Part I. Curriculum Proposal Cover Sheet

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: ~~12-129c~~ 13-30c.
LSC Action-Date: AP-5/2/13	UWUCC Action-Date: App-11/12/13 Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Psychology Department	Phone 724.357.5554

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

_____ New Course   _____ Course Prefix Change   _____ Course Deletion

__X__ Course Revision   _____ Course Number and/or Title Change   _____ Catalog Description Change

Current course prefix, number and full title Psyc 330 Social Psychology (existing LS Social Science Elective)

Proposed course prefix, number and full title, if changing:

Received

OCT 2 8 2013

2. Liberal Studies Course Designations, as appropriate

Liberal Studies

_____ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

_____ Learning Skills ___ _ Knowledge Area   _____ Global and Multicultural Awareness   _____ Writing Intensive (include W cover sheet)

__X__ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

_____ Global Citizenship   _____ Information Literacy   _____ Oral Communication

_____ Quantitative Reasoning   __X__ Scientific Literacy   _____ Technological Literacy

3. Other Designations, as appropriate

_____ Honors College Course   _____ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

_____ Catalog Description Change   _____ Program Revision   _____ Program Title Change   _____ New Track

_____ New Degree Program   _____ New Minor Program   _____ Liberal Studies Requirement Changes   _____ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Susan T. Zimny	4/2/2013
Department Chairperson(s)	Gail Berman	4/2/2013
College Curriculum Committee Chair	Anne Kab	4/18/13
College Dean	Dean	4/18/13
Director of Liberal Studies (as needed)	Paul H Potts	10/29/13
Director of Honors College (as needed)		
Provost (as needed) **Received**		
Additional signature (with title) as appropriate **APR 1 8 2013**		
UWUCC Co-Chairs	Gail Sechrist	11/12/13

Liberal Studies

Part II.

NEW SYLLABUS OF RECORD

I. **CATALOG DESCRIPTION**

PSYC 330 Social Psychology   3c-01-3cr

Prerequisite: PSYC 101

The study of the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small-group interaction. Students may not receive credit toward psychology major or minor for both PSYC 330 and PSYC 335.

II. **COURSE OBJECTIVES**

Students completing this course will be able to:

<u>**Objective 1:**</u>
Apply a scientific perspective to human behavior.
<u>**Expected Undergraduate Student Learning Outcomes 1 & 2:**</u>
Informed and Empowered Learners
<u>**Rationale:**</u>
Evaluation strategies will require students to demonstrate knowledge of observational, correlational, and experimental research, as well as laboratory and field research, and the application of each type of methodology to the study of the social world. Evaluation strategies will require students to demonstrate an understanding of issues pertinent to various research designs, such as internal validity and external validity. Evaluation strategies will require students to evaluate critically the validity of research in terms of assumptions and methods, and to observe the close connection between data and conclusions.

<u>**Objective 2:**</u>
Analyze situational influences on human behavior.
<u>**Expected Undergraduate Student Learning Outcomes 1, 2, & 3:**</u>
Informed, Empowered, and Responsible Learners
<u>**Rationale:**</u>
Course material will invite students to consider the importance of situations as a new way of understanding the social world. Evaluation strategies will require students to demonstrate their understanding of the many ways in which social psychological research shows human behavior to be influenced by situational factors. Course material will make cross-cultural comparisons, where appropriate.

<u>**Objective 3:**</u>
Evaluate "common sense" and conventional theories of human behavior.

<u>Expected Undergraduate Student Learning Outcomes 2 & 3:</u>
Empowered and Responsible Learners
<u>Rationale:</u>
Evaluation strategies will require students to demonstrate their knowledge of
scientific findings that challenge lay theories about human behavior (e.g., opposites
attract). Evaluation strategies will require students to demonstrate an understanding
of central social psychological topics, such as attribution theory and prejudice, that
challenge students' preconceptions about human behavior and highlight ethical and
behavioral consequences of people's construals of one another.

<u>Objective 4:</u>
Evaluate social and political events from a social psychological perspective by
relating findings and theories to their own lives and experiences.
<u>Expected Undergraduate Student Learning Outcomes 2 & 3:</u>
Empowered and Responsible Learners
<u>Rationale:</u>
Students will apply course material to their own lives by generating examples of
social psychological topics from their own lives and interpreting their experiences
using insights from social psychology. Course material will highlight social
psychological interpretations of social and political events that are both unique, stand-
alone events (e.g., space shuttle explosion) and long-term patterns of events (e.g.,
prejudice). Evaluation strategies will require students to demonstrate their knowledge
of how social psychological principles can explain social and political events, and the
lessons they offer for improving people's lives.

