



Module Guide

Psychology of Behaviour With Others Module Guide

PSY_5_PBO

**Division of Psychology, School of
Applied Sciences**

2016 - 2017

become what you want to be

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1. MODULE DETAILS

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| Module Title: | Psychology of Behaviour With Others |
| Module Level: | 2 |
| Module Reference Number: | PSY_5_PBO |
| Credit Value: | 1 |
| Student Study Hours: | 150 Hours |
| Contact Hours: | 48 hours – lecture/seminar teaching |
| Private Study Hours: | 102 Hours |
| Pre-requisite Learning (If applicable): | Successful completion of Level One modules |
| Co-requisite Module(If applicable): | None |
| Course(s): | None |
| Year and Semester | Semester 2 |
| Module Coordinator: | Dr. Daniel Frings |

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Subject Area: BSc (hons) Psychology
Graduate Diploma in psychology

Summary of Assessment Method: Coursework: (50%) – Portfolio Report
Examination (50%) - Two hour unseen exam

External examiner: Professor Andrew Guppy – University of Bedfordshire.

SHORT DESCRIPTION

This module provides students with the opportunity to explore a number of the major concepts, theories and methods encountered in important areas of the psychology of behaviour with others. The module focuses on those approaches that have been used to examine a) psychological processes from a social cognitive perspective, b) social influence processes, c) the social self and self-identity, d) social interaction and biology. In addition, the module will introduce students to evidence that demonstrates the use of psychological knowledge to applied domains. Key topic areas according to these themes include persuasion of others, the link between animal behaviour and our own social formations, intergroup processes, socio-cultural perspectives on the self and self-identity, and interpersonal interaction processes in relation to memory.

2. AIMS OF THE MODULE

The module aims to provide students with the opportunity:

- To understand that our social behaviour is the product of biological processes, individual's information processing, group experience and societal context.
- To explore evolutionary and motivational reasons to understand how and why we are social beings.
- To explore those biological mechanisms important in understanding social behaviour in terms of the 'social' brain.
- To explore how social behaviours develop across the lifespan of human development in terms of attitude development, family processes, identity and relations with our peers.
- To explore in which ways we communicate with each other in our social worlds in terms of discourse and language, symbols and nonverbal strategies.
- To explore the role of culture in influencing our behaviour with others.
- To explore what effects group membership has on the ways we think and behave

3. LEARNING OUTCOMES

At the end of the module students will be able to develop skills in:

Knowledge and Understanding:

- Demonstrate a critical awareness and understanding of the similarities and tensions between biological, social cognitive, motivational and society-based explanations of social behaviour.

Intellectual Skills:

- Demonstrate critical awareness and understanding through discussion and writing. This includes the ability to accrue and review relevant literature; to summarise and critically appraise evidence; and to use appropriate theoretical evidence to understanding real-world issues.

Practical Skills:

- Construct a theoretically justified persuasive communication.
- Self-managed and group-based project implementation and evaluation.
- Oral and written communication through written report and group presentation.

Transferable Skills:

- *Communication:* Using relevant technology to convey information to others.

- *Creativity and initiative:* Generation and development of novel solutions to real-world issues.
- *Time management:* Working as a member of a team to achieve goals to a specified timeframe.
- *Decision making:* To make informed decisions on the basis of available information.

Personal development:

- To reflect on personal action and the behaviour of others from an informed position incorporating theoretical awareness and group work experience. To use this reflection to influence their own future behaviour.

4. ASSESSMENT OF THE MODULE

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| | <ol style="list-style-type: none"> 1. Commentary on persuasive communication – development of and theoretical basis of communication. 50% of final assessment. 2. Unseen examination: answering two questions from a possible 8 3. The perspectives covered on the course are the a) biological perspective; b) socio-cultural perspective, c) socio-cognitive perspective and d) group processes perspective. Each exam answer will be weighted 50% of the total marks available for the exam. Students will be guided with respect to the format and requirements expected for this assessment in week 12. 50% of final assessment. 4. Formative assessment and feedback for self-managed learning checking - MCQ x 3 across semester (MCQ1 for sessions 1-3; MCQ2 for sessions 4-8; MCQ3 for sessions 9-10). 5. Formative assessment and feedback – group presentations of developed persuasive communication. |
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Please visit the POBO moodle site for deadline and other course related information.

