COURSE SYNOPSIS

This course encompasses the analyses of social and interpersonal behavior from the psychological perspective. The influence of social and interpersonal relationships and the application of social psychology & interpersonal skills in human interaction are also discussed.

COURSE LEARNING OUTCOMES:

At the end of this course students can:

- Explain process and contexts of social and interpersonal behavior.
- Explain factors that influence social and interpersonal behavior.
- Compare various forms of interaction communication and human behavior that contributes to social and interpersonal skills in groups.
COURSE CONTENT
(10 Topics)
1. Introduction: Social behavior, self in context, self-schema
2. Social perception
3. Interpersonal relationship
4. Attraction
5. Attitude and behavior
6. Social influence
7. Group behavior
8. Intimate relationships
9. Analysis of prosocial behavior and interpersonal relationship
10. Analysis of anti social behavior and interpersonal relationships.

COURSE EVALUATION
- TEST 1 - 15%
- QUIZ - 10%
- ASSIGNMENTS - 35%
- FINAL EXAM (COMPREHENSIVE) - 40%

PSYCHOLOGY OF SOCIAL AND INTERPERSONAL BEHAVIOR
What is Behaviour

Definition

• the way in which one acts or conducts oneself, esp. toward others

Wikipedia:

– Behavior or behaviour is the range of actions and mannerisms made by organisms, systems, or artificial entities in conjunction with their environment, which includes the other systems or organisms around as well as the physical environment.

– It is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

Biological perspective (refer online)

• There is some disagreement as to how to precisely define behaviour in a biological context

• One common interpretation based on a meta-analysis of scientific literature states that "behavior is the internally coordinated responses (actions or inactions) of whole living organisms (individuals or groups) to internal and/or external stimuli"

• Behaviors can be either innate or learned.
• Behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment.
• Human behavior is believed to be influenced by the endocrine system and the nervous system.
• It is most commonly believed that complexity in the behavior of an organism is correlated to the complexity of its nervous system.
• Generally, organisms with more complex nervous systems have a greater capacity to learn new responses and thus adjust their behavior.

Explore
• What is behavioural analysis?
• Career in “Behavioural related job”
• Behavioural Psychology
• Problematic behaviour?
• Prosocial vs antisocial

Behavioural Psychology
• Behavioral psychology is a branch of psychology that focuses on observable behaviors. Conditioning, reinforcement and punishment are key concepts used by behaviorists.
• Learn more about classical conditioning and operant conditioning as well as some of the major behaviorist thinkers.
INTRODUCTION

- SOCIAL PSYCHOLOGY
- THEORETICAL PERSPECTIVES OF SOCIAL PSYCHOLOGY
- THE SELF

SOCIAL PSYCHOLOGY

The scientific discipline that attempts to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imaged, or implied presence of others.

Building blocks of social psychology: ABC triad

- A = Affect – how people feel inside
- B = Behavior – what people do, their action
- C = Cognition – what people think about
WHY PEOPLE STUDY SOCIAL PSYCHOLOGY?

• Curiosity about people
• Experimental philosophy
• Making the world better
• Social psychology is fun!

THEORETICAL PERSPECTIVES OF SOCIAL PSYCHOLOGY

• The Socio-cultural Perspective
• The Evolutionary Perspective
• The Social Learning Perspective
• The Social Cognitive Perspective

The Sociocultural Perspective

• The theoretical viewpoint that searches for the causes of social behavior in influences from larger social groups
• Focus on the importance of social norm and the concept of culture that influence social behavior
The Evolutionary Perspective
- A theoretical viewpoint that searches for the causes of social behavior in the physical and psychological predispositions that helped our ancestors survive and reproduce
- Focus on natural selection and adaptations

The Social Learning Perspective
- A theoretical viewpoint that focuses on past learning experiences as determinants of person’s social behaviors
- Observing how other people are rewarded and punished for their social behavior