III. DETAILED COURSE OUTLINE

Social Psychology: Themes and Method	5 hours
Social Cognition	3 hours
Social Perception	3 hours
Self-Knowledge	3 hours
Cognitive Dissonance	3 hours
Attitudes	3 hours
Conformity	3 hours
Group Processes	3 hours
Attraction	3 hours
Prosocial Behavior	3 hours

| Aggression | 3 hours |
| Stereotyping and Prejudice | 3 hours |

These topics will encompass 38 hours. This schedule leaves 4 hours for testing and/or review. The final exam period adds another 2 hours.

IV. EVALUATION METHODS

Criteria for assessing student progress will be determined by the instructor. These criteria will generally include tests, quizzes, activities, written assignments, and/or participation.

The following guidelines are recommended:

70%   Tests
30%   Quizzes, activities, written assignments, and/or participation evaluated via records of per class verbal contributions.

V. OVERALL GRADING SCALE

A   90-100%
B   80-89%
C   70-79%
D   60-69%
F   0-59%

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The course attendance policy is consistent with the University policy as published in the Undergraduate Catalog.

VII. REQUIRED TEXTS, READINGS, OTHER

The instructor will select the textbook. One recommendation is:

Aronson, E., Wilson, T., & Akert, R. (2013). *Social Psychology* (8th edition). New York: Prentice Hall.

The instructor will select the supplemental reading material. Books that have been used recently include:

Festinger, L., Riecken, H. W., & Schachter, S. (1956). *When prophecy fails: A social and psychological study of a modern group that predicted the destruction of the world.* New York: Harper.

Gilbert, D. (2005). *Stumbling on happiness.* New York: Vintage Books.

Lyubomirsky, S. (2007). *The how of happiness: A new approach to getting the life you want.* New York: Penguin Books.

Ripley, A. (2009). *The unthinkable: Who survives when disaster strikes – and why.* New York: Three Rivers Press

Schwartz, B. (2004). *The paradox of choice: Why more is less.* New York: Harper Perennial.

VIII. SPECIAL RESOURCE REQUIREMENTS

Students will need to be able to access the current learning management system in use at IUP.

IX. BIBLIOGRAPHY

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Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology, 83,* 1314-1329.

Crocker, J., Karpinski, A., Quinn, D. M., & Chase, S. K. (2003). When grades determine self-worth: Consequences of contingent self-worth for male and female engineering and psychology majors. *Journal of Personality and Social Psychology, 85,* 507-516.

Crocker, J., & Luhtanen, R. K. (2003). Level of self-esteem and contingencies of self-worth: Unique effects on academic, social, and financial problems in college students. *Personality and Social Psychology Bulletin, 29,* 701-712.

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Fredrickson, B. L., & Roberts, T. A. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly, 21,* 173-206.

Fredrickson, B. L., Roberts, T. A., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology, 75,* 269-284.

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Garcia, S. M., Weaver, K., Moskowitz, G. B., & Darley, J. M. (2002). Crowded minds: The implicit bystander effect. *Journal of Personality and Social Psychology, 83,* 843-853.

Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. P. (1998). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality and Social Psychology, 75,* 617-638.

Le, B., & Agnew, C. R. (2003). Commitment and its theorized determinants: A meta-analysis of the investment model. *Personal Relationships, 10,* 37-57.

Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology, 81,* 922-934.

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SAMPLE ASSIGNMENT

Social Psychology

Out-of-Class Activity #1 (OCA1)

In Chapter 3, we will discuss some judgmental and decision-making errors that people
commonly make. Dan Ariely, a behavioral economist, recently gave a talk on the
complexity of decision making. To earn the points for this activity, you must watch a
video of his talk (approximately 20 minutes), and then answer some questions about it.

Here is a link to the video:

http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html

Questions:

1. Ariely describes "the power of the default." What factor does Ariely use to explain
   differences between countries in the rate of organ donation? In other words, why do
   some countries have a high percentage of organ donation and others have a low
   percentage?

2. Ariely describes how adding an inferior option (a choice that nobody actually wants) to a
   set of choices can influence the decision that people will ultimately make. How does the
   option of "Rome without coffee" influence people's likelihood of choosing a trip to
   "Rome with coffee" vs. "Paris"?

