



unit guide

Social Psychology

TPS-2-203

<http://www.sbu.ac.uk/psycho/Teaching/socpsy-main.html>

Department of
Psychology, Faculty of
Arts and Human
Sciences

2006-2007

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1. Basic Data

<u>Unit Title</u>	Social Psychology
<u>Level</u>	2
<u>Reference Number</u>	TPS-2-203
<u>Credit Value</u>	1
<u>Semester</u>	2
<u>Subject Area</u>	Psychology
<u>Free Elective</u>	No
<u>Student Study Hours</u>	150 hours
<u>Contact Hours</u>	48 hours – lecture/seminar teaching
<u>Student Managed Learning</u>	102 hours
<u>Pre-requisites</u>	Successful completion of Level One units
<u>Co-requisites</u>	None
<u>Excluded Combinations</u>	None
<u>Assessment Method</u>	Coursework: (40%) - Portfolio Report Examination (60%) - Two hour unseen
<u>Unit Co-ordinator</u>	Professor Ian Albery, Professor of Psychology, Room E43D, Extension Block. Ext: 5856 Email: alberyip@sbu.ac.uk
<u>Teaching Team</u>	Prof Ian Albery, Room E43D, Extension Block Dr Meg Barker, Senior Lecturer in Psychology Room E335, Extension Block. Ext: 5814 Email: barkermj@lsbu.ac.uk

2. Short Description

This unit provides students with the opportunity to explore a number of the major concepts, theories and methods encountered in important areas of social psychology. The unit focuses on those approaches that have been used to examine a) psychological processes from a social cognitive perspectives, b) social influence processes, c) the social self and self-identity and d) social interaction. In addition, the unit will introduce students to evidence that demonstrates the use of social psychological knowledge to applied domains. Key topic areas included according to these themes include attitude formation and change, intergroup processes, attribution processes, conformity and compliance, group structure and group processes, social perspectives on the self and self-identity, and interpersonal interaction processes.

3. Aims

The unit aims are:

- Provide students with a general introduction to key concepts, theories, and methods relevant to the study of social psychological processes.
- To allow students to explore the theoretical and applied basis of social psychological research and theory.
- To offer students the opportunity to develop critical and analytic skills in the assessment of their own and others' theoretical ideas vis-a-vis key social psychological processes.

4. Learning Outcomes

At the end of the unit students will:

- Understand the basic, theoretical and applied factors important for the study of social psychological mechanisms.
- Demonstrate this comprehension concisely and accurately through discussion and writing.
- Demonstrate the ability to accrue and review relevant material and literature.
- Demonstrate the ability to summarise appropriate material and critically appraise this material.
- Demonstrate the ability to construct arguments on the basis of scientifically based evidence related to social psychological phenomena.
- Develop the ability to critically evaluate research in social psychology.
- Demonstrate the ability to consider the implications of an understanding of social psychological processes when applied to the other domains (e.g. jury decision making and health related behaviour decision-making).

5. Key and Cognitive Skills

This unit will explicitly teach aspects of the skills of:

- Making critical judgements and evaluations;
- Comprehending and using evidence based sources effectively;
- Identifying and evaluating general patterns in social psychological processes;
- Problem solving and reasoning scientifically.

This unit will provide students with the opportunity to develop the skills of:

- Handling primary source material critically;
- Communicating effectively verbally;
- Communicating effectively using written language.

6. Introduction to Studying the Unit

This unit builds upon the unit *Introduction to Developmental Cognition and Social Cognition* that students take in their first year and also has close links with the core second year unit, *Cognitive Psychology*, that students study in parallel. Students who take the unit *Research Methods and Statistics 4* will see connections between the social psychology practical in that unit and some of the information you will be exposed to in the current unit.

Social psychology 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. 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 unit 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 in social psychology*, 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.

The unit will be delivered via 12 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 unit 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 unit. You will be given explicit instructions of what and how to do this during these sessions.

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.)

7. Summary of Unit Content

The table overleaf provides students with a summary of a week-by-week summary schedule of lecture and seminar sessions. A total of twelve lectures will be given by academic staff covering classic and contemporary topics in social psychology. A summary table 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	Designing, evaluating and appraising a persuasive communication
1	Knowing and doing social psychology: definitions, debates and methods. (IA)	BBC 2 Video – 5 Steps to Tyranny – key concepts in prejudice and discrimination.
2	1) Introducing social cognition and 2) attitudes: development, functions and measurement. (IA)	Organising and developing a focus group.
3	Introduction to social constructionism and discourse analysis (MB)	Generating themes for persuasion: running a focus group.
4	Changing attitudes: 1) Consistency and balance theories and 2) Persuasion processes. (IA)	Designing the persuasive communication: identifying key components for persuasion (e.g. source, message, etc).
5	Critical psychological perspectives on attitude research: social representations and discursive psychology. (MB)	Making the persuasive communication.
6	Intergroup processes: stereotypes, prejudice and discrimination. (MB)	Group presentations of the persuasive communication.
7	Conformity, compliance & obedience. (IA)	Evaluating the persuasive communication.
8	Automaticity in social thinking and social behaviour. (IA)	Group presentations of the evaluation study.
9	Attribution theory: making sense of our own and others' actions. (MB)	Critical perspectives on study design.
10	Social perspectives on the self. (MB)	Group reflection on the persuasive communication and evaluation.
11	Group structure, group processes and leadership. (IA)	
12	Revision session (IA/MB)	

LECTURE PROGRAMME

Week One: Introducing 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.