Please see the **Psychology Course Guide 2016-2017** for information on

- submission procedures
- penalties for late or non-submission
- possible requests for submission of coursework to Turnitin
- marking criteria

5. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

6. INTRODUCTION TO STUDYING THE MODULE

6.1 Overview of the Main Content

The Psychology of Behaviour with Others can be defined as the study of those processes that are important for understanding how the thoughts, feelings and behaviours of one person can be influenced by the presence, whether actual, imagined or implied, of another person or groups of people. Researchers in this field (mainly social psychologists) are interested in studying people's behaviour because behaviour can be observed and measured. However, social psychologists are also interested in people's thoughts, feelings, attitudes, beliefs, intentions and goals and how these different factors influence how a person behaves in a social context. While these factors can be directly observed they can be inferred from behaviour.

The content of the current module is organised around a number of themes that are fundamental if the student is to encounter a rounded perspective of both classical and contemporary issues in social psychology. These themes are: a) *definitions, debates and methods*, b) the *social cognitive perspective* (including attitude development, measurement and change, intergroup processes and attribution theory), c) processes involved in *social influence* (including group processes, leadership, conformity and obedience), d) *the self and social identity*, and e) *processes in social interaction*.

The lectures, seminars and self-managed learning sessions will provide students with the opportunity to develop knowledge of and understanding about social psychological processes and phenomena important for the study within each of the themes. It is fundamental that students obtain and read the preparatory literature outlined in this guide for each lecture and seminar.

Teaching on each module is organised into two five-week blocks. One week (week 6) in each semester are for self-managed study time. These consolidation weeks give you an opportunity to catch up on your reading and we expect you to use them for independent study. Under exceptional circumstances, such as staff illness or University closure, week 6 may be needed to deliver course material so please be prepared to attend, if necessary, during week 6.

6.2 Overview of Types of Classes

The module will be delivered via 11 two-hour lecture sessions (including one revision session in week 12) and 11 two-hour seminar / discussion sessions, directed study, self-managed learning and tutorials. The lecture sessions will be in two 40-45 minute blocks, though individual lecturers may adopt a different format. The lectures aim to provide you with an overview of the main lines of thought on a particular topic, including a discussion of major models, key empirical data and important conceptual issues. The lectures begin with a general introduction to a specific area of social psychological enquiry that identifies key concepts and methods. Students will be presented with classic and contemporary evidence with respect to the focus of the lecture.

During the module you will also be designing and evaluating a piece of persuasive communication for changing people's discriminatory attitudes and beliefs. You will be expected to produce a portfolio as the assessment for this work which will involve 1) an analysis of a focus group, 2) the actual persuasive communication itself including a commentary, 3) a brief proposal for evaluating the communication and 4) a critical reflection of the evaluation. The processes and procedures for undertaking this task will form the seminar sessions of the module. You will be given explicit instructions of what and how to do this during these sessions.

6.3 Importance of Student Self-Managed Learning Time

In addition to these activities you also have a considerable amount of time in which to undertake self-managed learning. This is a vital component of study on a degree programme. Some of this time should be used to undertake preparatory reading for the lectures and to prepare for seminar sessions. However, you should also use this time to read around the subject and begin to develop the more in-depth knowledge that you will need to have in order to perform well in the coursework essay and the unseen Social Psychology examination. It is impossible, and you are not expected, to develop in-depth knowledge on all areas of the curriculum. However, good performance in seen essays requires knowledge that goes beyond that provided in classes and in essential reading. To study a topic in depth you might start from the supplementary reading suggested for each topic and also follow up the references to key journal papers provided in the essential reading.

