

ANNEXURE-II

Syllabi for Psychology Core Courses (Major Elective) at the S.Y.B.A. For the academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPSY301	1	Social Psychology: Part I	3	100 (75 +25)
UAPSY401	2	Social Psychology: Part II	3	100 (75 +25)

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in Indian context.

Semester III Social Psychology: Part I (Credits = 3)

3 lectures per week; 45 lectures per Semester

UNIT 1: SOCIAL PSYCHOLOGY - THE SCIENCE OF THE SOCIAL SIDE OF LIFE

a) Social Psychology: An overview

Social Psychology Is Scientific in Nature; Social Psychology Focuses on the Behavior of Individuals; Social Psychology Seeks to Understand the Causes of Social Behavior and Thought; The Search for Basic Principles in a Changing Social World

b) Social Psychology: Advances at the boundaries

Cognition and Behavior; The Role of Emotion in the Social Side of Life; Relationships; Social Neuroscience; The Role of Implicit (Nonconscious) Processes; Taking Full account of Social Diversity

c) How social psychologists answer the questions they ask: research as the route to increased knowledge

Systematic Observation; Correlation; The Experimental Method

d) An overview of Social Psychology

The role of theory in social psychology; The quest for knowledge and rights of individuals: in search of an appropriate balance

UNIT 2: SOCIAL COGNITION – HOW WE THINK ABOUT THE SOCIAL WORLD

a) Heuristics: how we reduce our effort in social cognition

Representativeness; Availability; Anchoring and Adjustment; Status Quo Heuristic

b) Schemas: mental frameworks for organizing social information

The Impact of Schemas on Social Cognition; Priming: Which Schemas Guide Our Thought; Schema Persistence; Reasoning by Metaphor

c) Potential sources of error in social cognition

A Basic “Tilt” in Social Thought, Situation-Specific Sources of Error in Social Cognition

d) Affect and cognition

The Influence of Affect on Cognition; The Influence of Cognition on Affect

UNIT 3: SOCIAL PERCEPTION- PERCEIVING AND UNDERSTANDING OTHERS

a) Nonverbal Communication: The Unspoken Language Of Expressions, Gazes Gestures And Scents

The Basic Channels of Nonverbal Communication; Scents; Are Facial Expressions an Especially Important Source of Information About Others; The Facial Feedback Hypothesis; Deception

b) Attribution: Understanding The Causes Of Others' Behavior

Theories of Attribution; Attribution: Some Basic Sources of Error ;Applications of Attribution Theory

c) Impression Formation

The Beginnings of Research on First Impressions: Asch's Research on Central and Peripheral Traits

d) Impression Management

Tactics for "Looking Good" to Others; Does Impression Management Work?

UNIT 4: ATTITUDES - EVALUATING AND RESPONDING TO THE SOCIAL WORLD

a) Attitude formation: how attitudes develop

Classical Conditioning; Instrumental Conditioning; Observational Learning

b) When and why do attitudes influence behavior?

Role of the Social Context in the Link Between Attitudes and Behavior; Strength of Attitudes; Attitude Extremity; Attitude Certainty; Role of Personal Experience

c) The fine art of persuasion and Resisting persuasion attempts

Persuasion: Communicators, Messages, and Audiences; Reactance; Forewarning; Selective Avoidance; Actively Defending Our Attitudes; Individual Differences in Resistance to Persuasion; Ego-Depletion

d) Cognitive dissonance: what it is and how do we manage it?

Dissonance and Attitude Change; Alternative Strategies for Resolving Dissonance; When Dissonance Is a Tool for Beneficial Changes in Behavior

UNIT 5 : THE CAUSES, EFFECTS, AND CURES OF STEREOTYPING, PREJUDICE, AND DISCRIMINATION

a) How Members of Different Groups Perceive Inequality &The Nature and Origins of Stereotyping

Stereotyping: Beliefs about Social Groups; Is Stereotyping Absent If Members of Different Groups Are Rated the Same?; Can We Be Victims of Stereotyping and Not Even Recognize It?; The Case of Single People ; Why Do People Form and Use Stereotypes?

b) Prejudice: Feelings Toward Social Groups (Gender, Age, Mental health, Disabilities)