Learning Outcomes

At the end of the lecture students will be able to:

- Define the field of study of social psychology;
- Understand the relationship between social psychology and related fields of study. . Explain methodological approaches used in the study of social behaviour by social psychologists.
- Specify types of theory in social psychology (e.g. behaviourism, cognitive psychology, personality).
- Understand the 'crisis' in social psychology - reductionism and positivism.
- Articulate the historical context of social psychology.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 1.

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

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

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

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

Lecture Topic: 1) Introducing social cognition and 2) attitudes: development, functions and measurement.

Aims

- To provide an introduction to the social cognition perspective in social psychology.
- To detail the key assumptions of social cognition.
- To introduce students to the concept of attitude.
- To identify theories of attitude development.
- To consider the functions of attitudes in a person's understanding of their social world.
- To introduce students to methods of attitude measurement.

Learning Outcomes

At the end of the lecture students will be able to:

- Articulate the main themes and concepts associated with a social cognitive perspective.
- Understand the key assumptions of social cognition.
- Identify the key factors and debates in the definition of the term attitudes.
- Understand the differences between unidimensional and multidimensional approaches to the study of attitudes.
- Describe the main behavioural and cognitive accounts of attitude formation and development.
- Detail direct and indirect measures of attitudes e.g. covert and overt indices.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 2 and 3.

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

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapter 4 pp. 150-153 and pp. 171-196.

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.

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

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

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 4.

Week Three: The social constructionist perspective

Lecture Topic: Introduction to social constructionism and discourse analysis

Aims

- To provide an introduction to the social constructionist perspective in social psychology.
- To consider the historical emergence of the ‘critical psychology’ movement.
- To detail the key assumptions of social constructionism.
- To introduce students to the technique of discourse analysis.
- To consider the social constructionist approach towards memory and identity.

Learning Outcomes

At the end of the lecture students will be able to:

- Articulate the main themes and concepts associated with a social constructionist perspective.
- Understand the key assumptions of social constructionism.
- Identify the key debates between ‘traditional’ and ‘critical’ social psychology.
- Understand the discourse analytic method and be able to apply this.
- Explain the discourse analytic approach to memory and to identity (covered further later in the term).

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 2 and 3.

Gough, B. & McFadden, M. (2001), *Critical Social Psychology: An Introduction*. Basingstoke: Palgrave.

Background Reading

Gergen, K (1999). *An Invitation to Social Construction*. London: Sage.

Potter, J. and Wetherell, M. (1997), *Discourse and Social Psychology: Beyond Attitudes and Behaviour*. London: SAGE Publications Ltd.

Wetherell, A. (Ed.) (1996), *Identities, Groups and Social Issues*. London: Sage.

Week Four: Persuasion

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

Aims

- To provide students with further 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.

Learning Outcomes

At the end of the lecture students will be able to:

- Describe the key aspects of the theory of cognitive dissonance and related evidence.
- Report explanations for shift in attitude or behaviour change from the induced compliance literature.
- Identify alternative explanations for reducing the experience of dissonance between attitudes and behaviour.
- Describe the main components of balance theory.
- Describe the relationship between inferred attitudes and behaviour.
- Detail the key components of a successful persuasive message - source, message, audience.

- Understand the role of factors such as fear, arousal, individual differences and source expertise in the likelihood of attitude change.
- Specify cognitive accounts of persuasion thorough dual process models.
- Report accounts of interpersonal influence in maximising compliance by individuals.
- Details factors important for understanding resistance to persuasion.

Core Reading

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

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapter 6 pp. 200-240.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapter 6 pp. 153-154

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: Attitudes: A Critical Perspective

Lecture Topic: Critical psychological perspectives on attitude research: social representations and discursive psychology.

Aims

- To discuss how the term 'attitude' has been defined in social psychology, and why attitudes have been considered to be so important.
- To describe the problems with predicting behaviours from attitudes.
- To debate whether attitudes, as measured by attitude scales, are useful constructs. To explore alternatives to attitude research: Social representations and discursive psychology.
- To consider link between media representations and individual understandings.

