency to overestimate the similarity among members within categories and to exaggerate differences between categories. Stereotypes may be acquired through association

between a category and particularly distinctive members. Illusory correlation refers to the overestimation of the frequency of distinctive characteristics within a social category.

Social categorization has a special property in that some categories include oneself while other categories do not. Thus, social categories can be divided into in-groups (those that include oneself) and out-groups (those that do not). This involvement of the self gives rise to systematic biases in the content of social stereotypes and the affect associated with social categories. The most pervasive form of in-group bias is ethnocentrism, the tendency to believe that in-group characteristics are more positive than out-group characteristics and to interpret group differences in ways that favor the in-group over out-groups. Another cognitive bias is the out-group homogeneity effect, the tendency to perceive out-group members as all alike, even though we are aware of individual differences and diversity within our in-groups.

Although social psychologists have been particularly interested in the cognitive processes underlying prejudice and stereotypes, social psychological research has also been directed to personality and societal factors that give rise to prejudice and discrimination. Psychodynamic theories of prejudice are represented in research on the authoritarian personality, which focuses on the ego-defensive functions of out-group hostility. At the individual level, prejudice is also fueled by frustration and displaced aggression, by the need to maintain self-esteem through derogation of out-groups, and by perceived dissimilarities in fundamental beliefs and social values. At the societal level, intergroup prejudices are the product of social norms, represented in the media, and social roles associated with specific social categories.

Of particular interest is recent research demonstrating a distinction between conscious and unconscious prejudice. Although prejudicial beliefs may be rejected at the conscious level, well-learned social stereotypes are still operative at a preconscious level, which influences perceptions and feelings outside conscious control. When prejudices are well learned, it takes conscious effort and attention to overcome their effects.

3. Seminars (Workshops)

The main objectives of seminars (workshops) are the development of the graduates' English-speaking competence in the area of social psychology in professional, exploratory-innovative and/or pedagogical activities.

Topic 3. ATTITUDE CHANGE. Topic 4. MODELS OF ATTITUDE CHANGE

Workshop 1. ATTITUDE CHANGE. MODELS OF ATTITUDE CHANGE.   2 hours

The goal of the workshop is to analyze possible ways of attitude change and the study of the models of attitude change.

Contents in Brief:
Case analysis: 1. Attractiveness and Sales
                 2. Inoculating Against Stress
                 3. Who Gets Your Vote?

The assignment for independent work:
Answer the following self-check questions:
1. Hovland's message-learning approach.
2. Individual differences in intelligence and self-esteem mood.
3. Social judgment theory. Components of the theory.
4. The Elaboration-Likelihood model.

Suggesting Reading: Basic: 1, pp.63-79. Supplementary: 1; 3.

Topic 5. NONVERBAL COMMUNICATION OF MOODS AND EMOTIONS

Workshop 2. NONVERBAL COMMUNICATION OF MOODS AND EMOTIONS. <u>2 hours</u>

The goal of the workshop is to analyze nonverbal communication of moods and emotions.

Contents in Brief:
Case analysis: 1. The "Lie Detector" Controversy
                 2. Baby Faces in the Court Room

The assignment for independent work:
Answer the following self-check questions:
1. Is nonverbal expression controllable?
2. Are some individuals better decoders than others?
3. Understanding others' emotions: recognition or empathy?

Suggesting Reading: Basic: 1, pp.107-124. Supplementary: 8; 12.

Topic 12. INTERPERSONAL EXPECTANCIES

Workshop 3. INTERPERSONAL EXPECTANCIES. <u>2 hours</u>

The goal of the workshop is to analyze interpersonal expectancies and self-fulfilling prophecy.

Contents in Brief:
Case analysis: 1. Expectancy Effects in the Classroom
                 2. Expectations on the Job
                 3. Effects of Innuendo and Leading Questions

The assignment for independent work:
Answer the following self-check questions:
1. The transmission of expectations in the group.
2. Effects of appearance on expectations.
3. Are self-fulfilling prophecies inevitably fulfilled?

Suggesting Reading: Basic: 1, pp.327-346. Supplementary: 3; 11.

Topic 16. GROUP PREFORMANCE. GROUP DECISION MAKING

Workshop 4. GROUP PREFORMANCE. GROUP DECISION MAKING.   2 hours

The goal of the workshop is to analyze of the effect of working together and studying the processes of group decision making.

Contents in Brief:
Case analysis: 1. Work-group Norms
                2. The Use of Decision Schemas
                3. The Psychology of Groupthink

The assignment for independent work:
Answer the following self-check questions:
   1. Why people work in group settings?
   2. Interactive groups: working together.
   3. Experimental studies of group decision making.
   4. Can we tell if we're right?

