



Social Psychology

Work program of the discipline (Syllabus)

Details of the discipline

Level of higher education	<i>First (bachelor's)</i>
Field of knowledge	
Specialty	<i>For all specialties</i>
Educational program	<i>All English-language educational program certain specialties</i>
Status of discipline	<i>Selective</i>
Form of study	<i>Full-time</i>
Course and semester	<i>2nd course, autumn / spring semesters</i>
The scope of the discipline	<i>2 credits ECTS / 60 hours</i>
Semester control / control measures	<i>Modular control, test</i>
Lessons schedule	<i>Lectures: 1 (first week) Seminars: 1 (second week) http://rozklad.kpi.ua</i>
Language of study	<i>Ukrainian</i>
Information about course leader / teachers	<i>http://psy.kpi.ua/vikladachi/</i>
Course placement	

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study, and learning outcomes

Social psychology is a field of psychological knowledge that studies the patterns of communication and the joint activity of people involved in different social groups, as well as the characteristics of the groups themselves.

The study of the discipline "Social Psychology" provides the formation of social skills (Soft Skills), which allow you to be successful regardless of the specifics of the activity and the direction in which the person works.

The purpose of the subject is to create the ability of students to:

- make a psychological analysis of the complex situations of the interaction of "person-society", "person-social group", "personality-personality";
- organize own activities as a component of collective activity;
- use the methods of mathematical analysis in engineering calculations.

According to the requirements of the curriculum after the mastering of the credit module students must demonstrate the following learning outcomes:

knowledge of:

- the main categories of social psychology;
- the most famous areas of social psychology development;
- basic methods of socio-psychological research;
- the structure and social development of personality;
- means and methods of social and psychological influence in the process of communication,
- peculiarities of group activity,
- psychological peculiarities of large social groups,

- modes of person's behavior in the conflict;
- modern applied research of mass socio-psychological phenomena.

skills:

- to establish interaction with different types of individuals;
- effectively develop the communication process,
- to analyze own activity as a component of collective activity,
- to monitor various group phenomena and characteristics;
- to find an acceptable way to release own aggressions;
- to admit own wrongness and to change the attitude.

The study of the discipline "Social Psychology" will promote the development of communication skills, situational awareness, adaptability, flexibility, building constructive relationships, achieving success in the professional field and other activities.

After the mastering of the subject's content students will have the opportunity to make a psychological analysis of complex situations of the interaction of "person – society", "person – social group", "personality – personality" and organize their own activities as a component of collective activity.

2. Requisites and post requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

To study the discipline of the student, it is desirable to have the skills to use a text editor on a computer, skills to work with electronic databases of research institutes and libraries.

The credit module "Social Psychology" is selective and belongs to the cycle of social and humanitarian training. It is preceded by "Introduction to the specialty", "History", "Philosophy" and provides other social and humanitarian subjects.

The study of the discipline will allow mastering the disciplines of the cycles of general and professional training more effectively.

3. The content of the discipline

Full-time

List of Topics	Number of hours			
	Hours in total	Allocation of time by the type of class		
		Lectures	Seminars (Workshops)	Independent work
1	2	3	4	5
Topic 1. Introduction to Social Psychology	9	2	4	3
Topic 2. Social Psychology of Personality	7	2	2	3
Topic 3. The Communication	9	4	2	3
Topic 4. Social Interaction: Relating to Others	11	4	4	3
Topic 5. The Psychology of Group	8	2	2	4
Topic 6. Intergroup Relations: Conflict or Cooperation?	8	2	2	4
Topic 7. The Mass Social-Psychological Phenomena	8	2	2	4
Total amount of hours	60	18	18	24

4. Educational literature and resources

For the successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with:

4.1 Basic literature:

1. Brever V.B., Crano W.D. Social Psychology. – WPS. – Minneapolis – St. Paul – New York – Los Angeles – San Francisco. – 1994. – 570 p.
2. Social Psychology: Nouts for the Lectures. – Educational-Methodical Guidance for students preparing the first (Bachelor) level of higher education "Bachelor" in the speciality 125 "Cybersecurity" / Comp.: O.V. Vynoslavka. – Kyiv : Igor Sikorsky Kyiv Polytechnic Institute, 2018. – 98 pp.

4.2 Support literature:

1. Ajzen I. Attitudes, personality and behavior / I. Ajzen. – [2nd ed.]. – UK : Open University Press, 2005. – 178 pp.
2. Borich G. D., Tombarly 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., McKinney 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. Lebon G. Psikhologiya narodov i mass / G. Lebon . – M.: Akademicheskiiy Proyekt. – 2011. – 238 s.
10. Mueller Kathrin, Sociology in our Times: Instructor's Manual (New York: Wadsworth Publishing Company, 1998), 308 pp.
11. Murphy P. E. Improving Your Ethics Code / P. E. Murphy // Journal of Business Ethics. – 1994. – March/April. – P. 23.
12. Psychology : Boundaries and Frontiers / William Buskist, David W. Gerbing. – USA : Scott, Foresman and Company, 1990. – 667 p.
13. Transition Ethics: a Comparison of Ukrainian and United States Business Professionals / [Vynoslavka O. V., McKinney J. A., Moore C. W., Longenecker J. G.] // Journal of Business Ethics. – 2005. – № 61. – P. 283–299.

