

**Social Psychology, 6700/7700**  
**Tuesdays & Thursdays 9:30 to 10:45 (fall, 2014)**

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**Office Hours:** 11:00 to 1:00 on Thursdays, or by appointment

*Objectives:* Social psychology is the scientific study of how our behaviors, thoughts, and emotions are affected by the real or imagined presence of other people. This is a broad definition that encompasses a wide range of phenomena, such as how people form beliefs, how people attempt to persuade and are persuaded by others, how people form close relationships, why people help or harm each other, and how people understand each other and themselves. There are three goals for this course. The first goal is to acquaint you with the major findings and fundamental issues in experimental social psychology. A second goal is to help you critically evaluate psychological research. A third goal is to help you apply social psychology to your everyday lives and your own research enterprise.

*Required Reading:* The weekly readings for our course are listed in the schedule further on in this syllabus. Our readings will come from the textbook, *Advanced social psychology: The state of the science*, by Baumeister & Finkel (2010) as well as from a wide range of other books and journal articles. You can purchase the textbook from the UT bookstore or via an on-line vender and the additional readings are available on-line on our course Blackboard page (PSY 6700). I recommend downloading all of the articles at the beginning of the term so that you have them stored on your own computer. *Fair warning, there is a lot of reading for this course.* But, this amount of reading is needed to give you an introduction to this vast and varied field.

*Course Structure and Requirements:* We will meet two days a week. Students are expected to attend all class periods and to arrive to class on time. Absences (and late attendance) will result in a reduction of class participation points. Unavoidable absences due to illnesses or critical life events can be excused with proper documentation given to the instructor within two weeks of the absence.

*Class Days:* Class time will be a mixture of lectures, discussions, and presentations. For most weeks (though not all), Tuesdays will be lecture days, whereas Thursdays will be discussion days. In discussions we will try to gain a better understanding of the reading and lecture material.

*Class Participation/Preparation (20% of course grade).* We are all here to increase our understanding of social behavior. This learning will be greatly enhanced if everyone in the class contributes to our academic discussions of the ideas covered. With this in mind, I expect everyone to complete the weekly readings *in advance* of the discussion days so that you will be able to improve our scholarly exchanges. I believe that each of you has something important to say and will add significantly to class discussion. To this end, the quantity and, more importantly, the quality of your class participation/preparation will factor into your grade. As a general rule, if you do not make a noticeable contribution on each discussion day you should expect a lowering of your participation grade. If you are concerned about your ability to contribute in class, let me know the first week of the semester. I should note that graduate seminars usually contain a mix of students with varying degrees of prior knowledge and experience in the area. The feeling of having little prior background in the area can be uncomfortable. Don't worry about it. Everyone can contribute according to his or her unique skills and

knowledge. Everyone will be expected to *know the materials in the readings*, but you will not be expected to have identical background knowledge in which to fit the material. Diversity in a course is a strength, not a weakness. To insure you are prepared for class and earn full participation points, I ask that you have three questions or ideas written down to enrich our discussion on each discussion day.

*Class Presentations (10% of course grade)*. Twenty percent of your grade will be based on two in-class presentations. Every student will have the opportunity to present two articles to the class (listed below). These presentations will cover articles relevant to the weekly topic. Presentations should be planned out prior to class and be conducted professionally. I expect each presentation to last approximately 10 mins. Due to time limitations, I will stop presenters at 10 mins if they are not finished. So, please practice your presentation before hand to make sure you can complete it within 7 mins (as it is nice to have some time for questions). When giving your presentation, it is important to connect your article with the weekly readings (see instructions in our class Blackboard page).

*Midterm and Final Exam (70% of course grade)*. Two in-class exams will be given to assess student understanding of the readings, lectures, and discussions. Each exam will be worth 35% of your final course grade. The exam questions will be of the long and short essay variety. I have example questions for the midterm provided in our Blackboard page.

### **Collegiate Policies**

*Students with Disabilities*. Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Accommodations (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the instructor after class or during office hours so that appropriate arrangements may be made.

The contact information for the Office of Accommodations is as follows:

Campus Address: Rocket Hall 1820, Mail Stop #342

Phone Number: 419.530.4981

Web: <http://www.utoledo.edu/utlc/accessibility/>

*University of Toledo Policy Pertaining to Academic Integrity*. Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;

- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

## **Course Schedule**

### Week 1: Introduction, methodology, and history

#### Day 8/26: Class orientation

#### Readings for 8/26

Baumeister, R. F. (2010). Social psychologists and thinking about people. In *Advanced Social Psychology: The state of the science*. (pp. 5-24).

Reis, H. T. (2010). How we got here from there: A brief history of social psychology. In *Advanced Social Psychology: The state of the science*. (pp. 25-62).