Suggesting Reading: Basic: 1, pp.403-438. Supplementary: 3; 9.

Topic 20. INTERGROUP RELATIONS: CONFLICT OR COOPERATION?

Workshop 5. INTERGROUP RELATIONS: CONFLICT OR COOPERATION?   2 hours

The goal of the workshop is to analyze intergroup relations and to study the most important processes in intergroup relations.

Contents in Brief:
Case analysis: 1. Missiles versus Factories
                2. The Image of the Enemy

The assignment for independent work:
Answer the following self-check questions:
   1. A classic experiment in intergroup relations.
   2. Ignorance and misperception in intergroup relations.
   3. The role of social science in desegregation.

Suggesting Reading: Basic: 1, pp.499-517. Supplementary: 3.

4. Independent Work

Independent work consists in independent studying and mastering of particular propositions of the discipline on the basis of the recommended educational and scientific literature. It is necessary to pay special attention to primary sources. Individual consultations are conducive to mastering such educational material and clarifying the points which present certain difficulties in the course of independent work. Evaluation of the level of academic performance is conducted through discussions of the aspects of logically interconnected topics of the discipline at seminars.

Topic 4. COGNITIVE DISSONANCE: PERSUADING OURSELVES
The goal of this independent work is studying the dissonance theory, impression management, self-perception, and motivating properties of dissonance.

Contents in Brief:
1. Dissonance
2. The Three Faces of Dissonance
3. Cognitive Dissonance Reconsidered: Alternative Explanations
4. Replacements to the Basic Theory

Suggesting Reading: Basic: 1, pp.81-104. Supplementary: 12.

Topic 8. THE SOCIAL SELF: CONCEPT IN ITS SOCIAL CONTEXT
The goal of this independent work is studying the nature of the self-concept, the comparative basis of self-concept, and cross-cultural perspectives on the self.

Contents in Brief:
1. Who Am I? The Nature of the Self-Concept
2. You and Me: The Comparative Basis of Self-concept
3. Maintaining and Protecting a Self-Image

Suggesting Reading: Basic: 1, pp.207-228. Supplementary: 12.

Topic 11. BYSTENDER INTERVENTION. AGGRESSION
The goal of this independent work is to study the bystander intervention research, image repair and negative-state relief, the empathy-altruism model, types of aggression: instrumental and hostile sources of aggression, social issues in the study of aggression.

Contents in Brief:
1. Bystander Intervention Research
2. The Arousal-Cost-Reward Model
3. Motives for Helping
4. What Is It? Defining Aggression
5. Explanations Based on Instinct or Inheritance
6. Explanations Based on Motivation and Learning
7. Important Social Issues in the Study of Aggression

Suggesting Reading: Basic: 1, pp.279-301. Supplementary: 12.

Topic 15. MINORITY INFLUENCE: SHEN DISSIDENTS PREVAIL
The goal of this independent work is to study modes of influence, extensions of the minority influence effect, convergent and divergent thought/diffusion of influence effects.

Contents in Brief:
1. An Alternative View
2. Extensions of the Minority Influence Effect
3. Some Unresolved Issues

Suggesting Reading: Basic: 1, pp.387-402. Supplementary: 12.

Topic 19. DISCRIMINATION: THE BEHAVIORAL CONSEQUENCES OF PREJUDICE

The goal of this independent work is to study social identity and self-esteem, interpersonal discrimination, social distance, institutionalized discrimination.

Contents in Brief:
1. Discrimination in the Minimal Intergroup Situation
2. Interpersonal Discrimination
3. Institutionalized Discrimination: Racism and Sexism

Suggesting Reading: Basic: 1, pp.481-498. Supplementary: 7.

5. Individual Assignments

For individual work, graduates are required to prepare an analytical review of the literature sources for the academic discipline pertaining to the area of his or her research.

The structure of the analytical review

The style of the material presentation should be business-scientific.

Material should be distributed evenly according to the outline of the analytical review:

– introduction (the actuality of the topic of the analytical review and its practical importance must be substantiated; the aim and objectives must to be defined);

– the main part (the topic of the analytical review is explicated through the elucidation of its main aspects). Special attention should be focused on the analysis of the issues raised in scientific literature and the conclusions regarding their theoretical and practical significance;

– conclusions (it is necessary to: a) draw scientific, theoretical and practical conclusions from the analysis of the subject matter of the analytical review; b) formulate theoretical and practical recommendations ensuing from the analysis. They should be logically consistent with the content of the material presented.);

– references (contain bibliographic data of the sources and publications used).

