

SOCIAL PSYCHOLOGY
The University of Toledo
Department of Psychology, College of Arts and Letters
43714 – PSY 6700/7700 001

Instructor: Andrew Geers, Ph.D.
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Class location: University Hall, room 6400
Class day/time: Tuesdays, 1:30PM to 3:50PM
Course webpage: <https://blackboard.utdl.edu/>
Credit hours: 3 credit hours
Prerequisites/: Students must be at the graduate level
Restrictions:

Course Catalog Description: Social cognition and behavior, interpersonal influence and social relations will be addressed.

Course Overview: 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.

Student Learning Outcomes: By the end of this course, students will be able to:

- Define social psychology, explain the history of the field, and explain the primary research methodologies used in this field.

- Identify and critically evaluate the major social psychological theories, findings, and fundamental issues in the areas of socially-based perception and cognition, interpersonal influence, small group processes and interpersonal relations.

- Apply theory as well as current and past research in social psychology to situations in everyday life such as social perception, interpersonal influence, small groups, and interpersonal relations.

Text and Ancillary Materials: 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 Expectations: 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 with proper documentation given to the instructor within two weeks of the absence. Students are also expected to have completed the weekly readings prior to class each week and they are expected to bring 2 to 3 questions/conversation topics to class discussions.

Teaching Methodology: We will meet one day a week. Class time will be a mixture of lectures, discussions, and presentations. For most weeks (though not all), the first half of the period will be discussion, whereas the second half will be lecture. In discussions we will try to gain a better understanding of the reading and lecture material.

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 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. Here is how this is graded. Every discussion day I will evaluate your input to the discussion and assign you a score ranging from 0 (*absent*) to 5 (*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 13 discussion days in which scores will be assigned. Your lowest grade of the 13 will be dropped. 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 day 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 do 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 on discussion days. 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 well prepared prior to class and be conducted professionally. I expect each presentation to last approximately 15 minutes, with approximately 5 additional minutes for questions. Due to time limitations, I will stop presenters at 15 minutes. So, please practice your presentation before hand to make sure you can complete it within this time frame. 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 students in the clinical psychology area of the psychology doctoral program, the midterm exam will have an essay question regarding 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 Oct 22 at 11:59PM and the Final by Dec. 11 at 11:59PM.

Midterm Grades: Midterm grades are assigned on October 29th and are used to assist students with determining their academic standing. Attendance is also recorded each week to meet state and federal laws regarding financial aid disbursement. Please note, if you are not attending class it could affect your financial aid (scholarships, grants, loans). If you decide you are not going to attend this class (or any other class you have registered for), you must formally withdraw (drop) from the course.

Final grades: Your final grades will be calculated as follows:

Assignment	Possible Points
Attendance and Participation (5 points each week)	60 points
Presentation	20 points
Exams	120 points
Total	200 points

93 – 100% A
 90 – 92% A-
 87 – 89% B+
 83 – 86% B

80 – 82% B-
 77 – 79% C+
 73 – 76% C
 70 – 72% C-

67 – 69% D+
 63 – 66% D
 60 – 62% D-
 less than 60% F

Course Schedule

Week 1 (9/27)

Class introduction and orientation

Lecture: History of social psychology

Readings

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).

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.

Week 2 (9/3)

Lecture: Theory building and refinement in social psychology

Readings

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

Brownstein, M., Madva, A., & Gawronski, B. (2019). What do implicit measures measure? *Interdisciplinary Reviews: Cognitive Science*, e1501.

Week 3 (9/10)

Discussion: Meaning and context in social psychology

Readings

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.

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

Lecture: The personality-situation controversyWeek 4 (9/17)Discussion: Social influenceReadings

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.

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

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

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

Lecture: Theories of attributionWeek 5 (9/24)Discussion: Social perceptionReadings

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

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

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

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

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).

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

Week 6 (10/1)

Discussion: Social cognition

Readings

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.

Lieberman, 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.

Gawronski, B., & Bodenhausen, G. V. (2014). Implicit and explicit evaluation: A brief review of the Associative–Propositional Evaluation Model. *Social and Personality Psychology Compass*, 8, 448-462.

Lecture: Theories of consistency and justification

Week 7 (10/8)

Discussion: Theories of consistency and justification

Readings

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.

Toma, C. L., & Hancock, J. T. (2013). Self-affirmation underlies Facebook use. *Personality and Social Psychology Bulletin*, 39, 321-331.