#### Lecture 8/28: Social construction and construals

#### Readings for 8/28

Aronson et al. (1998). Chapter 3: Experimentation in social psychology. (99-142). In Gilbert et al., *Handbook of Social Psychology*.

Walton, G. M. & Dweck, C. S. (2009). Solving social problems like a psychologist. *Perspectives on Psychological Science*, 4, 101-102.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29.

### Week 2: Theory and meaning

#### Lecture 9/2: Theory construction and refinement in social psychology

#### Readings for 9/2

Cacioppo, J. T. (2007, September). Psychology is a hub science. *APS Observer*, 20, 9.

Cacioppo, J. T. (2007, December). The structure of Psychology. *APA Observer*, 20, 11.

Gelfand et al. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332 (6033), 1100-1104.

## Day 9/4: Discussion

### Readings for 9/4

Gergen, K. J. (1973). Social psychology as history, *JPSP*, 26, 309-320.

Schlenker, B. R. (1974). Social psychology as science, *JPSP*, 29, 1-15.

## Week 3: Social influence

### Lecture 9/9: The personality-situation debate

#### Readings for 9/9

Cialdini, R. B., & Griskevicius, V. (2010). Social influence. In *Advanced Social Psychology: The state of the science*. (pp. 383-417).

Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 269-274.

Asch, S. Effects of group pressure upon the modification and distortion of judgments. (177-190).

### Day 9/11: Discussion

#### Readings for 9/11

Milgram, S. (1971). Some conditions of obedience and disobedience to authority. (57-75).

Darley, J., & Batson, C. D. (1973). From Jerusalem to Jericho: A study of situational and dispositional variables in helping behavior. *JPSP*, 27, 100-108.

Latane, B. (1996). Dynamic social impact: The creation of culture by communication. *Journal of communication*, 46, p 13-25.

#### Presentation articles for 9/5

Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *JPSP*, 73, 91-103.

## Week 4: Attribution

### Lecture 9/16: Early theories of attribution

#### Readings for 9/16

Storms, M. D. (1973). Videotape and the attribution process: Reversing actors' and observers' point of view. *JPSP*, 27, 165-175.

Gilbert (1995). Attribution and interpersonal perception (pp. 99 - 148). *Advanced Social Psychology*.

### Day 9/18: Discussion

#### Readings for 9/18

Epley, N. et al. (2009). Believer's estimates of God's beliefs are more egocentric than estimates of others people's beliefs. *PNAS: Proceedings of the National Academy of Sciences*, [www.pnas.org/cgi/doi/10.1073/pnas.0908374106](http://www.pnas.org/cgi/doi/10.1073/pnas.0908374106).

Waytz, et al. (2010). Causes and consequences of mind perception. *Trends in Cognitive Sciences*, 14, 383-388.

Stewart, T. L., et al. (2010). Consider the situation: Reducing automatic stereotyping through Situational Attribution Training. *JESP*, 46, 221-225

#### Presentations for 9/18

Morgan, G. S. et al. (2010). When values and attributions collide: Liberals' and conservatives' values motivate attributions for alleged misdeeds. *PSPB*, 36, 1241-1254.

### Week 5: Affect and emotions

#### Lecture Day 9/23: Theories of emotions

#### Readings for 9/23

Manstead, A. (2010). Social psychology of emotion. In *Advanced Social Psychology: The state of the science*. (pp. 101-138).

Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society*, 359, 1367-1377.

#### Day 9/25: Discussion

#### Readings for 9/25

Gilbert, D., & Wilson, T. (2000). Miswanting: Some problems in the forecasting of future affective states. *Feeling and thinking: The role of affect in social cognition*. pp. 178-197.

Medvec et al. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *JPSP*, 69, 603-610.

Kahneman et al. (2006). Would you be happier if you were richer?: A focusing illusion. *Science*, 312, 1908-1910.

## Presentations for 9/25

Diener, et al. (2011). The religion paradox: If religion makes people happy, why are so many people dropping out? *JPSP*, 101, 1278-1290.

## Week 6: Social cognition

### Day 9/30: Discussion

### Readings for 9/30 and 10/2

Carlston, D. (2010). Social cognition. In *Advanced Social Psychology: The state of the science*. (pp. 63-100).

Bargh, J. A., & Williams, E. L. (2006). The automaticity of social life. *Current Directions in Psychology Science*, 15, 1-4.

Wegner, D. M., & Erber, R. (1992). The hyperaccessibility of suppressed thoughts. *JPSP*, 63, 903-912.

Liberman, N. et al. (2002). The effect of temporal distance on level of mental construal. *JESP*, 38, 523-534.