Requirements for analytical review completion

Planning and style.

The style of the material presentation should be business-scientific.

The size of the analytical review is expected to be 10-15 pages. The glossary, list of references and tables and figures that completely cover the area of a page are not added to the total size of the review. But all the pages of the review must be continuously numbered. It is absolutely required that each literature or any other source used for the analytical review preparation should appear in the reference list; likewise, each entry in the reference list must be cited in your text.

The text of the analytical review must be prepared and printed in the English language on standard sheets of A-4 paper format (210 x 297 cm).

The work is printed in Times New Roman font with font size of 14 pt., alignment – "justified"; line spacing – 1.5; indention – 1.25 cm from the margin (must be the same throughout the text); margins: top and bottom – 2.0 cm., left – 3.0 cm., right – 1.0 cm.

Word and phrase abbreviations must meet the current standards of the System of Standards on Information, Librarianship and Ppublishing (for example, Ministry of Education and Science of Ukraine (hereinafter – MES of Ukraine).

Sections and subsections titles must be accurately reproduced from the table of contents. Section titles are usually placed in the middle of a line and printed in capital letters with no punctuation marks at the end and no underscores.

Page numbering should be continuous. Ordinal page numbers are indicated in Arabic numerals on a page header aligned flush right, without periods or dashes. The title page is included into the required total page size of the review, but, as a rule, the number itself is not indicated. Sections should be numbered in Arabic numerals as well.

When using literature sources in the text of the review, two styles of referencing are used. The first way is by using footnotes which are listed at the bottom of the page on which a citation is made. A superscript number is placed at the end of the sentence referencing the source and again at the bottom of the page in front of the footnote. A footnote lists the bibliographical data of the literature source and the page number. Footnote referencing should begin with "1" and continue numerically throughout the paper.

The second way of citation consists in using a numbered reference list which appears at the end of the review. The sources cited in the review are arranged alphabetically and then numbered. Any particular source is cited in the text by using the number assigned to that source in the reference list. The reference number is followed by a comma and the page number(s) of the source cited, enclosed in square brackets and placed in the text of the review before any punctuation, with a space before the bracket, for example: *The method was described in 1979* [3, p. 17].

The illustrative material (drawings, graphs, charts etc.) should be placed immediately after the first reference in the text. If a graph, chart or table exceeds the space available on the page where it is referenced, it must be placed on the next page. Each piece of illustrative material should be referenced in the text.

V. Testing

Tests are not stipulated.

VI. Methodical Guidelines

While studying the discipline "Social psychology (in English)," graduates are required to use, first of all, the literature sources indicated in the basic list and available in the NTUU "Igor Sikorsky KPI" library stock. Lecture notes are an additional source of information. Also, graduates are recommended to look up the materials concerning the latest psychological research on the Internet.

The content of the discipline is delivered in three blocks: theoretical, practical and the block of independent work. The mastering of the theoretical part is carried out by means of lectures and the study of literature. In seminars classes, the specific analytical skills concerning the current state of education, communication skills and the ability to give grounds for and defend one's own point of view are developed.

Mastering of the discipline "Social Psychology (in English)" stipulates a comprehensive complex approach to the choice of forms and methods of teaching. The essence of this approach consists in combining lectures and various forms of independent work, including participation in the seminars and report preparation and presentations.

A seminar class enables graduates to demonstrate, on the one hand, the level of their readiness for it (through presenting, participating in discussions, expressing opinions), on the other hand – to receive a feedback about mastering of learned material. The evaluation criteria for assignments carried out for seminar classes are: logical internal coherence, completeness of elucidation of the subject matter; analyticity of thinking behind one's response, source referencing, and validity of personal conclusions.

The topics for analytical reviews must be coordinated with the lecturer who teaches the discipline and with the graduate's scientific advisor. While working with literature sources and writing précis, it is important to record bibliographic information of the sources and the numbers of the pages from which ideas are borrowed for further source referencing. Previously prepared materials are processed, and student's own analysis is incorporated into the review.

VII. Suggesting Reading

Basic

1. Brever V.B., Crano W.D. Social Psychology. – WPS. – Minneapolis - St. Paul - New York - Los Angeles - San Francisco. – 1994. – 570 p.

