

Bakersfield College
Course Outline of Record Report
 05/02/2022

PSYCB20 : Social Psychology

General Information

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Attachments:	SOCI B20_Updated Assessment Mapping_4-26-2022.docx PSYC B20 - AssessmentMappingForm4.26.222.docx
Course Code (CB01) :	PSYCB20
Course Title (CB02) :	Social Psychology
Department:	Psychology
Proposal Start:	Fall 2022
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000298087
Curriculum Committee Approval Date:	11/18/2021
Board of Trustees Approval Date:	12/16/2021
External Review Approval Date:	07/01/2022
Course Description:	Examines the effects of social influence on individual behavior, including the study of conformity, obedience, persuasion, attitude formation and attitude change. The role of social judgment, aggression, prejudice, prosocial behavior, attraction, and interpersonal relationships are also examined. The scientific method and research strategies in social psychology are employed. Note: Not open to students who have successfully completed SOCI B20. C-ID: PSY 170
Submission Rationale:	Mandatory Revision The revisions made to this course include updates to the textbooks and the course outline and distance learning. Additionally, we are cross-listing the Psyc and Soc courses.
Author:	No value

Minimum Qualifications

Discipline requiring a Master's Degree:	<ul style="list-style-type: none"> Psychology Sociology
Disciplines in which a Master's Degree is not usually available:	No value
Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree:	No value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

In-Service Course (required by California Penal Code)

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Non-Repeatable Credit

Course Support Course Status (CB26)

Course is not a support course

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Sociology Associate in Arts for Transfer

A.A. Degree for Transfer

Fall 2021

BC Psychology Major AA -T

A.A. Degree for Transfer

Fall 2017 to Spring 2018

Psychology Associate in Arts for Transfer

A.A. Degree for Transfer

Spring 2018 to Fall 2021

Intersegmental General Education Transfer (IGETC) General Education Certificate of Achievement

Certificate of Achievement

Summer 2018 to Summer 2019

Intersegmental General Education Transfer (IGETC) for STEM General Education Certificate of Achievement

Certificate of Achievement

Summer 2018 to Summer 2019

California State University (CSU) General Education Breadth Certificate of Achievement

Certificate of Achievement

Summer 2018 to Summer 2019

Psychology Associate in Arts for Transfer

A.A. Degree for Transfer

Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

Bakersfield College General Education Pattern	Categories	Status	Approval Date	Comparable Course
Area D.1 Beh. Sci	Foundations in the Behavioral Sciences	Approved	No value	No Comparable Course defined.
Area D.2 Soc. Sci	Foundations in the Social Sciences	Approved	No value	

CSU General Education Breadth	Categories	Status	Approval Date	Comparable Course
D.9 Psychology	Psychology	Approved	No value	No Comparable Course defined.
D.10 Soc and Crim.	Sociology and Criminology	Approved	No value	
D Social Sciences	Anthropology and Archaeology, Economics, Ethnic Studies, Gender Studies, Geography, History, Political Science, Government, and Legal Institutions, Interdisciplinary Social or Behavioral Science, Psychology, Sociology and Criminology	Pending	No value	

Intersegmental General Education Transfer Curriculum (IGETC)	Categories	Status	Approval Date	Comparable Course
Area 4 Soc. and Beh. Sci	Social and Behavioral Sciences	Approved	No value	No Comparable Course defined.

CSU Transfer	Categories	Status	Approval Date	Comparable Course
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UC Transfer	Categories	Status	Approval Date	Comparable Course
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C-ID	Categories	Status	Approval Date	Comparable Course
Psychology	Enter C-ID descriptor in text box. (Name and number)	Pending	No value	C-ID: PSY 170

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04) Credit - Degree Applicable	Course Non Credit Category (CB22) Credit Course.	Non-Credit Characteristic No Value
Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Required Reading
Rationale	No value
Methods of Instruction	Problem Solving Activity
Rationale	No value
Methods of Instruction	Written Work
Rationale	No value
Methods of Instruction	Collaborative Group Work
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Class Activities
Rationale	No value

Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Audiovisual Presentations
Rationale	No value
Methods of Instruction	In-class Writing
Rationale	No value
Methods of Instruction	Term/Research Paper
Rationale	No value
Methods of Instruction	Peer Analysis, Critique, and Feedback
Rationale	No value
Methods of Instruction	Student Presentation
Rationale	No value
Methods of Instruction	Library Assignment
Rationale	No value
Methods of Instruction	Internet Research
Rationale	No value

Methods of Instruction	Demonstration
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Rationale	No value
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Methods of Instruction	Group Activities
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Rationale	No value
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Assignments

Assignments include outside reading of required materials, class discussion, in class group work, research work related to completion of term paper, and/or presentations.

