PSYC3212 – Social Psychology

Unit of Study Code: PSYC3212

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying:
8 credit points of Second Year Psychology including PSYC 21113

Assessment:
Classwork:
33.3% (Quiz)
28 May – 31 May (week 13)

Examination:
66.6% multiple choice questions and short answers

Evaluation of teaching and learning:
Date: Week 13
Type: Questionnaire

Unit of study general description:

PSYC3212 continues the coverage of topics in Social Psychology begun in PSYC2113. The unit is divided into topic areas, where the emphasis is on evaluating theories and the relevant evidence. Topics areas include social relationships, social motivation (in particular, aggression), effects of the physical environment on social behaviour; social cognition, social competence and social development through the lifespan. Tutorials provide first hand experience of research by involving students in a range of research projects on the topics covered in the lectures. The tutorials also provide an opportunity for discussion of issues associated with these topics.
Teaching outcomes:

(1) To be able to describe and evaluate theories and research studies on the development of relationships, the breakdown of relationships and loneliness.

(2) To be able to describe and evaluate definitions, theories and research studies on aggression, violence portrayed in the media, and controlling and preventing aggression.

(3) To be able to describe and evaluate research on, and to develop an awareness and understanding of, the effects of the physical environment on behaviour as well as of behaviour on the physical environment, particularly with respect to housing, city, work, institutional and leisure environments.

(4) Ability to describe and explain the main theories of how people explain and interpret the behaviour of others.

(5) Ability to describe, criticise and evaluate the results of experimental studies concerned with aspects of social cognition.

(6) Ability to exemplify human behaviour which is consistent or inconsistent with different theories and hypotheses concerning social cognition.

(7) Ability to analyse and categories instances of skilled nonverbal behaviour.

(8) Ability to describe and distinguish social skills and social competence.

(9) Ability to evaluate evidence with respect to major hypotheses concerning the organisation of social behaviour in social interaction.

(10) Ability to describe and critically evaluate the contribution of the social skills model to areas such as work, sport, therapy and mental health.

(11) Ability to critically review theory and research in social behaviour across the lifespan.

Evidence of learning:

Assessment will take the form of: (1) a written examination which will cover the full range of teaching outcomes (the examination will be in the form of multiple-choice and short answer questions), and (2) a class quiz which will employ multiple-choice and short-answer questions and which will be primarily concerned with the content of the tutorial programme.

SYLLABUS

Social Relationships
The development of friendships - the interpersonal marketplace, self disclosure. The breakdown of relationships - reasons for and the process of. Loneliness - definitions, types, causes, prevalence and reducing loneliness.

Aggression
Definitions of aggression. Theories of aggression - instinct (Freud, Lorenz, Sociobiologists), externally elicited drive (frustration, aversive conditions), social learning (social models, punishment, association). The impact of violence in the media. The prevention and control of aggression.

The physical environment and social behaviour.
The study of the reciprocal relationship between behaviour and the physical environment. How aspects of the physical environment may effect behaviour:
1. Housing: comparisons of three prevalent housing types - detached houses, low rise and high rise units - with respect to social contact, privacy and crime.
2. Cities: the effects of high densities, crowding, noise, cognitive overload and other city stressors on behaviour.
3. Other environments: Work environments (schools, offices), institutional environments (prisons, mental hospitals), and leisure environments (parks).
Social Cognition
Person perception: schema theory; impression formation; the relationship of affect to person perception. Attribution theory: analysing language for perceived cause; correspondence of events and the formation of inferences; regularities in choosing among multiple causes; bias in attributions. Heuristics in cognitions about people: intuition and reasoning; using base-rate information; illusory correlation; construct accessibility; induction - errors, popularity, myths; visual salience. Stereotypes: relationship to prejudice; self concept; ageism, sexism, ethnocentrism. Attitudes: attitude-behaviour consistency; attitudes, opinions and beliefs; attitudes, feelings and evaluations; changing attitudes - causes and effects; self perception - a special case?

Social Development
Social and emotional development in infancy: acquisition of emotions, crying, smiling, appearance of other emotional displays; infant temperament; attachment; gender differences in parenting. Childhood: aspects of socialisation; styles of parenting; factors affecting socialisation; learning prohibitions and rejections. Adolescence: the relative influence of peers and parents; sex roles from adolescence to adulthood; peer relations at school. Development of sexual relations among adults: the work of Margaret Mead; pair formation, courtship and sexual love; sexual strategies theory. Middle age: sources of middle age crises; coping with menopause; coping with retirement; the empty nest syndrome. Old age: disengagement theory; activity theory; subjective well-being; attitudes to death and dying.

Social Skills
The distinction between competency and skill; development of social skills in childhood and adult life; social skill and its association with mental health; evaluation of social skills training programs in the areas of work, sport and therapeutic interventions; the concept of social skill in human interactions; synchrony in social behaviour; the interpretation of nonverbal signals in understanding the other.
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<tr>
<th>WEEK</th>
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| 1    | Social Relationships:  
1. Characteristics of friendship  
2. The development of relationships | No meeting |
| 2    | Social Relationships:  
3. The development of relationships  
4. Dissolving relationships/Loneliness | Friendships |
| 3    | Social Motivation:  
5. Aggression  
6. Aggression | Relationship breakdown |
| 4    | Environmental Psychology:  
7. Definitions and Methods  
8. Housing environments | Aggression |
| 5    | Environmental Psychology:  
9. Housing environments  
10. Cities | Children in high rise dwellings |
| 6    | Environmental Psychology:  
11. Cities  
12. Offices, Parks and Prisons | Adaptation to city living |
| 7    | Environmental Psychology:  
13. Offices, Parks and Prisons | Post occupancy evaluations |
|      | Social Cognition:  
14. Social Perception | |
| 8    | Social Cognition:  
15. Attribution theory I  
16. Attribution theory II | Demonstration: attributing blame |
| 9    | Social Cognition:  
17. Social cognition I  
18. Social cognition II | Demonstration: self serving bias |
| 10   | Social Skills:  
19. The social skill model  
20. Applications of the social skills model | An assertiveness training workshop |
| 11   | Social Development:  
21. Social and emotional development in infancy  
22. The social world of the child | Measuring sex role development in children aged 2-6 |
| 12   | Social Development:  
23. The social behaviour of adolescents  
24. Development of sexual relations among adults | Attitudes to death and dying |
| 13   | Social Development:  
21. Coping with mid-life crises  
22. Social behaviour of the elderly | QUIZ |

**TEXT**


**REFERENCES**