3. What is the primary message of Ariely's presentation?

4. From your perspective, what was the most novel, noteworthy, or surprising part of
   Ariely's presentation, and why?

5. Think about a recent decision you have made in your life. How might some of the errors
   discussed in this video have impacted your decision?

This activity is worth up to 6 points. To earn all 6 points, your answers must be correct, specific,
and free of spelling and grammatical errors. They should also be concise; your entire
response should be no longer than one page.

Grading Rubric

Question 1 – 1 point for a correct answer

Question 2 – 1 point for a correct answer

Question 3 – 1 point for a correct answer

Question 4 – 1 point for a thoughtful answer

Question 5 – 1 point for thoughtful answer

Overall grammar and writing – 1 point

PSYC 330 Social Psychology

Overview of changes made from original syllabus of record

1. The course objectives and outcomes have been realigned with the Expected Undergraduate Student Learning Outcomes as a part of the Liberal Studies Social Science Studies Electives Revisions. This course is designated as Scientific Literacy because the purpose of the course is to encourage students to think like a scientist when examining the interactive effects between the social environment and human behavior (Objectives 1, 2, 3). Information presented to students in lecture is based on empirical research findings and class activities, assignments and exams require students to interpret research findings and draw conclusions based on a critical evaluation of the research. Much of the research conducted in social psychology is done with the goal of applying the findings to the real world, and lecture examples, class assignments, and exams require students to investigate the relevance of these findings for their own lives (Objective 4, see also the sample assignment).
2. An additional objective/outcome has been included (Responsible Learners).
3. An example of a class assignment and grading rubric has been included.
4. Additional and updated references have been included.

Old Syllabus of Record

PSYC 330 Social Psychology
3c-0l-3cr

Prerequisite: PSYC 101
The study of the effects of the social environment on human behavior. Topics include perception of person, attitude formation and change, and small-group interaction. Students may not receive credit toward psychology major or minor for both PSYC 330 and 335.

Course Outcomes
Students completing this course should be able to:
- Display and awareness of contemporary theories and empirical research in social psychology.
- appreciate a scientific perspective on human behavior
- adopt a critical attitude toward Acommon sense@ and conventional theories of social behavior
- recognize the importance of the situational influence on human behavior
- comprehend the distinction between nomothetic and idiographic approaches to human behavior.
- identify laboratory and field research methods that are appropriate to the study of social psychology
- critically evaluate research in terms of assumptions and methods.
- apply findings and theories from social psychology to their own lives and experiences.
- discover ways in which knowledge of social psychology can be used to interpret social and political events, and to devise more effective public policies.
- offer social psychological insights that might empower students in their attempts to change the world (for the better, of course!).

Basic Course Outline
Social Psychology: Themes and Method
Social cognition
Social perception
Self-knowledge
The need to justify our actions
Attitudes
Conformity
Group processes
Environmental Attitudes
Attraction
Prosocial Behavior
Aggression
Prejudice

LIBERAL STUDIES COURSE APPROVAL GENERAL INFORMATION

1. Multiple and varying instructors teach this course. In order to ensure consistency, instructors meet annually before the fall semester to exchange syllabi with one another and discuss changes/updates that they make to the course.

2. We strive to fulfill this goal in at least three ways. First, many social psychologists are women and/or members of ethnic and racial minority groups. Their contributions are regularly highlighted in the textbook and the classroom. In addition, many of the topics included in the course outline easily lend themselves to a discussion of the ways in which people of different social groups view and interact with one another, especially the units on Social Cognition, Social Perception, Attitudes, Group Processes, and Stereotyping and Prejudice. Finally, at least two of the overarching objectives of the course are relevant to this question as well. Recognizing situational influences on behavior (objective 2) allows students to consider that apparent group differences may stem from social roles and expectations rather than innate processes. Critiquing common sense theories of human behavior (objective 3) involves questioning assumptions about gender roles, social hierarchy, etc.

3. Each instructor assigns a book of his/her choosing (see Section VII for some of the books that have been used recently). The book is discussed in class, and student learning is evaluated using test questions, written assignments, or another activity selected by the instructor.

4. PSYC 330 is not an introductory course. Students must have completed PSYC 101: General Psychology prior to taking this course. The structure and content of the course is based on the supposition that students have a basic awareness of various levels of analysis of human behavior and the contributing biological, psychological, and social-cultural factors. The course emphasizes the sociocultural factors or the manner in which other humans influence individual and group behaviors.

Part III. Letters of Support

Because these changes do not affect any departments and their programs, it was deemed unnecessary to provide letters of support from other academic units.