Tutorials can be arranged by appointment with any of the teaching team. Tutorials can be arranged by individual students or by groups of 2-4 students. They can be used most effectively to clarify material discussed in lectures and seminars or to discuss topics that you are working-up for the examination. Students who have urgent questions can e-mail an appropriate member of the teaching team for immediate assistance. (Tutor e-mails are provided on page 2.)

6.4 Employability

The seminars for this module promote small group discussion and peer learning. These will help to develop skills such as listening to others, being aware of others needs and abilities and help to develop confidence in evaluating new and sometimes complex material. The coursework will also help develop planning and presentation skills.

7. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The table below provides students with a summary of a week-by-week summary schedule of lecture and seminar sessions. A total of eleven lectures will be given by academic staff covering classic and contemporary topics in social psychology. A summary of the week-by-week lecture and seminar titles is given in the table. This summary table is then followed by a detailed breakdown of the lecture programme and the seminar programme. For each session aims and learning outcomes are presented so that it is clear what knowledge and skills should have been addressed by each lecture and seminar.

| Week No. | Lecture Topic | Seminar session |
|-----------------|--|--|
| | | Designing, evaluating and appraising a persuasive communication |
| 1 | Introducing the study of behaving with others: a history of social psychology (IA/PR) | Description and outline of the assessment: examples from previous years |
| 2 | Social neuroscience 1: Evolution of the social brain and perception (HK) | NO SEMINAR |
| 3 | Social neuroscience 2: Thinking about and behaving toward others (HK) | Organising and developing a focus group: Generating themes for persuasion: running a focus group |
| 4 | Socio-cognitive perspectives 1: Changing attitudes: 1) Consistency theories and 2) Persuasion processes. (IA) | Designing the persuasive communication: identifying key components for persuasion (e.g. source, message, audience etc.). |
| 5 | Socio-cultural perspectives 1: Language and communication (PR) | Making the persuasive communication. |
| 6 | <i>Consolidation Week</i> | |
| 7 | Socio-cultural perspectives 2: The role of culture in the generation of how we behave, feel and think with others (PR) | <i>Finalising the persuasive communication:</i> Evaluating the efficacy of your persuasive communication: designing the study |
| 8 | Socio-cognitive perspectives 2: Automaticity in social thinking and social behaviour (IA) | Group presentations of the persuasive communication |
| 9 | Group processes perspectives 1: Structure, processes and leadership (DF) | Group presentations of the persuasive communication. |

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| | Easter Break | |
| 10 | Group processes perspectives 2: Intragroup processes (DF) | Group presentations of the persuasive communication. |
| 11 | Group processes perspectives 3: Intergroup conflict and prejudice (DF) | No seminar |
| 12 | <i>Preparing for the exam</i> | |

LECTURE PROGRAMME

Week One: Introductory Session: Aims and objectives

Lecture Topic: Introduction and Overview.

Aims

- To introduce students to the content of the course
- To present an outline and example of the assessments
- To provide an overview of the requirements for independent study, reading and critical thought.

Knowing and doing 'social' psychology

Lecture Topic: Knowing and doing social psychology: definitions, debates and methods

Aims

- To introduce students to some of the main themes, concepts, methods and debates in social psychology.
- To provide an introduction to the social cognition perspective in social psychology.
- To detail the key assumptions of social cognition.

Core Reading

Crisp, R.J. & Turner, R.N. (2007) *Essential Social Psychology*. London: Sage. Chapter 2.

Grauman, C.F. (2001) Introducing social psychology historically. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 3-22. Chapter 1.

Manstead, A.S.R. & Semin, G.R. (2001) Methodology in social psychology: tools to test theories. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 73-114. Chapter 4.

Background Reading

Augoustinos, M., Walker, I. and Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapters 1 and 2.

Breakwell, G.M. (2003) *Doing Social Psychology Research*. Oxford: Blackwell.

Brewer, M.B. & Hewstone, M. (2004) *Social Cognition*. Oxford: Blackwell.

Fiedler, K. & Bless, H. (2001) Social cognition. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 115-150. Chapter 5.

Fiske, S.T. (2004) *Social Beings: Core Motives in Social Psychology*. Wiley. Chapter 2.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapters 1 and 2.

