

Course Code	HP2400
Course Title	Social Psychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research
No of AUs	3

Course Aims

Much of people's thoughts and actions are guided by the richly-structured social environment in which they are embedded. This course is a broad overview of social psychology, the scientific study of thought and behavior in response to the social world. Throughout this course, you will benefit from learning the basic psychological principles that shape the ways you make sense of yourselves, other people, and the world. You will learn the major theories and empirical findings on topics that are central to everyday life, such as obedience, prosocial behaviors, and romantic attraction. You will learn how human thinking and behaviors are influenced by various social contexts, from group membership and interpersonal relationships to society and culture. Finally, you will receive progressive training on theoretical thinking, critical reasoning, and methodological designs.

More broadly, this course is in deep connection with other key courses of the program such as Introduction to Psychology, Cognitive Psychology, Social Cognition, Developmental Psychology, Human Motivation, Laboratory in Social Psychology, **Fundamentals of Social Science Research**, and **Research Design and Data Analysis in Psychology**. The course forms part of the foundational training on psychological knowledge, research capability, theoretical reasoning, and critical thinking.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

- 1) describe the basic theories of social psychology
- 2) identify, compare and contrast the conceptual properties of basic frameworks in social psychology
- 3) explain social phenomena in real life with the basic frameworks in social psychology
- 4) think critically and scientifically about social phenomena.

Course Content

A list of sample topics to be covered in this course:

Introduction, Methods of social psychology, social cognition, social perception, cognitive dissonance, attitudes, conformity, emotions, interpersonal attraction, group processes, prosocial behaviors, aggression, applications of social psychology.

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual

1. Final Examination	1,2,3,4	Competence	50%	Individual
2. Midterm Quiz	1,2,3,4	Competence	20%	Individual
3. Tutorial Participation	3,4	Communication Character Civic-mindedness	10%	Individual
4. Group Project	1,2,3,4	Competence Creativity Communication Character Civic-mindedness	20%	Team
Total			100%	

Formative feedback

Depending on the scopes and goals of the course, you may have the opportunities to identify your progress in this course via feedback in three different forms: (1) general feedback based on your performance on mid-term quiz (so you have a chance to evaluate progress in comparison to the progress of your peers), (2) specific feedback throughout tutorials every week (so you have a chance to evaluate your understanding of key concepts in terms of depth and accuracy) and (3) specific feedback obtained from individual meetings on group project throughout the semester (so you have a chance to evaluate your theoretical thinking, critical thinking, and understanding of methodology).

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Anonymous voting system	With the help of clickers during lectures, you will have a chance to anonymously express your views on frameworks or topics without looking silly in case you fail to get the right answers. This approach is especially effective for ILOs 1, 2, 3, and 4 because you will be presented in items that focus on theoretical reasoning, specific knowledge of social psychology, application of such knowledge, and relevance of such knowledge to daily life.

Collaborative learning	With the help of small groups in tutorials and group projects, you will have a chance to learn collaboratively and develop the skills it requires, instead of learning social psychology in a solitary manner. This approach is effective for ILOs 1, 2, 3, and 4 because you will be presented with various kinds of problems that put your theoretical reasoning, specific knowledge of social psychology, and application of such knowledge to test. To do well, you have to take advantage of team effort such as integrating the views of everyone on the team or borrowing their expertise for different tasks.
Interactive classroom activities	With the help of group activities in lectures and tutorials, you will have a chance to learn interactively instead of learning social psychology in a passive manner. This approach is effective for ILOs 1, 2, 3, and 4 because you will engage in various activities that help you better understand abstract concepts that are otherwise hard to grasp. These activities are engaging for their interesting nature, educational for highlighting the gist of important concepts, memorable for standing out from traditional approaches of teaching, and relatable for their links to daily life.

Reading and References

Aronson, E., Wilson, T., & Akert, R. (2014). *Social Psychology, 8th Ed.* Pearson (or more recent editions).

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed.

You are expected to read the assigned chapters before coming to class each week.

Lectures are based on 1) the assigned chapters from the textbook and 2) complementary materials that are NOT in the textbook (e.g., films, videos, class demonstrations). In the interest of effective learning, instructors may post skeletal class notes online which do not contain all the details of the lectures.

(2) Tutorials

Learning is much more effective when activities are memorable and examples are relatable to daily life. Accordingly, the tutorials of this course are designed to highlight collaborative learning and prompt students like you to experience social psychology from a unique angle. Here, you are expected to participate in a variety of class exercises, demonstrations, activities, and discussions. Another major purpose of the tutorials is to prepare you for the group project, all the way from the basics.

(3) Midterm quiz

The midterm quiz will cover the textbook and complementary materials from lectures (e.g., films, class demonstrations). There will be no make-up midterm. Students missing the midterm due to a documented emergency – such as medical and family emergencies – will expect tutorial and group project assessments with adjusted weight; missing the midterm without documentation will result in a loss of the points associated with it.

(4) Final exam

The final exam will cover textbook and lecture materials.

(5) Absenteeism

Collaborative learning requires students to be in class to contribute to team work. In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to Social Psychology	1,2,3,4	Nil
2	Methods of Social Psychology	1,2,3,4	Nil
3	Social Cognition	1,2,3,4	Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. <i>Science</i> , 314(5802), 1154-1156.
4	Social Perception	1,2,3,4	Hooper, N., Erdogan, A., Keen, G., Lawton, K., & McHugh, L. (2015). Perspective taking reduces the fundamental attribution error. <i>Journal of Contextual Behavioral Science</i> , 4(2), 69-72.

5	The Self	1,2,3,4	Nil
6	Cognitive Dissonance	1,2,3,4	Gawronski, B. (2012). Back to the future of dissonance theory: Cognitive consistency as a core motive. <i>Social Cognition</i> , 30(6), 652-668.
7	Midterm Quiz	1,2,3,4	Nil
8	Attitudes	1,2,3,4	Nil
9	Conformity	1,2,3,4	Freedman, J. L., & Fraser, S. C. (1966). Compliance without pressure: the foot-in-the-door technique. <i>Journal of Personality and Social Psychology</i> , 4(2), 195.
10	Emotions	1,2,3,4	Nil
11	Interpersonal Attraction	1,2,3,4	Nil
12	Group Processes	1,2,3,4	Nil
13	Prosocial Behaviors	1,2,3,4	The influence of time of day on unethical behavior: Kouchaki, M., & Smith, I. H. (2014). The morning morality effect: The influence of time of day on unethical behavior. <i>Psychological Science</i> , 25(1), 95-102.