Supplementary

1. Ajzen I. Attitudes, personality and behavior / I. Ajzen. – [2nd ed.]. – UK : Open University Press, 2005. – 178 pp.

2. Borich G. D., Tombary M. L. Educational Psychology: Second Edition. – London-New York: Longman, 1997. – 576 p.
3. Chapman Elwood H. Your Attitude is Showing. – SPA Inc. – U.S.A., 1987. – 194 p.
4. Chapman Elwood H. Your Attitude is Showing: A Self-Paced Exercise Guide. – SPA Inc. – U.S.A., 1983. – 86 p.
5. De Cremer D. Social Psychology and Economics / D. De Cremer, M. Zeelenberg, J. K. Murnighan. – USA : Lawrence Erlbaum Associates, 2006. – 355 p.
6. Ethical Attitudes of Students and Business Professionals: A Study of Moral Reasoning / [Wood J. A., Longenecker J. G., McKinnej J. A., Moore C. W.] // Journal of Business Ethics. – 1988. – № 7. – P. 249–257.
7. Handbook of Multicultural Counseling. – Thousand Oaks, California: Sage Publications, Inc., 1995, pp. 624-644.
8. Jaksa J. A. Responsible Communication: Ethical Issues in Business, Industry, and the Professions / J. A. Jaksa, M. S. Pritchard. – Cresskill, N.J. : Hampton Press, Inc., 1996. – 402 p.
9. Kahneman D. Jadgment under Uncertainty / D. Kahneman, P, Slovic, A. Tversky. – Cambridge University Press. – 2001. – 630 p.
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Academic Performance Rating System

A graduate's rating in the discipline "Social Psychology (in English)" consists of the points obtained for:

1) work in class;

2) answers, solutions to problems and additional comments on other graduates' answers during discussions at the seminars;

3) analytical review;

4) performance in the examination.

System of Rating Points and Evaluation Criteria:

1. Work at the lectures (maximum number of points at lectures is 18):

The number of points for one lecture is 3. The maximum number of points for all lectures is:

3 points × 6 lectures = 18 points

Evaluation of each graduate is performed at each lecture on the basis of two indicators – attendance and participation:

a) attendance:

1 point × 6 lectures = 6 points

Evaluation criteria:

1 – presence at a lecture;

0 – absence from a lecture.

b) participation:

2 points × 6 lectures = 12 points

Evaluation criteria:

2 – active participation showing strong motivation to thoroughly master the educational material;

1 – sufficient participation showing positive motivation for learning;

0 – low participation indicating the lack of motivation for studying.

2. Work at the seminars (maximum number of points for seminars is 25):

The number of points for one seminar is 5. The maximum number of points for all seminar (practical) classes is:

5 points × 5 seminars = 25 points

Evaluation of each graduate's performance is conducted in each seminar (practical) class on the basis of two indicators – attendance and participation:

1 point × 5 seminars = 5 points

Evaluation criteria:

1 – presence in a seminar (practical) class;

0 – absence from a seminar (practical) class.

b) participation:

4 points × 5 seminars = 20 points

Evaluation criteria:

4 – a graduate selects and logically combines all the data concerning the subject matter of the seminar. He or she makes valid conclusions based on the data;

3 – a graduate selects and logically combines sufficient amount of the data concerning the subject matter of the seminar. He or she makes valid conclusions based on the data;

2 – a graduate selects and logically combines about half of the data concerning the subject matter of the seminar. He or she makes incomplete conclusions based on the data.

1-0 – a graduate selects and logically combines only a small amount of data concerning the subject matter of the seminar. He or she makes inaccurate conclusions or doesn't make them at all.

3. Analytical Review (the maximum number of points for analytical review is 17):

The assessment for each analytical review is based on the analysis of the following combination of indicators:

1. Actuality of the topic.

2. The outline and contents of the analytical review must elucidate the chosen topic in a systemic way.

3. The personal contribution is assessed on the basis of the availability of the graduate's own analytical conclusions.

4. The sources used (a sufficient number of modern normative and scientific sources).

Evaluation criteria:

17-13 – the topic of the analytical review is actual, the outline and content explicate the topic chosen in a systemic way; the graduate's analytical conclusions are available, a sufficient number of normative and scientific sources have been used in the course of the review preparation;

12-9 – the topic of the analytical review is actual, the outline and content elucidate the topic chosen in a systemic way, the author's conclusions are not available, a sufficient number of normative and scientific sources have been used in the course of the review preparation;

8-5 – the topic of the analytical review is actual, but the outline and content explicate the topic chosen insufficiently; analytical conclusions are not available; a sufficient number of normative and scientific sources have been used in the course of the review preparation;

4-0 – the topic of the analytical review is actual, but the outline and content do not explicate the topic chosen; the author's analytical conclusions are not available; an insufficient number of normative and scientific sources have been used in the course of the review preparation.