Lunt, P. (2003) The histories of social psychology. *Social Psychological Review*, 5 (2), 3-19.

Morawski, J.G. (2000) Social psychology a century ago. *American Psychologist* 55(4), 427-430.

Reis, H.T. & Judd, C.M. (Eds.) (2000) *Handbook of Research Methods in Social and Personality Psychology*. Cambridge: Cambridge University Press.

Week two: Biological psychology 1

Lecture Topic: Social neuroscience -The social brain

Aims

- To introduce the field of social neuroscience
- To present and evaluate methods of social neuroscience
- To consider what constitutes social cognition and behaviour
- To provide an evolutionary understanding of the social brain
- To present key brain systems that underpin social cognition and behaviour

Core reading

Gallese, V., Keysers, C. and Rizzolatti, G. (2004) A unifying view of the basis of social cognition, *Trends in Cognitive Science* 8(9), 396-403.

Kalat, J.W. (2008) *Biological Psychology*, 10th ed., Wadsworth
[chapter on brain anatomy and neural conductance]

Background reading

Adolphs, R. (2009) The social brain: neural basis of social knowledge. *Annual review of Psychology*, 60, 693–716.

Heyes, C. (2010) Where do mirror neurons come from? *Neuroscience and biobehavioural reviews*, 34, 575-583S

Lieberman. M. D. (2003) Social Cognitive Neuroscience: A Review of Core Processes
Annual Review Psychology, 58:259–89.

Reader, S. M. and Laland, K.N. (2002) Social intelligence, innovation, and enhanced brain size in primates, *PNAS*, 99 (7), 4436–4441.

Ward, J. (2012) *The student's guide to social neuroscience*. Psychology Press, Hove.

Week three – Biological psychology 2

Lecture topic: Social neuroscience: Behaving, thinking and feeling with others

Aims

- To provide a conceptual framework for thinking about social behaviour
- To explore brain systems that mediate perception and knowledge of the experience of others
- To explore brain system that mediate an understanding of the intentions of others
- To consider brain systems mechanisms of face perception and recognition of expressions
- To discuss evidence relating to the brain basis of attachment and affiliative behaviour
- To consider brain systems that underpin the regulation of social behaviour

Core reading

Rizzolatti, G. (2006) Mirrors in the mind. *Scientific American*, 295(5), 54-61.

McGraw, L.A. and Young, J.L. (2009) The prairie vole: and emerging model organism for understanding the social brain. *Trends in Neuroscience*, 33(2),103-109.

Background reading

Adolphs, R. (2003) Cognitive neuroscience of human social behaviour. *Nature reviews. Neuroscience*, 4(3), 165–78.

Insel, T. R. (2010) The challenge of translation in social neuroscience: a review of oxytocin, vasopressin, and affiliative behavior. *Neuron*, 65(6), 768–79.

Lieberman, M. D. (2007) Social cognitive neuroscience: a review of core processes. *Annual review of psychology*, 58, 259–89.

Saxe, R., & Wexler, A. (2005) Making sense of another mind: the role of the right temporo-parietal junction. *Neuropsychologia*, 43(10), 1391–9. doi:10.1016/j.neuropsychologia.2005.02.013

Young, L. J., & Wang, Z. (2004) The neurobiology of pair bonding. *Nature neuroscience*, 7(10), 1048–54.

Ward, J. (2012) The student's guide to social neuroscience Psychology Press, Hove.

Week four: Socio-cognitive psychology 1: Attitudes and Persuasion

Lecture Topic: Changing attitudes: 1) Consistency and balance theories and 2) Persuasion processes.

Aims

- To provide students with evidence with respect to attitude – behaviour consistency.
- To provide students with the opportunity to explore consistency and balance theories of attitude management and change.
- To illustrate the relationship between an inferred attitude and behaviour towards an attitude object.
- To provide students with the opportunity to explore how attitudes might be changed.
- To explore the use of persuasive messages in changing people's attitudes and thus related behaviour.
- To detail key psychological theories for understanding how persuasive message can alter stored attitudes.
- To explore factors important for understanding why persuasion processes may fail.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 4.