Educational content

5. Methods of mastering the discipline (educational component)

Lectures

№	The title of the lecture topic and a list of key issues (tasks for independent work of students)
1	<p>Topic 1. Introduction to Social Psychology <i>The goal: to develop knowledge of students about subject, object and structure of social psychology</i> Subject, Object and Structure of Social Psychology Methodology: The Tools of Social Psychological Research. Values and Ethics in Social Psychological Research.</p>

	<p>Applying Social Psychology.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – What is the Subject of Social Psychology? – The Tools of Social Psychological Research. – Values and Ethics in Social Psychological Research.
2	<p>Topic 2. Social Psychology of Personality</p> <p><i>The goal: to develop knowledge of students about social psychology of personality</i></p> <p>Personality: Structure and Social Development.</p> <p>Social Attitudes: Measurement, Structure, and Behavior. Attitude Change.</p> <p>Cognitive Dissonance: Persuading Ourselves.</p> <p>The Social Self: Self-Concept in Its Social Context.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Social Attitudes: Conception and Measurement. – Factors that Affect the Attitude-Behavior Link. – Self-Concept in Its Social Context.
3	<p>Topic 3. The communication</p> <p><i>The goal: to develop knowledge of students about psychology of communication.</i></p> <p>Social Cognition. Schemata and Social Perception. Attribution. Attitude. Persuasion. Attitude-Behavior Correspondence. Cognitive Dissonance Theory.</p> <p>The source of a communication. The message. Drawing a conclusion. Delivery: force, speed, number and intensity.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Which Meaning of Concept Communication do you know? – Describe cognitive dissonance.
4	<p>Topic 3. The communication</p> <p><i>The goal: to develop knowledge of students about psychology of communication</i></p> <p>The setting. Confusing communications. Characteristics of the audience. Individual differences in intelligence and self-esteem mood.</p> <p>Language. Characteristics of Language. The Structure of Language. Language Development.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Individual Differences in Intelligence and Self-Esteem Mood. – Characteristics of Language.
5	<p>Topic 4. Social Interaction: Relating to Others</p> <p><i>The goal: to develop knowledge of students about social interaction and relating to others.</i></p> <p>The Peculiarities of Interpersonal Relationships.</p> <p>Social Exchange. Social Perceptions. Social Inference.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Which are the Elements of Social Exchange? – Regulating Social Exchange: Limits on Pure Hedonism.
6	<p>Topic 4. Social Interaction: Relating to Others</p> <p><i>The goal: to develop knowledge of students about social interaction and relating to</i></p>

	<p><i>others.</i></p> <p>Attraction and Affiliation. Interpersonal Expectancies: and the Self-fulfilling Prophecy.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Social dilemmas: Individual Versus Collective Outcomes
7	<p>Topic 5. The Psychology of Group</p> <p><i>The goal: to develop knowledge of students about the group social-psychological phenomena</i></p> <p>Social Influence. Social Facilitation. Social Norms and Conformity. Compliance. Obedience to Authority. Bystander Intervention and Helping. Interpersonal Attraction.</p> <p>Recommended literature:</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Contextual and Personal Variables that Affect Social Influence? – Which are the Compliance-Gaining Strategies? – Resistance to Social Influence. Anticonformity. Independence.
8	<p>Topic 6. Intergroup Relations: Conflict or Cooperation?</p> <p><i>The goal: to develop knowledge of students about intergroup relations and conflicts</i></p> <p>Intergroup competitiveness: cause or consequence? Ignorance and misperception in intergroup relations. Intergroup contact. Contact experiments: defining the limits.</p> <p>Causes of Conflict. The Thomas-Kilmann Conflict Mode Instrument. The Description of Modes.</p> <p>The Anger. HEAT-technique to Manager Anger.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Attitudes Toward Social Groups: Cognition and Emotion. – Categorization: the Cognitive Basis of Stereotypes and Prejudice. – The Description of Modes of Person's Behavior in the Conflict.
9	<p>Topic 7. The mass social-psychological phenomena</p> <p><i>The goal: to develop knowledge of students about the mass social-psychological phenomena</i></p> <p>What are the Mass Social-Psychological Phenomena? The Psychological Peculiarity of Crowd. Forming the Public Opinion. Collective Experience and its Displays. Competition and its Displays. Psychology of Hearsays and Panic.</p> <p>Tasks for Self-study:</p> <ol style="list-style-type: none"> 1. Writing the dictionary of key terms and concepts. 2. Answers questions for self-examination: <ul style="list-style-type: none"> – Which are the Psychological Peculiarities of the Individual in Crowd? – Describe the Crowd Direction Mechanisms. – Describe the Main Conditions for Occurrence of the Panic.