Learning Outcomes

At the end of the lecture students will be able to:

- Understand the historical context of attitude research in social psychology.
- Outline criticisms of traditional attitude theory and research, particularly the notion of stable attitudes and the prediction of behaviour from attitudes.
- Explain Moscovici's alternative theory of social representations and the strengths and weaknesses of this.
- Debate links between media representations and individual understandings.
- Describe the discourse analytic approach to evaluative statements.
- Understand Potter and Wetherell's discursive psychology in relation to this topic.

Core Reading

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

Gough, B. & McFadden, M. (2001), *Critical Social Psychology: An Introduction*. Basingstoke: Palgrave.

Background Reading

Hogg, M. A. and Vaughan, G. M. (2004). *Social Psychology*. London: Prentice Hall. Chapter 3 (p104-105) and chapter 5.

Wetherell, M. (Ed.) (1996). *Identities, Groups and Social Issues*. Milton Keynes: OU Press. Chapter 4.

Wetherell, M. and Potter, E. (1987). *Discourse and Social Psychology: Beyond Attitudes and Behaviour*. London: Sage.

Week Six: Prejudice

Lecture Topic: Intergroup processes: stereotypes, prejudice and discrimination.

Aims

- To provide students with an introduction to individual and group-based theories of prejudice and discrimination and the strengths and weaknesses of these.
- To identify and understand key traditional social psychological studies in this area (e.g. Sherif, Tajfel and Turner).
- To examine more critical psychological approaches to prejudice, discrimination and stereotyping.

Learning Outcomes

At the end of the lecture students will be able to:

- Describe the various types of prejudice and discrimination that occur.
- Explain individual-level explanations of prejudice and discrimination and the problems with these.
- Describe the design and findings of two relevant psychological experiments: Sherifs' boys' camps and Tajfel's minimal group experiments.
- Describe the theories proposed by Sherif (realistic group conflict) and Tajfel (social identity theory).
- Explain the problems with the realistic group conflict theory which social identity theory aims to rectify.
- Discuss the implications of social identity theory for prejudice and discrimination and problems with it.
- Consider more critical psychological approaches to prejudice, discrimination and stereotyping

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 7.

Hogg, M. A. and Vaughan, G. M. (2004). *Social Psychology*. London: Prentice Hall. Chapters 10 and 11.

Gough, B. and McFadden, M. (2001). *Critical Social Psychology: An Introduction*. Basingstoke: Palgrave. Chapter 9.

Background Reading

Wetherell, M. (Ed.) (1996). *Identities, Groups and Social Issues*. Milton Keynes: OU Press. Chapter 5.

Pickering, M. (2001). *Stereotyping: The Politics of Representation*. Basingstoke: Palgrave.

Week Seven: Social Influence Processes

Lecture Topic: Conformity, compliance & obedience.

Aims

- To provide students with an introduction to conformity, compliance and obedience as forms of social influence.

- To identify key evidence in examining processes relevant in conformity, compliance and obedience.
- To examine types of conformity and compliance processes including minority and majority group influence.

Learning Outcomes

At the end of the lecture students will be able to:

- Define what psychologists mean by the term social influence.
- Report distinct types of social influence - specifically conformity, compliance and obedience.
- Illustrate their understanding by presenting key empirical evidence for understanding conformity, compliance and obedience.
- Understand the *core* similarities and differences between minority and majority group social influence.
- Report key alternatives to minority and majority group influence - namely social impact theory.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 8.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. **Chapter 7**

Background Reading:

Brown, R.J. (2000) *Group Processes*. Oxford: Blackwell. pp. 123-166. Chapter 4.

Fiske, S.T. (2004) *Social Beings: Core Motives in Social Psychology*. Wiley. pp. 507-531. Chapter 13.

Nemeth, C.J. (1986) Differential contributions of minority and majority group influence. *Psychological Review*, 93,23-32.

Van Avermaet, E. (2001) Attitudes. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 403-444. Chapter 13

Week Eight: Automaticity

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.

Learning Outcomes

At the end of the session students will be able to:

- Illustrate the main differences between implicit and explicit cognitive processes in social perception and social behaviour.
- Report the main arguments for the automaticity of everyday life as propounded by John Bargh and colleagues.
- To report the main methods used in the measurement of implicit or automatic cognitive processing of socially relevant stimuli e.g. priming approaches and the implicit association test.
- Describe the role of implicit cognition in the development and maintenance of social behaviour with particular reference to addictive behaviours.
- To report hypothetical methods for changing and altering implicitly based social 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 Nine: Attribution Theory

Lecture Topic: Attribution theory: making sense of our own and others' actions.

Aims

- To provide students with an understanding of traditional social psychological theories of attribution (Heider, Jones and Davis, Kelley).

- To identify strengths and weaknesses of attribution theories.
- To examine critical psychological understandings of attributions in discourse.