Critical thinking assignment include research papers and presentations. The description of a critical thinking assignment is included below:

Applying Social Psychology to Real-World Problems

Purpose and goals of the project

The purpose of this project is to give you the opportunity to identify a real world problem or issue you are personally interested in and deeply consider what the problem is and why it continues to exist despite other people trying to address it.

You are tasked with proposing a solution that is grounded in evidence from social psychology. This project is designed to encourage you to think critically and creatively to identify root causes of the issue as well as factors that contribute to the issue persisting. Throughout the semester, you will complete smaller assignments that engage you in this type of thinking. At the end of the semester, you will produce a final paper report and give a presentation in class. This project is designed to help you develop critical thinking skills and improve written and oral communication.

Major components of the project

Phase 1: Identify and evaluate a problem.

You will write a problem statement that conveys the scope of the problem and the specific aspect you will address this semester (assignment 1); then you will identify and evaluate specific barriers and factors that created and maintained the problem, consider who is involved in it, and what has already been done to address the problem (assignment 2).

The main purpose of this phase is to help you more deeply understand the problem you selected and to guide you to understanding the inherent social issues or nature of the issue. In addition, this phase helps you consider how large issues (e.g., climate change) are comprised of smaller issues that may have different causes and therefore need to be addressed differently (e.g., reducing use of plastic bags, conserving water). In this phase of the project, you are also encouraged to consider why you selected this issue (i.e., why it is important to you personally and as a group) and why it is important at a societal/community level. By the end of this phase, you should be able to (1) identify the opposing perspectives and barriers that have created the problem/issue and impeded resolution, (2) consider who is impacted by the problem/issue (e.g., who is involved, who experiences the ramifications), and (3) determine what is currently being done to address the problem/issue. For example, by the end of phase 1, you might have decided to address reducing the use of plastic bags because you are particularly concerned about the resulting harm to marine animals.

Phase 2: Gather evidence and consider solutions.

Over the course of two assignments, you will start brainstorming ways to address the issue (assignment 3) and gather evidence from the social psychological field to support and improve your proposed solutions (assignment 4). During this phase, you are encouraged to revisit your problem statement to ensure that the solutions and evidence actually address the initial problem you identified. Sometimes students will inadvertently stray from their original path throughout the course of their research. By the end of this phase, you should have a clear plan for how to address the issue as well as evidence from the social psychological field indicating why the plan should be successful. For example, you may consider banning plastic bags in stores or consider how information about attitude change and behavior change can be used to get people to use reusable bags.

Phase 3: Final proposal.

The project culminates with three outcomes. First, each group prepares a written paper that summarizes their work throughout the semester. The paper is comprised of a description of the real world issue being addressed, a full explanation outlining the major aspects of the issue, a proposed plan to address the issue that is clearly supported and informed by social psychological information, and a brief summary of how to evaluate the success of the proposed plan. Second, each group presents their project to the class during the last week of the semester.

Group member evaluations. Despite the engaging and relevant design of this assignment, there is always a risk of social loafing. In an effort to reduce social loafing, at the end of each phase students complete self and peer evaluations to rate each person's contributions and efforts to the group work. Students who do not contribute to the group's work will have their scores reduced.

Methods of Evaluation	Rationale
Objective Exams (may include Multiple choice, Matching items, True/false, Essay)	

Writing Assignment (APA or MLA format)	No value
Group Projects and Presentation	No value
Cumulative Final Examination	No value
Presentation	No value
Short Essay Assignments	No value
Homework	No value
Written assignments	Students will write no fewer than 10 written pages in essays, exams, and other assignments.
Written Exams (Quizzes, Midterm, and/or Final Examination)	No value
Other	Poster presentations.
Other	Student and/or instructor lead activities displaying social psychological concepts and theories.
Other	In class small and large group discussions and debates.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Myers and Twenge	Social Psychology	McGraw-Hill	2019	9781260397116

Other Instructional Materials

Description	Other: Articles and/or supplemental resources on reserve at the library.
Author	
Citation	Social Psychology

Materials Fee

None

Learning Outcomes and Objectives**Course Objectives**

1. Compare basic concepts and theories across the areas of social psychology.
2. Identify biological and cultural influences on social behavior.

3. Explain the major scientific studies which form the basis for current theories of social psychology.

4. Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues.

