

Course Description

As the graduate core course in social psychology, Psyc700 provides a broad overview of the social bases of behavior, that is, the individual in social context. Topics include group phenomena such as social facilitation, stereotyping and prejudice, attitudes and persuasion, stress and coping, and intimate relationships. The course is required for graduate students in the school psychology and industrial/organizational psychology programs, as well as for psychological science students specializing in social psychology. Senior undergraduate students in the honors program may take the course with instructor permission.

The purpose of this course is to familiarize you with both classic and contemporary social psychological theory and research. Each week, you typically will read three empirical articles (published in the last 1-3 years), and examine how they relate to classic and modern social psychology as presented in *Social Beings*. I hope that this exemplar approach will provide depth to your theoretical insights about social psychology, as well as exposing you to a rich number of paradigms that you later might incorporate into your own empirical work.

Required Text:

Fiske, S. T. (2004). *Social beings: A core motives approach to social psychology*. NY: Wiley

Evaluation

Exams. Two noncumulative essay examinations each contribute 25% to the final grade. The midterm examination on October 18 comprises material from the first part of the semester (Methods, Person Perception, Social Cognition, the Self, and Attitudes). The endterm examination on November 29 comprises material from the second part of the semester (Relationships, Prosocial Behavior and Aggression, Stereotyping, Small Groups, and Social Influence). Note that anything covered in the course is 'fair game' for an examination, including the text, articles, concepts discussed in seminar, and my occasional board scribblings.

Article Critiques. Uniformly assigned articles (marked with an asterisk*) are intended to a.) provide detailed exemplars of majors areas in social psychology, b.) encourage students to integrate readings prior to class meetings, c.) allow the instructor to provide frequent feedback on student comprehension, and d.) provide focal points for discussion. Critiques should integrate the empirical articles with relevant material in the text. No specific length is required, but 2/3 of a single-spaced typed page typically suffices. Critiques of uniformly assigned articles contribute 10% to the final grade. Critiques are due by 4pm each Thursday prior to the class reserved for the corresponding topic. Given the purpose of the critiques (i.e., a stimulating semi-organized discussion), late critiques will not be accepted. These articles may be accessed by electronic reserve <http://eres.tulane.edu> Your password is FiskeSB

In addition to the articles assigned to the entire class, students will be assigned an supplemental article each week that they should integrate into their critiques and into class discussion. To stimulate thinking about integrations between social psychology and other fields, many of the articles were selected to appeal potentially to students in other primary areas of training. Although no special grade is assigned to your use of these readings, suffice it to say that I make notes regarding participation after each class, so your unique contributions from this material will be remembered. Tulane's library has hard-copy or electronic subscriptions to the supplemental articles, so you are responsible for finding these articles on your own. These articles are marked on the syllabus with a pound sign (#).

Class Participation. Although I periodically will present information, class meetings center around discussion of the empirical articles. You do not need to talk a blue streak, but should try to make a few good points. Class participation contributes 10% to the final grade.

Term Paper. To provide students with feedback on their writing as well as experience with revision, a term paper will be required. Although the topic may *relate* to a discipline outside social psychology, the topic must reflect a social psychological perspective (i.e., rely primarily on the theories and empirical findings of social psychology for its argument). Topics must be approved by October 22. The first version of the paper should be submitted by noon on November 12, and will contribute 15% to the final grade. Although detailed feedback will be provided on this first version, like any work submitted to peers or senior colleagues, it should reflect what you would consider a final product. The revision will be due at noon on 12/10, and will contribute the remaining 15% of the final grade.

Dates, Topics, and Readings

8/30 Course Overview or "Why am I here?"

9/6 holiday

9/13 Methodology (Ch. 2): Classic Experimentation and Beyond

*Cacioppo, J. T., Bernston, G. G., Lorig, T. S., Norris, C. J., Rickett, E., & Nusbaum, H. (2003). Just because you're imaging the brain doesn't mean you can stop using your head: A primer and set of first principles. *Journal of Personality and Social Psychology*, 85, 650-661.

*Scollon, C. N., Kim-Prieto, C., & Diener, E. (2003). Experience Sampling: Promises and pitfalls, strengths and weaknesses. *Journal of Happiness Studies*, 4, 5-34.