Crisp, R.J. & Turner, R.N. (2007) *Essential Social Psychology*. London: Sage. Chapter 3.

Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall. London: Prentice Hall. Chapter 5 and 6.

Background Reading

Bohner, G. (2001) Attitudes. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 239-284. Chapter 8.

Bohner, G & Wanke, M. (2002) *Attitudes and Attitude Change*. Hove: Psychology Press. Chapters 6, 7, 8.

Eagley, A. & Chaiken, S. (1993) *The Psychology of Attitudes*. Orlando: Harcourt Brace.

Week five: Socio-cultural psychology 1: Communication and language: arguing and rhetoric

Lecture topic: This lecture will examine the importance of speech and communication in human meaning making

Aims

- To provide students with an introduction to theoretical and empirical debates in social psychology associated with the ‘turn to language’ in critical social psychology
- To compare cognitive and discursive accounts of human interaction
- To explore the role of rhetoric in persuading others
- To examine the role of interaction and conversation in human meaning making.

Core readings:

Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall. Chapter 15.

Billig, M. (1988) *Arguing and Thinking*. London: Routledge.

Burr, V. (1998) *An introduction to social constructionism*. London: Routledge.

Stainton Rogers, W. (2003) *Social Psychology: experimental and critical approaches*. Buckingham: Open University Press. **Chapter 2.**

Week six: Socio-Cultural Psychology 2: how culture affects the way we think, feel and behave

Lecture topic: This lecture will introduce students to the concepts and methods surrounding the socio-cultural psychology and interpersonal perspective

Aims

- To examine the difference the central features of cultural psychology and its relevance to the study of social psychology.
- To make clear the distinction between cultural psychology and cross-cultural psychology.
- To provide a cultural psychological perspective on cognition.
- To examine studies from cultural psychology that point to thinking and behaviour as ‘local and culturally embedded’ actions.

Core readings:

Smith, P.B. & Bond, M.H. (1993) *Social Psychology Across Cultures: Analysis and perspectives*. Hertfordshire: Harvester Wheatsheaf.

Cole, M. (2005) *Cultural Psychology: A Once and Future Discipline*. Cambridge MA: Harvard University Press.

Nisbett, R. (2008) *The Geography of Thought: How Asians and Westerners Think Differently - And Why*. London: Sage.

Chiu, C. Y. & Hong, Y-Y. (2006) *Social Psychology of Culture. Principles of Social Psychology*. New York: Psychology Press.

Background reading:

Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall. Chapter 16.

Benson, C. (2000) *The Cultural Psychology of the Self: Location, Morality, Art and Human*. Worlds. London: Routledge.

Week seven: Socio-cognitive psychology 2: Automaticity in behaving with others

Lecture topic: Automaticity in social thinking and social behaviour.

Aims

- To provide an introduction to the role of automatic cognitive processes in social perception and social behaviour.
- To detail the distinction between implicit and explicit cognitive process.
- To provide an analysis of methods used in the measurement of implicit or automatic processes.
- To assess the role of automatic and implicit cognitive processes in the applied setting of addiction and addictive behaviours.
- To provide an examination of the implications of automatic processing for changing socially relevant perceptions and behaviours.

Core Reading

Bargh, J. (1997) The automaticity of everyday life. In Wyer, R.S. (1997) (Ed.) *Advances in Social Cognition: Volume X*. New Jersey: Lawrence Erlbaum.

Bargh, J. & Chartrand, T.L. (1999) The unbearable automaticity of being. *American Psychologist*, 54,462-479.

Background Reading

Hamilton, D.L. (Ed.) (2005) *Social Cognition*. New York: Psychology Press. Part 4; pp. 203-282.

Week eight: Group Processes I: Conformity & Pro-social Behaviour

Lecture Topic: Group perspectives 1: Social identities and Stereotyping

Aims

- To provide students with an re-introduction to various definitions of groups and their functions;
- To define stereotyping
- To demonstrate practical examples of leadership theories in the workplace.