The Social Cognitive Perspective
- Focuses on the mental processes involved in paying attention to, interpreting and remembering social experiences
Table 1.1: Major Theoretical Perspectives in Social Psychology

<table>
<thead>
<tr>
<th>Perspective</th>
<th>What Drives Social Behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>Forces in larger social groups.</td>
</tr>
<tr>
<td>Evolutionary</td>
<td>Inherited tendencies to respond to the social environment in ways that would have helped our ancestors survive and reproduce.</td>
</tr>
<tr>
<td>Social Learning</td>
<td>Rewards and punishments. Observing how other people are rewarded and punished for their social behaviors.</td>
</tr>
<tr>
<td>Social Cognitive</td>
<td>What we pay attention to in a social situation, how we interpret it, and how we connect the current situation to related experiences in memory.</td>
</tr>
</tbody>
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**PRINCIPLES OF SOCIAL BEHAVIOR**

- Goal oriented
  - People interact with one another to achieve some goals or satisfy some inner motivation
- Represents a continual interaction between the person and the situation

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**SOCIAL BEHAVIOR IS GOAL ORIENTED**

- To establish social ties
- To understand ourselves and others
- To gain and maintain status
- To defend ourselves
- To attract and retain mates
The interaction between the person and the situation

- The person
- The situation
- Person and situation interactions (see Table 1.2)

### Table 1.2: Different Types of Person-Situation Interactions

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different persons respond</td>
<td>Some students think college life is fun and exciting; others find it dull and nerdy.</td>
</tr>
<tr>
<td>differently to the same situation</td>
<td></td>
</tr>
<tr>
<td>Situations choose the person</td>
<td>Your college doesn’t admit everyone who wants to enroll.</td>
</tr>
<tr>
<td>Persons choose their situations</td>
<td>You may choose to live in a sorority or fraternity; your dormmate may choose to stay in the dorms.</td>
</tr>
<tr>
<td>Different situations prime</td>
<td>You may see yourself as studious while in class but as fun-loving when at a party.</td>
</tr>
<tr>
<td>different parts of the person</td>
<td></td>
</tr>
<tr>
<td>Persons change the situation</td>
<td>An energetic, knowledgeable teacher can turn a quiet, passive classroom into an active, interested one.</td>
</tr>
<tr>
<td>Situations change the person</td>
<td>If one student goes off to school at the Naval Academy, while an initially similar friend goes to U.C. Berkeley, they are likely to be less similar four years later.</td>
</tr>
</tbody>
</table>

THE SELF

- A symbol-using social being who can reflect on his/her behavior
- It has 3 main parts:
  - Self-knowledge or self-concept
    - The sets of beliefs about oneself
  - Interpersonal self or public self
    - The image of the self that is conveyed to others
  - Agent self or executive function
    - The part of the self involved in control, including both control over other people and self-control
Figure 1.1: Three parts of the self

Self-knowledge (or self-concept)
- Information about self
- Self-awareness
- Self-esteem
- Self-deception

Interpersonal self (or public self)
- Self-presentation
- Member of groups
- Relationship partner
- Social roles
- Reputation

Agent self (or executive function)
- Decision making
- Self-control
- Taking charge of situations
- Active responding

Who makes the Self?

• A true or real self?
• Culture and Interdependence
• Social Roles

A true or real self?

• People like to think they have inner “true”
• Different cultures may differ in the ideas about the true self by placing emphasis on either impulse or institution (Ralph Turner, 1976)
• Self as impulse
  – A person’s inner thoughts and feeling
• Self as institution
  – The way a person acts in public, especially in official roles
Culture and Interdependence

• Selves are different across different cultures
• Independent self
  – Emphasizes what makes the self different and sets it part from others
• Interdependent self
  – Emphasizes what connects the self to other people and groups

Social Roles

• What are selves for?
  – The self has to gain social acceptance
• In order to increase the social acceptance, people need to change and adapting themselves.
• The different roles a person plays