Seminars (workshops)

№ з	The name of the subject and the list of key issues (list of didactics, references to literature and assignments on the SS)
1	<p>Topic 1. Introduction: The Way of Social Psychology The questions for discussion: 1. The Tools of Social Psychological Research. 2. Values and Ethics in Social Psychological Research 3. Applying Social Psychology Work with the test “Self-Confidence Inventory”. The purpose of this exercise – to estimate your readiness to communicate with others that will promote creation of strong mutual relations.</p>
2	<p>Topic 1. Social Attitudes. Models of Attitude Change Work with the test “Attitude Adjustment Scale”. The purpose of this exercise – to familiarize with a scale of regulation of your attitude which helps to estimate your current state and specifies in necessary directions of its correction.</p>
3	<p>Topic 2. The Social Self: Concept in Its Social Context Work with the test “The numerical test for measuring intelligence” by Eysenck H. J. The purpose of this exercise – to estimate your IQ.</p>
4	<p>Topic 3. Social Perceptions: Understanding Ourselves and Others Work with the test “Work Characteristics your supervisor seeks”. The purpose of this exercise – to understand better other people.</p>
5	<p>Topic 4. Bystander Intervention. Aggression Work with the test “Things to do to Release Your Aggressions on the Job”. The purpose of this exercise – to familiarize with acceptable ways to go out of the aggression.</p>
6	<p>Topic 4. Obedience. Conformity and Independence Case analysis “The Lesson”. The purpose of this analysis – to analyze conformity and independence of personality in organization.</p>
7	<p>Topic 5. Group Performance. Group Decision Making Work with the test “Evaluating a Personal Relationship (Optional)”. The purpose of this exercise – to analyze your mutual relations with associates</p>
8	<p>Topic 6. Social Psychology of the conflict. Work with the test “The Thomas-Kidman Conflict Mode Instrument”. The purpose of this exercise – to define the main mode of your behavior in the conflict.</p>
9	<p>Topic 7. Intercrop Relations: Conflict or Cooperation? Work with the test “Tolerance Level Exercise”. The purpose of this exercise – to define the level of your tolerance to some types of behavior.</p>

Independent Works of students

Students have to write a dictionary of key terms and concepts for each topic of the subject matte.

Policy and control

1. The policy of the discipline (educational component)

Attendance and performance of tasks

Attendance at lectures is not evaluated, but it is desirable because the study material is presented in an accessible form and there is an opportunity to discuss issues and clarify unclear points. It will be difficult for a student to properly prepare for a seminar if he or she misses lectures. However, it is not necessary to work off the missed lectures.

Active participation of students in seminars (workshops) is mandatory and will be required. The student's rating will be largely formed based on the results of his work in seminars. Each missed seminar (regardless of the reasons for absence) reduces the final rating of the student in the discipline. If a seminar is missed, the student must study the topics and complete all the tasks.

Points are not awarded for attending seminars. In the seminar, the student can use the written notes prepared by him on the subject of the lesson (or provided by the task), but to express a position by reading from a sheet of paper or gadgets is not worth it. It is also not necessary to answer the teacher's questions while reading from the screen of a smartphone, laptop, or textbook. This characterizes the level of preparation of the student is not the best.

Forms of work

Lectures, workshops (seminars), debate, work in pairs, triads, business games, round table.

University policy

Academic integrity

The main types of academic responsibility are established by the Law of Ukraine "On Education". According to Part 6 of Article 42, the main types of academic responsibility of students include: re-assessment (test, exam, test, etc.); re-passing the relevant educational component of the educational program; deductions from educational institutions; deprivation of an academic scholarship; deprivation of education benefits provided by the educational institution.

Policies, standards and procedures for the observance of academic integrity are contained in the following regulatory documents of the Igor Sikorsky Kyiv Polytechnic Institute, published on the website of the University: Code of Honor of the Igor Sikorsky Kyiv Polytechnic Institute <https://kpi.ua/files/honorcode.pdf>, Regulations on the system of prevention of academic plagiarism <https://rb.gy/agihij>, as well as legal documents, official recommendations, orders and directives, sociological research of the Igor Sikorsky Kyiv Polytechnic Institute, methodical materials, educational courses <https://kpi.ua/academic-integrity>.

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>, as well as in the Regulations on the Commission on Ethics and Academic Integrity of Igor Sikorsky Kyiv Polytechnic Institute https://data.kpi.ua/sites/default/files/files/2015_1-140a1.pdf.