### Presentations Day 9/30:

Shah, J. Y., & Kruglanski, A. W. (2003). When opportunity knocks: Bottom-up priming of goals by means and its effects on self-regulation. *JPSP*, 84, 1109-1122,

Fitzsimons, G. M., & Bargh, J. A. (2003). Thinking of you: nonconscious pursuit of interpersonal goals associated with relationship partners. *JPSP*, 84, 148-164.

## **Day 10/2: NO CLASS**

## Week 7: Self-knowledge, structure, and control

### Day 10/7: Lecture on self-knowledge

### Readings 10/7

Baumeister, R. (2010). The self. In *Advanced Social Psychology: The state of the science*. (pp. 139-175).

McConnell, et al., (2009). On the experience of self-relevant feedback: How self-concept organization influences affective responses and self-evaluations. *JESP*, 45, 695-707.

Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psych Science*, 7, 450-463.

### Day 10/9: Discussion

#### Readings for Day 10/9

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. *JPSP*, 60, 181-192.

Quoidbach, J., et al. (2013). The end of history illusion. *Science*, 339, 9-98.

#### Presentations for Day 10/9

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *JPSP*, 77, 1121-1134.

Pronin, E., & Kugler, M. B. (2011). People believe they have more free will than others. *PNAS: Proceedings of the National Academy of Sciences*, 107, 22469–22474.

### Week 8: Theories of consistency and justification

#### Day 10/14: NO CLASS

#### Readings for 10/14 and 10/16

Festinger, L., & Carlsmith, M. (1959). Cognitive consequences of forced compliance. *JASP*, 58, 203-210.

Cooper, J., & Fazio, R. H. (1984). A new look at dissonance theory. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 17, pp. 229-266). Orlando, FL: Academic Press.

Steele, C. (1990). The psychology of self-affirmation: Sustaining the integrity of the self. (372-390). *Advances in Exp Soc Psych*.

Proulx, T., & Heine, S. J. (2009). Connections from Kafka: Exposure to meaning threats improves implicit learning of an artificial grammar. *Psychological Science*, 20, 1125-1131.

## Presentations for 10/16

Rasinski, H., M., et al. (2013). "I guess what he said wasn't that bad": Dissonance in non-confronting targets of prejudice. *Personality and Social Psychology Bulletin*, 39, 856-869.

Harris, P. R., et al. (2007). Self-affirmation reduces smokers' defensiveness to graphic on-pack cigarette warning labels. *Health Psychology*, 26, 437-446.

## Week 9: Functions of the self and self-esteem

### Day 10/21: Discussion

#### Readings for 10/21

Harmon-Jones, E., Simon, L., Greenberg, J., Pyszczynski, T., Solomon, S., & McGregor, H. (1997). Terror management theory and self-esteem: Evidence that increased self-esteem reduces mortality salience effects. *JPSP*, 72, 24-36.

Leary, M. (1999). Making sense of self-esteem. *Current Directions in Psychological Science*, 8, 32-35.

Crocker, J., & Knight, K. M. (2005). Contingencies of self-worth. *Current Directions in Psychological Science*, 14, 200-203.

### **Day 10/23: MIDTERM EXAM**

## Week 10: Self-motives

### Day 10/28: Lecture on the motivation – cognition debate

#### Readings for 10/28

Sedikides, C. (1993). Assessment, enhancement, and verification determinants of the self-evaluation process. *Journal of Personality and Social Psychology*, 65, 317.

Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, 108, 480-498.

### Day 10/30: Discussion

#### Readings for 10/30

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.



Ryan, R. & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

#### Presentations for 10/30

Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *JPSP*, 80, 572-584.

#### Week 11: Attitude structure and change

##### Day 11/4: Lecture on dual-process approaches to persuasion

##### Readings for 11/4

Fabrigar, L. R., & Wegener, D. T. (2010). Attitude structure. In *Advanced Social Psychology: The state of the science*. (pp. 177-216).

Petty, R., & Brinol, P. (2010). Attitude change. In *Advanced Social Psychology: The state of the science*. (pp. 217-259).

##### Day 11/6: Discussion

##### Readings for 11/6

Myers, D. G., & Bishop, G. D. (1970). Discussion effects on racial attitudes, *Science*, 169, 778-179.

Lord, Ross, & Leeper (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequent consideration of evidence. *JPSP*, 37, 2098-2109.

Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: Prentice-Hall. (pp. 4-27).

##### Presentations for 11/6

Sheeran, P., & Orbell, S. (2000). Using implementation intentions to increase attendance for cervical cancer screening. *Health Psychology*, 19, 283-289.

Feinberg, M., & Willer, R. (2011). Apocalypse Soon?: Dire messages reduce belief in global warming by contradicting just-world beliefs. *Psychological Science*, 22, 34-38.