SELF AWARENESS

• Consists of attention directed the self
• Two kinds
  – Private self-awareness
    • Looking inward on the private aspects of the self, including emotions, thoughts, desires and traits
  – Public self-awareness
    • Looking out-ward on the public aspects of the self that others can see and evaluate
• Involves evaluating the self rather than just merely being aware of it
SELF AWARENESS

• Standards
  – Ideas (concepts) of how things might possibly be.
  – Includes ideals, norms, expectations, moral principles, laws, the way things were in the past and what other people have done

SELF AWARENESS

• Self awareness and behavior
  – It can make people behave better
  – Increased self-awareness makes people act more consistently with their attitudes about many different issues
  – Does self-awareness always make people behave better?
SELF AWARENESS

• Escaping self-awareness
  – People seek to escape from self-awareness when it feels bad
  – Methods to escape self-awareness
    • Drinking alcohol
    • Eat more
    • Suicide

SELF AWARENESS

• Self-regulation
  – The process people use to control and change their thoughts, feeling and behavior
  – Try to get out of a bad mood or to keep their attention and thinking focused on some problems rather than letting their mind wander or to resist temptation.

Where Self-Knowledge Comes From?

- Looking Outside: Looking glass self
- Looking Inside: Introspection
- Self Reflection and Deep Thought
Where Self-Knowledge Comes From?

1. Looking Outside: The looking-glass self
   - The idea that people learn about themselves by imaging how they appear to others (Cooley, 1902)
   - 3 components
     • You imagine how you appear to others
     • You imagine how others will judge you
     • You develop an emotional response as a result of imaging how others will judge you
   - Generalized other
     • The idea that other people tell you who and what you are (Mead, 1934).

2. Looking Inside: Introspection
   - The process by which a person examines the contents of her mind and mental states

3. Looking at others: Social Comparison
   - examining the difference between oneself and another person
   - Upward social comparison
     • Comparing yourself to people better than you
   - Downward social comparison
     • Comparing yourself to people worse off than you

4. Self-Perception and the Overjustification Effect
   - Self-perception theory
   - People observe their own behavior to infer what they are thinking and how they are feeling
   - Intrinsic motivation
   - Wanting to perform an activity for its own sake
   - Extrinsic motivation
   - Performing an activity because of something that results from it
Where Self-Knowledge Comes From?

- Overjustification effect
  - The tendency for intrinsic motivation to diminish for activities that have become associated with rewards

5. Phenomenal Self
  - The image of self that is currently active in the person’s thoughts

Where Self-Knowledge Comes From?

6. Three motivations for wanting self-knowledge
   i. Appraisal motive
      - The simple desire to learn the truth about oneself
   ii. Self-enhancement motive
      - The desire to learn favorable or flattering things about the self
   iii. Consistency motive
      - The desire to get feedback that confirms what the person already believes about himself or herself

SELF-ESTEEM

“a set of attitudes and beliefs that a person brings with him or herself when facing the world”

Coopersmith (2002, p. 1)
SELF-ESTEEM

- How favorably someone evaluates him/herself
- People with high self-esteem think they are great
- People with low self-esteem think they are mediocre

SCHEMAS

- Knowledge structures that represent substantial information about concept, its attributes, and its relationships to other concepts
  - e.g. Professor: role, research process, attributes
- It affect what information we notice and later remember
- Gender schema
  - A cognitive structure for processing information based on its perceived female or male qualities
- Script
  - A schema that describe how a series of events is likely to occur in a well known situation, and that is used as a guide for behavior and problem solving
  - e.g. attending class, eating dinner at restaurant

SCHEMAS

2 types of schemas applied to people

- IMPLICIT PERSONALITY THEORY
  - Assumptions or naive belief systems people make about which personality traits and behaviors go together
- STEREOTYPES
  - Influence how we process and interpret information
• **Priming**
  - The process by which recent experiences increase the accessibility of a scheme, trait or concept

• **Framing**
  - Whether messages stress potential gains (positively framed) or potential losses (negatively framed)