

## COURSE OUTLINE

### INTERPERSONAL AND INTERGROUP RELATIONS

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	8 <sup>TH</sup>
<b>COURSE TITLE</b>	INTERPERSONAL AND INTERGROUP RELATIONS		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course, participants will be able to:

- Master the basic theories and concepts of interpersonal relations and romantic relationships.
- Apprehend key concepts, main theories and research evidence concerning prosocial behavior.
- Understand the structure, functions, context and dynamics of social groups.
- Differentiate the concepts of social roles and social rules and know their attributes in the context of social groups.
- Have a thorough and in depth knowledge about phenomena and processes with respect to social influence.
- Comprehend the nature of prejudice and the structure and function of stereotypes.
- Explain human behavior in terms of intergroup relations and intergroup dynamics.
- Distinguish leadership styles and understand effective leadership.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information,  
ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

- Adaptation to new situations

- Autonomous work
- Working in an international environment
- Working in an interdisciplinary environment
- Equity and Inclusion
- Critical thinking
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1. Interpersonal relations – attraction, intimacy, closeness. Theories of love and romantic partner choice. Adult attachment theory.
2. Prosocial behavior – The bystander effect, altruism and motives for helping behavior, personal and empathic cost from not acting prosocially, applied contexts of prosocial behavior research and interventions for advancing prosocial behavior.
3. The social group – Conceptualization, formation and attributes of social groups. Social norms and social rules.
4. Social influence – obedience to authority and conformity. The studies of Milgram, Zimbardo and Asch.
5. Social influence – Minority influence. The theoretical framework and experimental studies of Serge Moscovici.
6. Minority influence and social change.
7. Leadership – Leadership styles, attributes of the leader.
8. Decision making – collective polarization, risky shift, groupthink and brainstorming.
9. Prejudice and discrimination – The nature and construct of prejudice, forms of prejudice and discrimination.
10. Stereotype – Conceptualization, structure, content, function, stereotype change, metastereotype, stereotype threat.
11. Social identity theory
12. Intergroup relations – Authoritarian personality, realistic conflict, relative

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	E class, e mail, live streaming	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.  The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Classes attendance	39
	Individual reading and preparation for the written exams	45
	Essay writing (literature review)	31
	Written examination	5
	<b>Total</b>	<b>120</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic</i>	Essay writing (literature review) – 30% Written examination at the end of the semester – 70%	

*interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

## 5. SUGGESTED BIBLIOGRAPHY

### **Textbooks**

1. Hogg, M.A. & Vaughan, G.M. (2010). Κοινωνική ψυχολογία (επιμέλεια Αλεξάνδρα Χαντζή). Αθήνα: Gutenberg.
2. Hewstone, M&Stroebe, W. (2007). Εισαγωγή στην κοινωνική ψυχολογία (επιμέλεια Γιώργος Γαλάνης). Αθήνα – Παπαζήσης.

### **Other Recommended Bibliography**

1. Γαρδικιώτης, Α. (2008). Κοινωνική επιρροή, επισκόπηση και αξιολόγηση της έρευνας και των θεωριών. Αθήνα: Gutenberg.
2. Κοκκινάκη, Φ. (2005). Κοινωνική Ψυχολογία: εισαγωγή στη μελέτη της κοινωνικής συμπεριφοράς. Αθήνα: Εκδόσεις Τυπωθήτω.
3. Χαντζή, Α. (1999). Κοινωνική ψυχολογία. Στο Σ. Βοσνιάδου (Επιμ.), Εισαγωγή στην ψυχολογία (τόμος Β'). Αθήνα: Gutenberg.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	E. LAMPRIDIS
<b>Contact details:</b>	<a href="mailto:elamprid@he.duth.gr">elamprid@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Essay writing (literature review) – 30% Written examination at the end of the semester – 70%
<b>Implementation Instructions: (3)</b>	Detailed information are uploads at the e class of the course. Students electronically submit their essays until the 10 <sup>th</sup> week of classes. Written examination through e class platform. Students answer to 30 multiple choice questions randomly presented to each student. Time for answering each question two minutes. In order to pass the course students should answer correctly at least to 50%of the questions. The final mark is calculated taking into account students' performance in the essay as presented above.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.