#### Week 12: Attraction, rejection, and intimate relationships

##### Day 11/11: NO CLASS

### Readings for 11/11

Finkel, E. J., & Baumeister, R. E. (2010). Attraction and rejection. In *Advanced Social Psychology: The state of the science*. (pp. 419-459).

Fletcher, G., & Overall, N., C. (2010). Intimate relationships. In *Advanced Social Psychology: The state of the science*. (pp. 461-494).

### Day 11/13: Discussion

### Readings for 11/13

Rusbult, C. E., & Martz, J. M. (1995). Remaining in an abusive relationship: An investment model analysis of nonvoluntary commitment. *Personality and Social Psychology Bulletin*, 21, 558-571.

Neff, L.A., & Karney, B. R. (2005). To know you is to love you: The implications of global adoration and specific accuracy for marital relationships. *JPSP*, 88, 480-497.

### Presentations for 11/19

Zadro et al. (2004). How low can you go? Ostracism by a computer is sufficient to lower self-reported levels of belonging, control, self-esteem, and meaningful existence, *JESP*, 40, 560-567.

Lakin et al. (2008). I am too just like you: nonconscious mimicry as an automatic behavioral response to social exclusion. *Psychological Science*, 19, 816-822.

## Week 13: Groups and intergroup relations

### Day 11/18: Lecture on Intergroup relations

### Readings for 11/18

Forsyth, D. R., & Burnette, J. (2010). Group processes. In *Advanced Social Psychology: The state of the science*. (pp. 495-534).

Brewer, M. B. (2010). Intergroup relations. In *Advanced Social Psychology: The state of the science*. (pp. 535-571).

### Day 11/20: Discussion

### Readings for 11/20

Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological Review*, 108(2), 291-310.

Zou, X., et al. (2009). Culture as common sense: Perceived consensus versus personal beliefs as mechanisms of cultural influence. *JPSP*, 97, 579-597.

#### Presentations for 11/20

Rattan, A. et al. (2012). Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. *JPSP*, 103, 787-803.

#### Week 14: Stereotypes, prejudice, and discrimination

##### Day 11/25: Discussion

##### Readings for 11/25

Devine P. (1989). Stereotypes and prejudice: Their automatic and controlled components. *JPSP*, 56, 5-18.

Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. *Dual-process theories in social psychology*. (pp. 361-383).

Greenwald, A. G., et al. (2009). Understanding and using the Implicit Association Test: III. Meta-analysis of predictive ability. *JPSP*, 97, 17-41.

#### Week 15: Prejudice and aggression

##### Day 12/2: Lecture on stereotype threat

##### Readings for 12/2

Bodenhausen, G. V., & Richeson, J. A. (2010). Prejudice, stereotyping, and discrimination. In *Advanced Social Psychology: The state of the science*. (pp. 341-383).

Payne, B. K. (2006). Weapon bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science*, 15, 287-291.

##### Day 12/4: Discussion on aggression

Bushman, B. J., & Bartholow, B. D. (2010). Aggression. In *Advanced Social Psychology: The state of the science*. (pp. 302-340).

Bushman, B. (2002). Does venting anger feed or extinguish the flame?: Catharsis, rumination, distraction, anger, and aggressive responding. *PSPB*, 28, 724-731.

DeWall, N., et al. (2007). Violence restrained: Effects of self-regulation and its depletion on aggression. *Journal of Experimental Social Psychology*, 43, 62-76.

### Presentations for 12/4

Bushman, B. J., & Anderson, C. A. (2009). Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science*, 20, 273-277.

### Week 16: Prosocial behavior

#### Day 12/9: Lecture on five-step model of helping

#### Readings for 12/9

McCullough, M. E., & Tabak, B. A. (2010). Prosocial behavior. In *Advanced Social Psychology: The state of the science*. (pp. 263-302).

Darley, J. M. & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *JPSP*, 8, 377-383.

#### Day 12/11: Discussion

#### Readings for 12/11

Tesser (1988). Towards a self-evaluation maintenance model of social behavior. (446-460).

Dunn, E. W., et al., (2008). Spending money on others promotes happiness. *Science*, 319, (5870), 1687-1688.

Greitemeyer, T. (2011). Effects of prosocial media on social behavior: When and why does media exposure affect helping and aggression. *Current Directions in Psychological Science*, 20, 251-255.

### Presentations for 12/11

Piff, P. K. et al. (2010). Having less and giving more: The influence of social class on prosocial behavior. *JPSP*, 99, 771-784.

FINAL EXAM: Wednesday, Dec. 17, from 8:00 to 10:00.

\*Please note that the schedule and procedures in this course are subject to change in the event of extenuating circumstances and on the instructor's discretion.