Learning Outcomes

At the end of the lecture students will be able to:

- Describe the major traditional social psychological theories of causal attribution. Explain the strengths and weaknesses of these theories.
- Understand attributional biases and implications of these in applied psychology (e.g. for job selection, therapy for depression, etc.)
- Consider criticisms of attribution theories from discursive psychology.
- Understand Edwards and Potter's discursive theory of how people attribute during talk.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 5.

Hogg, M. A. and Vaughan, G. M. (2004). *Social Psychology*. London: Prentice Hall. Chapter 3.

Edwards, D. and Potter, J. (1995). Attribution. In Harre, R. and Stearns, P. (Eds.) *Discursive Psychology in Practice*. London: Sage. Chapter 4.

Background Reading

Edwards, D. and Potter, J. (1992). *Discursive Psychology*. London: Sage.

Week Ten: The Self and Social Identity

Lecture Topic: Social perspectives on the self.

Aims

- To review major traditional psychological theories of the self (e.g. psychodynamic, humanist, personality theories).
- To understand the implications of social identity theory for self identity and self esteem and the problems with this perspective.
- To consider the impact of culture on the self.
- To examine social constructionist and symbolic interactionist theories of the fragmented self, the self as constructed through interaction, and the self as a process/narrative.

Learning Outcomes

At the end of the lecture students will be able to:

- Describe traditional psychological theories of the self
- Understand social identity theory and its implications for self identity and self esteem.
- Explain cultural and subcultural differences in self perceptions.
- Explore alternative perspectives on the self from social constructionism and symbolic interactionism.
- Examine critical social psychological research which calls for an alternative understanding the self as a core, stable identity.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 6.

Hogg, M. A. and Vaughan, G. M. (2004). *Social Psychology*. London: Prentice Hall. Chapter 4.

Gough, B. and McFadden, M. (2001). *Critical Social Psychology: An Introduction*. Basingstoke: Palgrave. Chapter 4.

Background Reading

Stevens, R. (1996). *Understanding the Self*. Milton Keynes: OU Press.

Butt, T. (2004). *Understanding People*. Basingstoke: Palgrave.

Week Eleven: Social Influence Processes

Lecture Topic: Group structure, group processes and leadership.

Aims

- To provide students with an introduction to how groups are structured, what functions groups serve, intragroup processes (including normative structures) and leadership.
- To highlight processes in group decision-making.
- To examine group influence on individual decision-making and performance.
- To present the role of the leader in group decision-making.

Learning Outcomes

At the end of the lecture students will be able to:

- Define the concept 'group' and report properties of the group.
- List and describe the core properties of the group.
- Understand what functions the group serves for the individual in the social world.
- Present evidence for the effects of the group on group and individual decision making - including social facilitation and audience effects.
- Illustrate this evidence with theoretical accounts based on social loafing, social impact and group cohesiveness.
- Report theories of leadership from personality and situation-based perspectives.
- Detail factors important for understanding group decision-making – including group memory, groupthink and group polarisation.

Core Reading

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 8.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapter 8.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition)*. London: Prentice Hall. Chapter 9

Background Reading

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

Fiske, S.T. (2004) *Social Beings: Core Motives in Social Psychology*. Wiley. pp. 459-507. Chapter 12.

Stangor, C. (2004) *Social Groups in Action and Interaction*. New York: Psychology Press.

Wilke, H. & Wit, A. (2001) Group performance. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology*. Third Edition. Oxford: Blackwell. pp. 445-478. Chapter 14.

SEMINAR PROGRAMME

During the unit you will be designing and evaluating a piece of persuasive communication for changing peoples 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 unit. You will be given explicit instructions of what and how to do this during these sessions.

8. Assessment

- Portfolio assessment reporting the design and evaluation of a piece of persuasive communication (40%) - see Psychology notice board for hand-in date.
- Two-hour Unseen Examination (60%).

Notes about submitting coursework

1. When handing in coursework, you must:

- complete the coursework submission form and attach it to the front of your coursework;
- take the coursework to the School Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts.

You must not hand coursework to your unit co-ordinator or other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:

- Up to two weeks after the deadline will receive a maximum mark of the pass mark (40%)
- More than two weeks after the deadline will not be marked.

3. Extensions are only granted for valid reasons (see Course Guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:

- get a copy of the form for late submission from the School Office;
- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
- supply the Year tutor with relevant documentary evidence;
- ask the Year Tutor to fill in Part B - the decision whether to agree the request rests with the Year Tutor;
- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework.

The maximum extension is two weeks.

9. Recommended Reading

Core Text

Augoustinos, M., Walker, I. And Donaghue, N. (2006). *Social Cognition*. London: Sage. Chapter 8.

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

Background and Further Reading

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.

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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
Feminism and Psychology
Discourse and Society

10. 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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