Calculation of the rating score(R):

The total number of points scored for the graduate's work during semester is:

RG = 18 + 25 + 17 = 60 points

The number of points at the examination is 40% of the R, namely:

RE = 40 points.

Thus Rating Scale of the discipline is as follows:

R = RG + RE = 100 points.

A pre-requisite for admittance to the examination is the graduate's semestral rating (RG), which is required to be at least 50% of the RG, i.e. 30 points.

4. The Examination:

Examination test is administered in writing and is limited to 90 minutes.

Examination cards consist of two theoretical questions related to the thematic sections of the discipline.

Each question is given a weight of 20 points.

Examples:

Variant #1
1. Controllability of cause: could it be helped?
2. Understanding others' emotions: recognition or empathy?

Variant #2
1. Factors that influence initial attraction: how it begins.
2. Is nonverbal expression controllable?

Examination evaluation criteria:

20-15 – a full, articulate, logically coherent answer to a question, which testifies to the graduate's deep understanding of the essence of the subject matter and his or her acquaintance not only with the lecture materials, but also with the basic textbook and the additional literature; the graduate's statement of his or her own point of view concerning debatable issues if they are raised in the examination question;

10-14 – the answer to the question is not full or clear enough, which testifies to the graduate's correct understanding of the essence of the subject matter and his or her acquaintance with the lecture material and the basic textbook; the answer contains certain inaccuracies;

5-9 – rather a superficial answer, serious errors have been committed;

0-4 – an incorrect answer, which indicates a lack of knowledge of the corresponding educational material and the graduate's attempts to express his or her own understanding of the subject matter; lack of response.

In order for a graduate to obtain a corresponding assessment (ECTS and traditional), his or her rating (**RD**) has to be transformed according to the table:

RD = Rc+Re	ECTS Estimates	Traditional Estimates
95 – 100	A – excellent	Excellent
85 – 94	B – very good	Good
75 – 84	C – good	
65 – 74	D – satisfactory	Satisfactory
60 – 64	E – satisfactory (satisfies the minimum criteria)	
RD < 60	FX – unsatisfactory	Unsatisfactory
Rc < 30	F – unsatisfactory (additional work is required)	Not admitted

Appendix 2

Topics for Analytical Reviews

For individual work, graduates are required to prepare an analytical review of scientific literature related to the area of his their scientific work. Topics for analytical reviews must be endorsed by the teacher of the discipline and the graduate's scientific advisor. Alternatively, a graduate has an option to prepare an article on social psychology issues to be published in an English-language publication.

List of Examination Questions

1. The tools of social psychological research.
2. Values and ethics in social psychological research.
3. Social attitudes: conception and measurement.
4. Factors that affect the attitude-behavior link.
5. Basic principles of forming impression.
6. Sizing others up: how do we put it all together?
7. The structure of social knowledge.
8. Confirmatory biases: cognitive conservatism.
9. Controllability of cause: could it be helped?
10. Manipulating attributions: strategies for social interaction
11. Why do we make person attributions?
12. Person-situation attributions: simultaneous or sequential?
13. Regulating social exchange: limits on pure hedonism.
14. Social dilemmas: individual versus collective outcomes.
15. Factors that influence initial attraction: how it begins.
16. Attitude similarity and reciprocity of positive feelings.
17. Milcram's research program. The basic paradigm.
18. Contextual and personal variables that affect social influence.
19. Compliance-gaining strategies.
20. Resistance to social influence. Anticonformity. Independence.
21. In-group loyalty and ethnocentrism.
22. From social identity to social change.
23. Attitudes toward social groups: cognition and emotion.
24. Categorization: the cognitive basis of stereotypes and prejudice.
25. Hovland's message-learning approach.
26. Individual differences in intelligence and self-esteem mood.
27. Social judgment theory. Components of the theory.
28. The elaboration-likelihood model.
29. Is nonverbal expression controllable?
30. Are some individuals better decoders than others?
31. Understanding others' emotions: recognition or empathy?
32. The transmission of expectations in the group.
33. Effects of appearance on expectations.
34. Are self-fulfilling prophecies inevitably fulfilled?
35. Why people work in group settings?
36. Interactive groups: working together.
37. Experimental studies of group decision making.
38. Can we tell if we're right?
39. A classic experiment in intergroup relations.
40. Ignorance and misperception in intergroup relations.
41. The role of social science in desegregation.