

VISTA UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

SOCIAL PSYCHOLOGY

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Specific Information Page

This Learner's guide belongs to: _____

My telephone number is: _____

If found please return this guide to me

My campus is: _____
The telephone number is: _____
My learning facilitator is: _____
Her/his office number is: _____
Her/his telephone number is: _____
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Acknowledgements

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Letter to the learner

Dear learner,

Welcome to this module in the BA Psychology Degree, *Social psychology* (Psy5505). Social psychology is a very interesting field in psychology. It teaches us to understand how we fit into the world around us. We can never live outside some kind of social definition or **context**. Whilst studying this module, you will recognise many things that you may encounter in your everyday life. We hope that you will gain a better understanding of how certain social psychological **phenomena** impact on your daily living. These phenomena are things like love, aggression, helping behaviour and many more. We know that you would like to advance your knowledge, skills and attitudes in order to grow personally and professionally and to equip yourself better for the labour market.

context
the
circumstance
or setting in
which events
occur
phenomena
Observable
events.

The underlying principles

The Department of psychology has identified a number of underlying principles for the development of the curriculum. These are:

- attention to cultural and gender issues
- the African perspective is to be an integral part of the programmes
- self-development of the student to be a priority outcome of all programmes
- modules should yield practical, skills-oriented outcomes as much as possible
- academic skills to be taught through content
- the general approach to be one of *near-experience* and contextually sensitive
- existing knowledge and skills to be recognised and drawn on
- literary skills to be a focus and developed especially at higher levels of the

programmes

Along with the other modules in this programme, this module should equip you with knowledge and skills that can be used in a wide variety of careers. These include careers in the private and public sectors of the economy. The knowledge and skills acquired in this module will be useful to teachers, counsellors, behaviour consultants, nurses and social workers amongst others. It also forms part of the foundation that you need to continue with a career in psychology. For more information on careers in psychology you can consult the *Leamer' Guide to the Psychology Programmes of Vista University (Psy5000)*

Description of this module

Brief description of content of the module

This module's is based on the experiential learning cycle. It will connect your every day experiences in your social situation with theoretical and experiential themes of Social Psychology. The concept of our everyday life experience as constituting a laboratory for the study of Social Psychological phenomena will be promoted in the module. Contact sessions will provide students with the opportunity to develop learning and application skills and to link these skills to the theoretical content of the module. Contact your learning facilitator early to find out the dates and venues for the contact sessions on your campus. Assessment includes assessment of theory, skills and application through the assessment tasks that you will find after Units 5 and 8

Specific outcomes:

Once you have worked through this module you should be able to:

- Define the discipline of social psychology
- Describe how you relate to and are affected by other people with regard to certain social psychological phenomena
- Integrate your own experiences with the theoretical and experiential aspects of the field of social psychology
- Critically discuss the relevance of these concepts by applying your understanding to your own social contexts

Critical outcomes supported by this module:

- Identify, solve problems and make decisions by using creative and critical thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect/analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environments and health of others.
- Understand that the world is a set of related systems by recognising that the problem-solving contexts do not exist in isolation.

Assessment information

The purpose of this section is to explain how you will be assessed in this module. There is no examination. You will be assessed continuously. The module consists of 8 units. One assessment task is scheduled after Unit 5 and one after Unit 8.

Assessment task 1 is found on p114 and
Assessment task 2 is found on p201 of this
Learner's Guide.

Both these assessment tasks must be submitted to your learning facilitator on separate A4 paper.

You will find the dates for submission of the written work when you contact your learning facilitator. Your assessments must reach the learning facilitator on or before the given time. If assignments are submitted late, marks will be subtracted.

Your assessment task must be submitted with a cover page attached that contains the following information:

Name

Student number

Module code

Assessment task number

Information about the guidelines for completing the assignments is provided with the assessments. A general guideline is that we expect original work from you. You are therefore not allowed to copy answers from fellow students or directly from the Learner's Guide. Marks will be subtracted if you engage in this practice. In most cases you are expected to integrate your own experience with the new experience learned in this module. (The concepts of old and new experience are explained in Unit 1.) Furthermore, we expect that you use proper English in your answers. This does not mean that you have to use perfect English, but your answers should be understandable. Your handwriting should also be legible. You must complete the whole assignment. This will earn you marks. A sample from your work will then be assessed by your learning facilitator.

Your final mark will be made up of the marks you received for the two assessment tasks. Each of these marks contributes 50% towards your final mark.

Key to icons used in this module

An icon is a small picture that will remind you of the kind of learning activity that a particular part of the text wants you to engage in. They are there to help you find your way around the text of the *Learner's Guide* quickly and easily. Icons also serve as memory aids. You will find the following icons used throughout the text of this module.



Key Skills: This icon identifies key abilities or outcomes.



Practical Task: this is a task that the learner does but is not used for assessment; they are included in the appropriate places so that learners will be better able to grasp the material being discussed and be able to relate to the material.



Evaluation Mark: this icon shows the mark given to the learner for an evaluation task and also shows how many marks the evaluation task is worth.



Quotation: this icon is inserted where a quotation from a textbook or other reference material is given. The details of the reference given at the end of the quoted passage or section.



Reading: read the following section.

Margin text

Apart from the icons that you have encountered previously, this *Learner's Guide* has other features that will assist you in your learning. You will often encounter words or **concepts** that are not familiar. Some of these unfamiliar words or concepts are explained by way of margin text. You have seen many instances of this already in this unit. If you find a word or phrase in the text written in **bold** and *italics*, e.g. **concepts**, you will find an explanation in the margin to clarify it. In the margin you will find words that represent Psychological concepts and English words that may be unfamiliar to you. Chances are that you are a second, third or fourth language speaker of English and as such cannot be expected to know the meanings of all the English words that you will encounter in the Module. It is, however, expected of you to find out what a word means if it is unfamiliar to you. Remember that a clear understanding of words and concepts is essential to the study of academic work. The module writers could not foresee all the words that may be unfamiliar to you and you may encounter other words in the text that are not explained in the margin text. It is strongly recommended that you keep a good dictionary of the English language handy to find out meanings of words that is not explained in the text. You can also clarify meanings of words or concepts when you contact your learning facilitator.

concepts
general ideas
derived or
inferred from
specific
instances of
occurrences

Outcomes Based Education (OBE)

This module has been written and designed within the broader context of an Outcomes Based Education (OBE) approach. The OBE approach that has been used should assist you to be able to demonstrate the relevant knowledge, skills and attitudes that you should acquire at various stages of this module. In OBE, you as the learner, should take **responsibility** for your own learning. The learning facilitator and this *Learner's Guide* (your learning facilitator away from campus) act as facilitators that can assist you to learn. You have noticed that we do not talk of lecturers anymore. In the past the lecturer took much responsibility for the learner's success. In OBE the learning

OBE an
education
format
adopted by the
National
Department of
Education that
is skills based,
contextually
relevant and
market related
responsibility
Your ability to
make rational
decisions on
your own and
therefore
answer for

facilitator assists the learner - that is you - to take responsibility for your own learning. OBE is transparent. You will know exactly what is expected of you at certain stages of the learning process.

Conclusion

The Greek Philosopher Socrates (469 - 399BC) said that the wise person knows that s/he doesn't know everything. **Do not be afraid to approach your learning facilitator on campus if you are unclear about anything.** It may just be the wise thing to do. It is important to ask if you don't know. Problems are more difficult to sort out after they occur.

We hope that you find your experience with social psychology exciting and enriching.