Lecture: Constructivist and basic emotion theories

Week 8 (10/15)Discussion: Affect and emotionsReadings

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

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.

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

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.

Lecture: Self-processes

*****MIDTERM EXAM: Due by 11:59PM on October 22*****

Week 9 (10/22)Discussion (part 1): Self-control

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

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 (part 2): 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.

Week 10 (10/29)Discussion: Self-knowledge

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., Lisle, D. J., Schooler, J. W., Hodges, S. D., Klaaren, K. J., & LaFleur, S. J. (1993). Introspecting about reasons can reduce post-choice satisfaction. *Personality and Social Psychology Bulletin*, *19*, 331-339.

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.

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.

Kim, Y. H., Chiu, C. Y., & Bregant, J. (2015). Unskilled and don't want to be aware of it: the effect of self-relevance on the unskilled and unaware phenomenon. *PLoS one*, *10*(6), e0130309.

Lecture: The motivation – cognition debateWeek 11 (11/5)Discussion: Self-motivesReadings

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.

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

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.

Lecture: Classic and contemporary theories of attitude change

Week 12 (11/12)Discussion: Attitudes and behaviorReadings

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.

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

Lord, C. G., Lepper, M. R., & Preston, E. (1984). Considering the opposite: a corrective strategy for social judgment. *JPSP*, *47*, 1231-1243.

Van Bavel, J. J., & Pereira, A. (2018). The partisan brain: An identity-based model of political belief. *Trends in Cognitive Sciences*, *22*, 213-224.

Lecture: Identity and stereotype threatWeek 13 (11/19)Discussion: Stereotypes, prejudice, and discriminationReadings

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.

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.

Presentations

1. Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotype judgments. *JESP*, *12*, 392-407.

2. Fein & Spencer (1997). Prejudice as self-image maintenance: Affirming the self through negative evaluations of others. *JPSP*, 73, 31-44.
3. Good, C., Rattan, A., & Dweck, C. S. (2012). Why do women opt out?: Sense of belonging and women's representation in mathematics. *JPSP*, 102, 700-717.
4. Payne, B. K., Vuletich, H. A., & Brown-Iannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. *PNAS*, 116(24), 11693-11698.

Week 14 (11.26)

Discussion: Culture, groups, and social information processing

- 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).
- 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

5. Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *JPSP*, 76, 349-366.
6. Tsai, J. L., Louie, J. Y., Chen, E. E., & Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. *PSPB*, 33, 17-30.
7. Diener, et al. (2011). The religion paradox: If religion makes people happy, why are so many people dropping out? *JPSP*, 101, 1278-1290.
8. 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 15 (12/3)Discussion: Attraction and rejectionReadings

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

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

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

Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. *Annual Review of Psychology*, 68, 383-411.

Presentations

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

10. Neff, L. A., & Karney, B. R. (2005). Gender differences in social support: A question of skill or responsiveness? *JPSP*, 88, 79-90.

11. Houssais, S., Oettingen, G., & Mayer, D. (2013). Using mental contrasting with implementation intentions to self-regulate insecurity-based behaviors in relationships. *Motivation and Emotion*, 37, 224-233.

12. Park, J., & Baumeister, R. F. (2015). Social exclusion causes a shift toward prevention motivation. *JESP*, 56, 153-159.

*****FINAL EXAM: Due by 11:59PM on December 11th*****

*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.

Academic Policies

Academic Policies for Graduate Students: All graduate students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic grievance, leave of absence, and transfer of credit. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your graduate education at UToledo: <http://www.utoledo.edu/policies/academic/graduate/>. If you have any questions after reading through the policies, please let me know.

University Policies

Your safety and well-being as a University of Toledo student is important to the faculty, staff, and administration; as such please take a minute to review University policies that apply to you as a student of the University. Please use this URL to view a list of student policies:

<https://www.utoledo.edu/policies/audience.html/#students>

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES

The university provides a variety of academic and support services on campus to help you succeed and reach your fullest potential. Whether you need to ask a question, get help with an assignment, seek advice from a counselor, find a job or join a club, UToledo is there for you! Just use the following URLs to find the academic support or service you need:

Tutoring: <http://www.utoledo.edu/success/lec/>

Library: <http://www.utoledo.edu/library/>

Success Coaching: <https://www.utoledo.edu/successcoach/>

Student Affairs: <http://www.utoledo.edu/studentaffairs/>

Career Services: <http://www.utoledo.edu/success/career/>

SAFETY AND HEALTH SERVICES FOR UT STUDENTS

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.