Course Description
Title of the Course: Social Psychology

Aim of the course

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In the first part, the course recapitulates what students learned in their previous studies of social psychology. It focuses on the paradigmatic characteristics of social psychology by discussing timeless themes and current achievements. Special attention is paid to social cognition, social emotions and motivations within the framework of the information processing paradigm. Evolutionary and societal approaches are also discussed as emerging/growing theoretical frameworks in the field. Secondly the course will focus on the practical applications of social psychological concepts, theories and result. The subtopics will revolve around interventions. Through different empirical studies we will demonstrate how social psychology based interventions can be used in clinical, school or organizational settings.

Learning outcome, competences

knowledge:
- Describe principles and theories of social psychology and show their applications in different settings
- Explain how social psychology can affect behavioral change
- Provide insights into the practice of applied social psychology

attitude:
- Critically evaluate social psychological interventions

skills:
- able to reflect about the application of social psychological research and how it might be used to solve practical problems in different settings (clinical, school, organizational)

Content of the course

Topics of the course

- Introduction

- Basic concepts and theories of social psychology

- Some classic interventions

- Social psychology in the clinical setting: changing mindset, child abuse prevention, reducing risky health behavior, interventions for helping weight loss

- Social psychology in the school setting: improving skills and abilities, changing self-views, helping to deal with stress, stereotype threat interventions.

- Social psychology in organizational settings: preventing mobbing, avoidance of biased decisions, environmental conservation, gamification

- Current issues in social psychology

Learning activities, learning methods

Lecture, reading, interactive discussion

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- At the end of the semester students will need to take a written exam consisting of multiple choice questions and essays based on the required readings for the course.

mode of evaluation: 5 grade exam mark

criteria of evaluation:

- 90-100% - excellent (5); 75-89% - good (4); 60%-74% satisfactory (3); 50-59% pass (2); 0-49% fail (1)

Reading list

Compulsory reading list

- Aronson (2000): How the Columbine high school tragedy could have been prevented. http://adams-jeffcohazmatauthority.org/documents/columbineprevented.pdf
- Bruneau, E.: In-group/out-group distinctions—neuroscience findings and upshot. 154-164.
- Cohen & Garcia (2014): Educational Theory, Practice, and Policy and the Wisdom of Social Psychology.Policy Insights from the Behavioral and Brain Sciences, 1 (1) 13-20.
- Deterding, et al.: From Game Design Elements to Gamefulness: Defining "Gamification"
- James E. Maddux and June Price Tangney (eds): Social Psychological Foundations of Clinical Psychology. pp 3-14., 242-282.
- Kruglanski (2006): The Syndrome vs. Tool perspectives. https://terpconnect.umd.edu/~hannahk/Terrorism_files/PsychologyOfTerrorism.pdf
- Lewin (1958). Group decision and social change.
- Walton (2014). The new science of wise psychological interventions.
- Yeager, D. S., Walton, G. M. (2011): Social-Psychological Interventions in Education. They're Not Magic. Review of Educational Research. 2. 267-301.