5. Analyze elements of a scientific approach to understanding human behavior in a psycho-social context.

6. Apply models of intervention into social behavior designed to address social problems (e.g., those based on gender, ethnic, racial, or cultural differences and those based on disability).

7. Discriminate between individual differences and sociocultural influences.

CSLOs

Name	Expected SLO Performance
1. Upon successful completion of the course, the student will be able to differentiate and apply the basic theoretical perspectives and concepts related to social psychology.	70.0
2. Upon completion the student will be able to utilize the theories and concepts as a means to analyze the role of social influence on such topics as the self, attitude formation and change, social judgment, persuasion, compliance, conformity, obedience, emotions, attraction and relationships, aggression and violence.	70.0
3. Upon successful completion of the course, student will be able to apply the basic elements of the scientific method including the various methodologies used to collect, analyze, and interpret the data/observations employed in social psychological research.	70.0

Outline

Course Outline

A. Week 1: Introduction to Social Psychology

What is Social Psychology?
Big Ideas in Social Psychology

B. Week 2: Research Methods

Creating and testing hypotheses
Correlational Methods
Experimental Methods
Research Ethics

C. Week 3: The Self

Self Concept
Self-Esteem
Self-Serving Biases

D. Week 4: Social Beliefs and Judgements

Belief Perseverance
Illusory Thinking
Attributions

Memory Reconstruction

E. Week 5: Behavior and Attitudes

Predicting Behavior from Attitudes

Predicting Attitudes from Behavior

Self-Perception Theory

Beyond Cognitive Consistency to Broader Rationalization

F. Week 6: Genes, Culture, and Gender

Biological Influences

Cultural Influences

Culture and Emotions

How are men and women alike and different

G. Week 7: Conformity and Obedience

Classic conformity and obedience studies

What predicts conformity

Who conforms

H. Week 8: Persuasion

Paths to Persuasion

Elements of Persuasion

Resisting Persuasion

I. Week 9: Group Influence

What is a group

Social Facilitation

Social Loafing

Deindividuation

Group Polarization

Groupthink

Minority Influence

J. Week 10: Prejudice

The Nature and power of prejudice

Social sources

Motivational sources

Cognitive sources

Consequences of prejudice

K. Week 11: Aggression

What is aggression

Theories of aggression

Influences of aggression

Aggression reduction

L. Week 12: Attraction and intimacy

Need to Belong

Friendship and attraction

Emotions and social relationships

What is Love

What enables close relationships

How do relationships End?

M. Week 13: Helping

Why do we Help?

When will we Help?

Who will Help?

How to Increase Helping?

N. Week 14: Conflict and Peacemaking

What creates conflict?

How can peace be achieved

O. Week 15: Applying Social Psychology
 Social psychology in the clinic
 Social Psychology in the court
 Social psychology and the sustainable future

Distance and Correspondence Education Criteria and Standards - Effective Spring 2022

Please choose all of the delivery methods applicable to this course.

- Face to Face
- Hybrid (requires face to face meetings)
- Online (Flexible, purely online no face to face contact)
- Interactive (Scheduled, synchronous distance modality)
- Other

Rigor statement: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

No Value

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online Messaging
- Face to face meetings (group or individual)
- Interactive Video
- Instant messaging/text
- Library Workshop
- Class Announcements
- Review Sessions
- Supplemental Seminar or Study Session
- Telephone Contact
- Other Activities
- Interactive Applications / Software
- Archived Video/ Lecture Recordings
- Assignment Feedback
- Social Media
- Virtual Field trip / Scavenger Hunt
- Virtual Workshops

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email other online messaging
- Online Group Work
- Interactive Video
- Instant messaging/text
- Library Workshop
- Message Board
- Review Sessions
- Supplemental Seminar or Study Session
- Telephone Contact
- Other Activities
- Interactive Applications / Software
- Online Conferencing
- Social Media
- Virtual Field trip / Scavenger Hunt

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online messaging
- Virtual Field trip / Scavenger Hunt
- Groups
- Interactive Video
- Instant messaging/text
- Library Workshop
- Message Board
- Online Academic Support Services
- Supplemental Seminar or Study Session
- Telephone Contact
- Other Activities
- Archived Video / Recorded Lectures

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

No

Federal and state regulations require that all online course materials be made available in an accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other tools as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

It is recommended that class size does not exceed 45 students.

Provide supplemental information for all OTHER options chosen in the sections above.

Other delivery methods account for any new technology that may become available in the future.

Other effective instructor/student, student/student, and student/content contact may also be achieved via mail packets and any new technology that may become available in the future.

Is this course being submitted for Correspondence Education approval?

- Yes