2. Types of control and rating system for assessing learning outcomes (Rating system)

Current control: [survey on the topic of the seminar, task performance](#)

Calendar control: [conducted twice a semester as a monitoring of the current state of compliance with the requirements of the syllabus.](#)

Semester control: [test.](#)

Evaluation and control measures

The student's rating in the discipline "Social Psychology" consists of the points obtained for:

- 1) answers, solutions to problems and additional comments on other students' answers during discussions at the seminars;
- 2) writing the dictionary of key terms and concepts;
- 3) module test.

System of Rating Points and Evaluation Criteria:

1. Work at the seminars (workshops) (maximum number of points for seminars is 45):

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

5 points × 9 seminars = 45 points

Evaluation of each student's performance is conducted in each seminar (practical) class on the basis of two indicators – presentation at the seminar, and participation in discussion and addition:

a) presentation at the seminar:

4 point × 9 seminars = 36 points

Evaluation criteria:

4 – a student 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 student 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 student 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.

0 – absence from a seminar (practical) class.

b) participation in discussion and addition:

1 points × 9 seminars = 9 points

Evaluation criteria:

1 – the important addition, active participation in discussion;

0 – absence from a seminar (practical) class.

2. Writing the dictionary of key terms and concepts:

The number of points for one correct written definition is 0,5. The maximum number of points for writing the dictionary is:

0,5 points × 56 terms = 28 points

Evaluation criteria:

0,5 – the definition of the term or concept is correctly written;

0 – the definition is absent.

3. The module test:

Module control is administered in writing and is limited to 90 minutes.

The module test consists of three theoretical questions related to the thematic sections of the subject.

The purpose of the modular test work is to define the level of assimilation of a subject matter which may be calculated according to the rating system. The set of tests for modular test work is in the appendix to the work program.

Samples of tests for module control

Variant No 1

Regulating social exchange: limits on pure hedonism.

Individual differences in intelligence and self-esteem mood.

A classic experiment in intergroup relations.

Variant No 2

Sizing others up: how do we put it all together?

Compliance-gaining strategies.

The transmission of expectations in the group.

List of Questions to Module Control presented in Annex 1.

The number of points for one theoretical question is 11. The maximum number of points for three theoretical questions classes is:

9 points × 3 questions = 27 points

Each answer to question is estimated at 6-9 points as follows:

9 – a full, articulate, logically coherent answer to a question, which testifies to the student'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 student's statement of his or her own point of view concerning debatable issues if they are raised in the examination question;

8 – the answer to the question is not full or clear enough, which testifies to the student'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;

7 – rather a superficial answer, serious errors have been committed;

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

0 – no answer.

Calculation of the rating score(R):

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

RG = 45 + 28 = 73 points

The number of points for the module control is:

RE = 27 points.

Thus Rating Scale of the subject is as follows:

R = RG + RE = 100 points.

A pre-requisite for admittance to the examination is the student's semestral rating (RG), which is required to be at least 60% of the RG, i.e. 40 points.

Table of correspondence of rating points to grades on the university scale:

<i>Number of points</i>	<i>Evaluation</i>
100-95	Excellent
94-85	Very good
84-75	Good
74-65	Satisfactorily
64-60	Sufficient
R < 60	Insufficient
Rst < 40	Not admitted

Students who scored the required number of points during the semester ($RD > 0.6R$) have the opportunity to:

- get a module test (credit) by the so-called "automatic" in accordance with the rating;
- perform a module test in order to increase the score.

Thus the previous rating of the student on discipline is canceled and he receives a grade P3 only on the results of the module test.

The list of questions to the module test is given in Addition 1.

Test tests are evaluated on a scale of 100 points.

Each question is evaluated according to the evaluation system:

- "Excellent", full answer (not less than 90% of the required information) - 34 (33)... 30 points;

- "Good", a fairly complete answer (at least 75% of the required information, or minor inaccuracies) - 29... 25 points;
- "Satisfactory", incomplete answer (not less than 60% of the required information and some errors) - 24... 20 points;
- "Unsatisfactory", unsatisfactory answer - 0 points.

3. Additional information on the discipline (educational component)

Recommendations for students

At the beginning of teaching lectures on a new topic, give examples of relevant practical applications, preferably in professional activities. Each practical class is conducted only after considering the relevant topic at the lecture.

Bachelors of day-time training combine into a lecture-stream and make up a number of training groups for practical classes.

Distance Learning

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

Inclusive education

Allowed

The Work program of the discipline (Syllabus):

Compiled professor, candidate of psychological sciences Vynoslavskaya Olena Vasylivna

Approved by the Department of Psychology and Pedagogy (Protocol № 5 of 18.11.2020)

Approved by Methodical Commission of Faculty (Protocol № ___ of _____)

List of Questions to Module Test

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. Milgram'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.