Social Psychology, 6700/7700
Thursdays 9:30am to 12:15pm (Fall, 2018)

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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 history, major findings, and fundamental issues in social psychology. A second goal is to help you critically evaluate social 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 many sources, such as 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 once 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 loss of participation/preparation points (see below). Unavoidable absences due to illnesses or critical life events can be excused proper documentation given to the instructor within two weeks of the absence.

Class Days: Class time will be a mixture of lectures, discussion, and presentations. For most class periods (though not all), we will have lectures first, followed by presentations and discussion. In discussions we will try to gain a better understanding of the reading and lecture material.

Attendance/Class Participation/Preparation (30% 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 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. Here is how this is graded. Every discussion I will evaluate your input and assign you a score ranging from 0 (*absent*) to 10 (*excellent contribution*). I will post your score every week on our class Blackboard page. I recommend checking your participation score weekly so as to track your progress throughout the term. There will be 12 discussion days in which scores will be assigned, for a total of 120 points. To insure you are prepared for our class discussion, and to earn full participation points, I ask that you bring 2 to 3 questions/conversation topics to the discussion each week. You can be ready to discuss what you think are the most important findings or theoretical claims in the assigned readings, as well as: If you think particular findings/theories are important (why or why not)? What assumptions are being made about social behavior in general? Do you think the readings are missing something, making unwarranted assumptions, or not fully capturing the phenomenon we seek to understand? If you note limitations, what solution can you propose for future research and theory?

Also, consider mediators, moderators, confounds, etc. Finally, how does each theory/finding relate to the other articles in the same week, to previous readings in the class, as well as to other research on human social behavior? I will often begin our class discussion by going around the room and asking each student for one of her/his questions/conversation topics from the readings.

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 less 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 conversation during discussion. If you are concerned about your ability to contribute, please let me know the first week of the semester.

Class Presentations (10% of course grade). Ten percent of your grade will be based on one in-class presentation. Every student will have the opportunity to present an article (see below) to the class. 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 useful to connect your article with the weekly readings (see instructions in our class Blackboard page).

Midterm and Final Exam (60% of course grade). Two exams will be given to assess student understanding of the readings, lectures, and discussions. Each exam will be worth 30% of your final course grade. The exam questions will be of the long and short essay variety. For the exams, students will have their choice of which essays to answer; although do note that, for students in the clinical area of the psychology doctoral program, one of the items will be a required question on the history of social psychology. Students will take the exams online in Blackboard and will have 3 hours to complete the exam once it is started. Exams will be posted 1 week prior to the due date. Students can take the exam at any point during the week that it is posted. Students are to work independently, but they can use notes and readings if desired. The Midterm is to be completed by Nov. 1 and the Final Dec. 13 by midnight.

Course Grading. You will earn points in the class as follows:

Assignment	Possible Points
Attendance and Participation (10 points each week)	120 points
Presentation	40 points
Exams	240 points
Total	**400 points**

93 – 100% A	80 – 82% B-	67 – 69% D+
90 – 92% A-	77 – 79% C+	63 – 66% D
87 – 89% B+	73 – 76% C	60 – 62% D-
83 – 86% B	70 – 72% C-	less than 60% F

Collegiate Policies. We will adhere to the Collegiate Policies set out by the University of Toledo:
   Academic integrity: http://www.utoledo.edu/dl/students/dishonesty.html
   Student accommodations: http://www.utoledo.edu/offices/student-disability-services/

Course Schedule

<u>**Week 1 (8/30)**</u>

<u>Class introduction and orientation</u>

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

Lecture: History of social psychology

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).

<u>**Week 2 (9/6)**</u>

Lecture: Theory building and refinement in social psychology

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.

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

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

Discussion: Theory, history, and meaning in social psychology

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

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

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

<u>**Week 3 (9/13)**</u>

Lecture: The personality-situation controversy

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

Asch, S. (1951). Effects of group pressure upon the modification and distortion of judgments. *Groups, leadership, and men*. (pp. 177-190).

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

Discussion: Social influence

Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human Relations*, *18*, 57-76.

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*, 13-25.

Presentation:

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

Week 4 (9/20)

Lecture: Theories of attribution

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*.

Discussion: Attributions

Prentice, D., & Miller, D. (1993). Pluralistic ignorance and alcohol use on campus: some consequences of misperceiving the social norm. *JPSP, 64*, 243-256.

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

Eagly, A., Wood, W. Social Role Theory. In Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). *Handbook of Theories of Social Psychology* (Vol. 2). Sage publications. (pp. 458-476).

Presentation

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 (9/27)

Lecture: Hypothesis testing, biased confirmation, and assimilation and contrast

Moskowitz, G. (2004). Dual-process models. In *Social Cognition: Understanding self and others*. (pp. 193-232).

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

Discussion: Social Cognition

Baimel, A., Birch, S.J., & Norenzayan A. (2018). Coordinating bodies and minds: Behavioral synchrony fosters mentalizing. *Journal of Experimental Social Psychology, 74*, 281-290.

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

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

Nieuwenstein, M.R., Wierenga, T., Morey, R.D., Wicherts, J.M., Blom, T.N., Wagenmakers, E., & van Rijn, H. (2015). On making the right choice: A meta-analysis and large-scale replication attempt of the unconscious thought advantage. Judgment and Decision Making, 10, 1-17.