Core reading

Brown, R., (2000). *Group Processes*. Oxford, Blackwell.

Background Reading

Greenwald, A.G., Oakes, M.A., & Hoffman, H.G. (2002). Targets of discrimination: Effects of race on responses to weapon holders. *Journal of Experimental Social Psychology*, 39, 399–405.

Fiske, S. T., Cuddy, A. J., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: competence and warmth respectively follow from perceived status and competition. *Journal of personality and social psychology*, 82(6), 878.

Fiske, S. T., Cuddy, A. J., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *Trends in cognitive sciences*, 11(2), 77-83.

Week Nine: Group Processes II

Lecture Topic: Group perspectives 3: Intergroup conflict and prejudice (a.k.a I predict a riot!)

Aims

- Describe models outlining the causes of conflict – such as relative deprivation, social identity, and social dilemmas;
- Describe mechanisms that maintain intergroup conflict and prejudice such as stereotypes, the evaluation of pro-norm deviants and inhumanisation;
- Explore methods of reducing intergroup conflict and prejudice; e.g. contact theory, crossed categorizations and common ingroup identity;
- Apply these models in the context of football hooliganism.

Core reading

Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall.
Chapter 11

Brown, R. (1995) *Prejudice: It's social psychology*. Oxford. Blackwell Publishers. Chapters 4 & 6 (Also 8, if you want to know more about contact hypothesis!)

Background Reading

Brown, R., Eller, A., Leeds, S., Stace, K. (2007). Intergroup contact and intergroup attitudes: A longitudinal study. *European Journal of Social Psychology, 37*, 692-703

Brewer, M., Gaernter. (2003). Towards a reduction of prejudice: Intergroup contact and social categorisation. In M. Brewer., & M. Hewstone. (Eds.). *Self and Social Identity*. (pp.298-318). Malden. Blackwell Publishers.

Reicher, S. (2004). The psychology of group behaviour. In M. Brewer., & M. Hewstone. (Eds.). *Self and Social Identity*. (pp.232-258). Malden. Blackwell Publishers.

Stott, C., Hutchinson, P., Drury, J. (2001). "Hooligans' abroad? Inter-group dynamics, social identity and participation in collective "disorder' at the 1998 World Cup Finals. *British Journal of Social Psychology, 40*, 359-384

Week Ten: Group Processes III: Intragroup processes

Lecture Topic: Group perspectives 2: Social influence and intra-group processes: Conformity and pro-social behaviour.

Aims

- Introduce classical studies in conformity (e.g. Zimbardo's prison study, Milgram's conformity studies);
- To identify and understand examples of social processes that lead to conformity and compliance (e.g. attitudinal polarisation, de-individuation, groupthink, group monitoring);
- Define the processes and evidence around pro-social behaviour

Core Reading

Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall. Chapters 7, 8, 14.

Background Reading

Hastie, R (Ed.). *Inside the juror: Psychology of juror decision making*. Cambridge. Cambridge University Press.

Reicher, S., Haslam, S.A. (2006). Rethinking the psychology of tyranny: The BBC prison study, *British Journal of Social Psychology*, 45, 1- 40.

Week Eleven: Preparation for the exam

In this session, you will be presented with a series of revision guidelines that will facilitate module specific exam revision. In the first part of the session, we will take you through some general exam advice before moving onto the specific topic areas covered on this module. All module tutors will be at this session to answer any questions you have, so please come prepared with questions!

Week Twelve – CONSOLIDATION WEEK

SEMINAR PROGRAMME

During the module you will be designing and evaluating a piece of persuasive communication for changing people's discriminatory attitudes and beliefs. You will be expected to produce a group presentation (formative assessment) and a portfolio as the summative assessment for this work, which will involve 1) an analysis of a focus group, 2) the actual persuasive communication itself including a commentary, 3) a brief proposal for evaluating the communication and 4) a critical reflection of the evaluation. The processes and procedures for undertaking this task will form the seminar sessions of the module. You will be given explicit instructions of what and how to do this during these sessions.