The Origins of Prejudice: Contrasting Perspectives

c) Discrimination: Prejudice in Action

Modern Racism: More Subtle, but Just as Deadly

- d) Why Prejudice Is Not Inevitable: Techniques for Countering Its Effects**
 On Learning Not to Hate; The Potential Benefits of Contact; Recategorization;
 The Benefits of Guilt for Prejudice Reduction; Can We Learn to “Just Say No” to
 Stereotyping and Biased Attributions; Social Influence as a Means of Reducing Prejudice

Semester IV Social Psychology: Part II (Credits = 3)

3 lectures per week; 45 lectures per Semester

UNIT 6. INTERPERSONAL ATTRACTION, CLOSE RELATIONSHIPS, AND LOVE

- a) Internal Sources of Attraction: The Role of Needs and Emotions**
 The Importance of Affiliation in Human Existence—and Interpersonal Attraction
- b) External Sources of Attraction: The Effects of Proximity and Physical Beauty**
 The Power of Proximity; Observable Characteristics of Others
- c) Factors Based on Social Interaction: Similarity and Mutual Liking**
 Similarity; Reciprocal Liking or Disliking; What Do We Desire In Others?
- d) Close Relationships: Foundations of Social Life**
 Relationships with Family Members; Friendships: Relationships Beyond the Family;
 Romantic Relationships and the (Partially Solved) Mystery of Love ;Jealousy; Selecting
 Romantic Partners

UNIT 7. SOCIAL INFLUENCE: CHANGING OTHERS' BEHAVIOR

- a) Conformity: Group Influence in Action**
 How Much Do We Conform? ; Asch’s Research on Conformity; Factors
 Affecting Conformity; Social Foundations of Conformity; The Downside of Conformity;
 Why We Sometimes Choose *Not* to Go Along; Do Women and Men Differ in the
 Tendency to Conform?; Minority Influence
- b) Compliance: To Ask—Sometimes—Is to Receive**
 The Underlying Principles; Tactics Based on Friendship or Liking; Tactics Based on
 Commitment or Consistency; Tactics Based on Reciprocity; Tactics Based on Scarcity
- c) Symbolic Social Influence & Obedience to Authority**
 How We Are Influenced by Others Even When They Are Not There ;Obedience in the
 Laboratory; Destructive Obedience: Why It Occurs and Resisting Its Effects
- d) The Role of the Social Media**
 Impact of television, films and internet

UNIT 8: PROSOCIAL BEHAVIOR

- a) Why People Help: Motives for Prosocial Behavior**
 Empathy-Altruism; Negative-State Relief; Empathic Jo; Why Nice People Sometimes
 Finish First: Competitive Altruism ;Kin Selection Theory; Defensive Helping; Helping
 Outgroups to Reduce Their Threat to One’s Ingroup
- b) Responding to an Emergency: Will Bystanders Help?**
 Helping in Emergencies; Is There Safety in Numbers? ; Understanding the Bystander
 Effect

c) Factors That Increase or Decrease the Tendency to Help

Situational (External) Factors Influence Helping: Similarity and Responsibility ;Exposure to Live Prosocial Models; Playing Prosocial Video Games; Gratitude: How It Increases Further Helping; Empathy: An Important Foundation for Helping; Factors That Reduce Helping: Social Exclusion, Darkness, and Putting an Economic Value on Our Time and Effort

d) The Effects of Being Helped: Why Perceived Motives Really Matter

Final Thoughts: Are Prosocial Behavior and Aggression Opposites?

UNIT 9: AGGRESSION

a) Perspectives on Aggression: In Search of the Roots of Violence

The Role of Biological Factors; Drive Theories; Modern Theories of Aggression

b) Causes of Human Aggression: Social, Cultural, Personal, and Situational

The Basic Sources of Aggression; Social Causes of Aggression; Cultural Factors in Aggression; Personality, Situational Determinants of Aggression

c) Bullying: Singling Out Others for Repeated Abuse

Why Do People Engage in Bullying?;The Characteristics of Bullies and Victims; Reducing the Occurrence of Bullying: Some Positive Steps

d) The Prevention and Control of Aggression: Some Useful Techniques

Punishment: Just Desserts or Deterrence?;Self-Regulation: Internal Mechanisms for Controlling Aggression; Catharsis: Does “Blowing Off Steam” Really Help?, Reducing Aggression by Bolstering Self-Esteem

UNIT 10: GROUPS AND INDIVIDUALS - THE CONSEQUENCES OF BELONGING

a) Groups: When We Join . . . and When We Leave

Their Key Components; The Benefits—and Costs—of Joining

b) Effects of the Presence of Others & Coordination in Groups: Cooperation or Conflict?