Presentation

Lin, S., Keysar, B., & Epley, N. (2010). Reflexively mindblind: Using theory of mind to interpret behavior requires effortful attention. *Journal of Experimental Social Psychology, 46*, 551-556.

Week 6 (10/4)

Lecture: Constructivist vs. basic emotion theories

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.

Discussion: Affect and emotions

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.

Gross, J. J. (2013). Emotion regulation: Taking stock and moving forward. *Emotion*, *13*, 359-365.

Huntsinger, J. R., Isbell, L. M., & Clore, G. L. (2014). The affective control of thought: Malleable, not fixed. *Psychological Review*, *121*, 600-618.

Presentation

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

Week 7 (10/11) – Fall Break (No class)

Week 8 (10/18)

Lecture: Intergroup relations

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).

Discussion: Culture and social information processing

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.

Sedikides, C. Gaertner, L., & Toguchi, Y. (2003). Pancultural self-enhancement. *Journal of Personality and Social Psychology, 84*, 60-79.

Heine, S.J. (2003). Where is the evidence for pancultural self-enhancement? A reply to Sedikides, Gaertner, & Toguchi (2003). *Journal of Personality and Social Psychology*, *89*, 531-538.

Presentation

Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., & Dweck, C. S. (2011). Promoting the Middle East peace process by changing beliefs about group malleability. *Science*, *333*(6050), 1767-1769.

Week 9 (10/25)

Discussion: Theories of consistency and justification

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).

Steele, C. (1990). The psychology of self-affirmation: Sustaining the integrity of the self. *Advances in Experimental Social Psychology* (372-390).

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.

Discussion: Functions of self-esteem

Harmon-Jones, et al., (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.

Presentation

Kille, D.R., Eibach, R.P., Wood, J.V., & Holmes, J.G. (2017). Who can't take a compliment? The role of construal level and self-esteem in accepting positive feedback from close others. *Journal of Experimental Social Psychology, 68*, 40-49.

****Midterm Exam to be completed by Nov. 1 by midnight****

Week 10 (11/1)

Lecture: Self-knowledge and self-control

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., & Macrae, C. N. (2014). Why self-control seems (but may not be) limited. *Trends in Cognitive Sciences*, *18*, 127-133.

Discussion: Self-knowledge and self-control

> 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.

Presentation

> 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.

> Zell, E., Strickhouser, J.E., & Alicke, M.D. (2017). Local dominance effects on self-evaluations and intrinsic motivation. Self and identity, 16, 629-644.

Week 11 (11/8)

Lecture: The motivation – cognition debate

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

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

Discussion: Self-motives

> Kwang, T., & Swann Jr, W. B. (2010). Do people embrace praise even when they feel unworthy? A review of critical tests of self-enhancement versus self-verification. *Personality and Social Psychology Review*, *14*(3), 263-280.

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

> Kruger, J. (1999). Lake Wobegon be gone! The "below-average effect" and the egocentric nature of comparative ability judgments. Journal of Personality and Social Psychology, 77, 221-232.

Presentation

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

> Story, A.L., & Dunning, D. (1998). The more rational side of self-serving prototypes: The effects of success and failure performance feedback. Journal of Experimental Social Psychology, 34, 513-529.

Week 12 (11/15)

Lecture: Theories of attitude change

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

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

Discussion: Attitudes and behavior

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

Galdi, S., Arcuri, L., & Gawronski, B. (2008). Automatic mental associations predict future choices of undecided decision-makers. *Science*, *321,* 1100-1102.

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, *352*(6282), 220-224.

Presentations

Webb, T. L., & Sheeran, P. (2007). How do implementation intentions promote goal of attainment? A test component processes. *Journal of Experimental Social Psychology*, *43*, 295-302.

Week 13 (11/22) – Thanksgiving (No class)

Week 14 (11/29)

Lecture: Identity and Stereotype threat

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

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

Discussion: Stereotypes, prejudice, and discrimination

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).

Wilkins, C. L., & Kaiser, C. R. (2014). Racial progress as threat to the status hierarchy: Implications for perceptions of anti-white bias. *Psychological Science*, *25*, 439-446.

Spencer, K. B., Charbonneau, A. K., & Glaser, J. (2016). Implicit bias and policing. *Social and Personality Psychology Compass*, *10*, 50-63.

Presentation

Kay, A.C., Day, M.V., Zanna, M.P., & Nussbaum, A.D. (2013). The insidious (and ironic) effects of positive stereotypes. Journal of Experimental Social Psychology, 49. 287-291.

Week 15 (12/6)

Lecture: Attracting, rejecting, and helping others

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).

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

Discussion: Attracting, rejecting, and helping others

Gerber, J., & Wheeler, L. (2009). On being rejected: A meta-analysis of experimental research on rejection. *Perspectives on Psychological Science*, *4*(5), 468-488.

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

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

Presentations

Howell, J.L., & Shepperd, J.A. (2017). Social exclusion, self-affirmation, and health information avoidance. *Journal of Experimental Social Psychology, 68*, 21-26.

Peterson, J.L., Bellows, A., & Peterson, S. (2015). Promoting connection: Perspective-taking improves relationship closeness and perceived regard in participants with low implicit self-esteem. *Journal of Experimental Social Psychology, 56*, 160-164.

****Final Exam to be completed by Dec. 13 by midnight****

*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.