8. STUDENT EVALUATION

Please see Moodle (General Information Site, Documents section) for summaries of student evaluation questionnaires from last year

9. LEARNING RESOURCES

9.1 Core Materials (Also see specific lectures)

- **Hogg, M. A. and Vaughan, G. M. (2010). *Social Psychology, (6th Edition)*. London: Prentice Hall.**
- **Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage.**

9.2 Optional Materials

Abelson, R.P., Frey, K.P. & Gregg, A.P. (2004) *Experiments With People: Revelations From Social Psychology*. London: Lawrence Erlbaum.

Argyle, M. & Colman, A.M. (Eds) (1995) *Social Psychology*. London: Longman.

Aronson, E., Wilson, T.D., & Akert, R.M. (2002) *Social Psychology*. Fourth edition. Upper Saddle River, New Jersey: Prentice Hall.

Baron, R.A. & Byrne, D. (2003) *Social Psychology*. Tenth edition. Boston, MA: Allyn and Bacon.

Bless, H., Fiedler, K. & Strack, F. (2004) *Social Cognition: How Individuals Construct Social Reality*. Hove: Psychology Press.

Bohner, G. & Wanke, M. (2002) *Attitudes and Attitude Change*. Hove, Psychology Press.

Brehm, S.S., Kassin, S.M. & Fein, S. (1999) *Social Psychology*. Fourth edition. Boston & New York: Houghton Mifflin.

- Brewer, M.B. & Hewstone, M. (Eds) (2004) *Social Cognition*. Oxford: Blackwell.
- Brewer, M.B. & Hewstone, M. (Eds) (2004) *Applied Social Psychology*. Oxford: Blackwell.
- Brown, R. (2000) *Prejudice: It's Social Psychology* (2nd Edition). Oxford: Blackwell.
- Brown, R. (2000) *Group Processes* (2nd Edition). Oxford: Blackwell.
- Crisp, R.J. & Turner, R.N. (2007) *Essential Social Psychology*. London: Sage.
- Deaux, K., Dane, F.E. & Wrights man, L.S. (1993) *Social Psychology in the '90s*. Sixth edition. California: Brooks/Cole.
- Eagley, A. & Chaiken, S. (1993) *The Psychology of Attitudes*. Orlando: Harcourt Brace.
- Eiser, IR. (1986) *Social Psychology: Attitudes, Cognition and Social Behaviour*. Cambridge University Press.
- Fiske, S.T. (2004) *Social Beings: Core Motives in Social Psychology*. Wiley.
- Fiske, S.E. & Taylor, S.T, (1991) *Social Cognition* (2nd Edition).
- Forsterling, F. (2001) *Attribution: An Introduction to Theories, Research and Applications*. Hove, Psychology Press.
- Franzoi, S.L. (2003) *Social Psychology*. Third edition. New York: McGraw-Hill.
- Fraser, C. and Burchell, B. with Hay, D. and Duveen, G. (2001) *Introducing Social Psychology*. Cambridge: Polity.
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Useful Journals

It is worth spending some time in London South Bank University library (or any other University library) and regularly browsing through relevant social psychology journals. This way you will be able to see up-to-date work by social psychologists which should help you in coursework assignments and revision for exams. Below are a number of journals that are of particular use:

British Journal of Social Psychology
Personality and Social Psychology Bulletin
Journal of Personality and Social Psychology
European Journal of Social Psychology
Journal of Experimental Social Psychology
Group Dynamics
Journal of Social Psychology
Basic and Applied Social Psychology
Personality and Social Psychology Review
Discourse and Society

1. Useful Web-based Resources

www.socialpsychology.org -links to international social psychology associations and journals.

www.eaesp.org - the European Association of Experimental Social Psychology.

www.bps.org.uk - the British Psychological Association

www.apa.org - the American Psychological Association

<http://www.socialpsychology.org/> - social psychology network. A number of very interesting links are provided by this site.

<http://www.spsp.org> - Society for Personality and Social Psychology.

<http://www.sesp.org/> - Society for Experimental Social Psychology.

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