Social Facilitation; Social Loafing; Effects of Being in a Crowd; Cooperation: Working with Others to Achieve Shared Goals; Responding to and Resolving Conflicts

c) Perceived Fairness in Groups: Its Nature and Effects

Basic Rules for Judging Fairness: Distributive, Procedural, and Transactional Justice

d) Decision Making by Groups & The Role of Leadership in Group Settings

The Decision-Making Process: How Groups Attain Consensus ;The Downside of Group Decision Making

Book for Study

Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014

Additional Books for Reference

1) Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education Prentice Hall

- 2) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
- 3) Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
- 4) Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6thedi.), Thomson Wadsworth International student edition, USA
- 5) Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
- 6) Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4thedi.). Pearson Education Allyn and Bacon, Boston
- 7) Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd.
- 8) Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12thedi.). New Delhi: Pearson Education

ANNEXURE V
Internal Assessment

The internal assessment for both the semesters will be for 25 marks. Of the 25 marks, 15 marks will be allocated for the class test and 10 marks for assignment.

Pattern of Question Paper for Class Test of 15 marks to be implemented from 2017-2018 for Social Psychology Semester III & Semester IV

The class test can be on any 1 unit out of the 5 units in the said semester. It can be conducted in the class or it can be conducted online, if the technical facilities are available. The specific questions asked in class test should not be repeated in the semester end examination. The duration for the class test will be 30 minutes.

The pattern can be any one of the following types, according to suitability to the particular unit and the need to vary the combination of unit and question each year.

1. Write short notes. (Any 3 out of 5, 5 marks each)
2. Explain the terms in brief. (Any 5 out of 8, 3 marks each)
3. Fill in the blanks (No internal options, 1 mark each)
4. Multiple choice question (No internal options, only 3 alternatives, 1 mark each)
5. Any combination of the above 4 types of questions

Assignment of 10 marks in each semester

The professor should give an orientation about the topics of assignments and the nature of assignments. A handout may be given to the students about the requirements/format of the written assignment. The assignment should be based on any one unit of the five units. Assignments can be any of the following types –

- 1) Review of literature
- 2) Book review
- 3) Preparation of charts/posters (educational aids), and class presentation/exhibition
- 4) Interview an expert/professional in the field
- 5) Field visit/s to an Institute/NGO and report of the visit/s

Pattern of Question Paper for Term End Examination of 75 marks to be implemented from 2017- 2018 for Psychology courses

Duration of examination = 2 ½ hours

Marks = 75 marks

All 4 questions carry 15 marks and are compulsory. There will be internal choice in Question 2 and Question 3.

Q. 1 will be from the unit allotted for class assignment

Questions will be asked in any of the following forms without any choice:

1. Fill in the blanks
2. Multiple choice question

3. Match the column
4. True or false
5. Answer in one or two words
6. Any combination of the above 5 types of questions

Q. 2 will be Explain the terms in brief, based on all 5 units (Any 5 terms out of 10; 2 terms from each of the 5 units).

Q. 3 will have 4 essay-type questions each carrying 15 marks. Students will have to attempt any two out of the four questions. There will be four questions from each of the four units. No questions will be asked from the unit which is reserved for the class assignment.

Q. 4 will be 4 Short Notes or Give Reasons from the four units, except from the unit which is reserved for the class assignment.

An Example of Exam Paper Pattern

Q. 1	From the unit allotted for class assignment	Objective type question	15
Q. 2	On all 4 units except the unit covered in Q.1	Explain the following terms	15
Q. 3	One from each unit except the unit allotted for class assignment	Attempt any two A. Essay-type question. B. Essay-type question. C. Essay-type question D. Essay-type question	15 15 15 15
Q.4	On all 4 units except the unit in Q.1	Write Short notes / Give reasons (Any 3/4)	15