9/20 Person Perception (Ch. 3): The Correspondence Bias; Interpreting Nonverbal Behavior

*Frank, M. G., & Ekman, P. (2004). Appearing truthful generalizes across different deception situations. *Journal of Personality and Social Psychology*, 86, 486-495.

*Reeder, G. D., Vonk, R., Ronk, M. J., Ham, J., & Lawrence, M. (2004). Dispositional attribution: Multiple inferences about motive-related traits. *Journal of Personality and Social Psychology*, 86, 530-544

#Geeraert, N., Yzerbyt, V. Y., Corneille, O., & Wigboldus, D. (2004). The return of dispositionalism: On the linguistic consequences of dispositional suppression. *Journal of Experimental Social Psychology*, 40, 264-272.

#O'Sullivan, M. (2003). The Fundamental Attribution Error in detecting deception: The boy-who-cried-wolf effect. *Personality and Social Psychology Bulletin*, 29, 1316-1327.

#Peng, K., & Knowles, E. D. (2003). Culture, education, and the attribution of physical causality. *Personality and Social Psychology Bulletin*, 29, 1272-1284. (X)

#Tobin, S. J., & Weary, G. (2003). An on-line look at automatic contrast and correction of behavior categorizations and dispositional inferences. *Personality and Social Psychology Bulletin*, 29, 1328-1338.

#Vrij, A., Edward, K., & Bull, R. (2001). Stereotypical verbal and nonverbal responses while deceiving others. *Personality and Social Psychology Bulletin*, 27, 899-909. (S,D).

9/27 Social Cognition (Ch. 4): Accuracy; Goals

*Gill, M. J., & Swann, W. B. Jr. (2004). On what it means to know someone: A matter of pragmatics. *Journal of Personality and Social Psychology*, 86, 405-418.

*Kawada, C. L., Oettingen, G., Gollwitzer, P. M., & Bargh, J. A. (2004). The projection of implicit and explicit goals *Journal of Personality and Social Psychology*, 86, 545-559

#Albright, L., Cohen, A. I., Malloy, T. E., Christ, T., & Bromgard, G. (2004). Judgments of communicative intent in conversation, *Journal of Experimental Social Psychology*, 40, 290-302 (M)

#Fitzsimons, G. M. & Bargh, J. A. (2003). Thinking of you: Nonconscious pursuit of interpersonal goals associated with relationship partners. *Journal of Personality and Social Psychology*, 84, 148-163.

#Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology*, 85, 541-553. (S,I)

#Malloy, T. E., Albright, L., Diaz-Loving, Rolando, Qi, D., & Lee, Y. T. (2004). Agreement in personality judgments within and between nonoverlapping social groups in collectivist cultures. *Personality and Social Psychology Bulletin*, 30, 106-117. (I,M,X)

#Sheldon, K. M., Ryan, R. M., Deci, E. L., & Kasser, T. (2004). The independent effects of goal contents and motives on well-being: It's both what you pursue and why you pursue it. *Personality and Social Psychology Bulletin*, 30, 475-486. (I)

10/4 The Self (Ch. 5): Self-schemas; Self-enhancement

*Ehrlinger, J., & Dunning, D. (2003). How chronic self-views influence (and potentially mislead) estimates of performance. *Journal of Personality and Social Psychology*, 84, 5-17.

*Kruger, J., & Gilovich, T. (2004). Actions, intentions, and self-assessment: The road to self-enhancement is paved with good intentions. *Personality and Social Psychology Bulletin*, 30, 328-339.

#Dijksterhuis, A. (2004). I like myself but I don't know why: Enhancing implicit self-esteem by subliminal evaluative conditioning. *Journal of Personality and Social Psychology*, 86, 345-355. (X)

#Eichstaedt, J., & Silvia, P. J. (2003). Noticing the self: Implicit assessment of self-focused attention using word recognition latencies. *Social Cognition*, 21, 349-361. (C)

#Gray, H. M., Ambady, N., Lowenthal, W. T., & Deldin, P. (2004). P300 as an index of attention to self-relevant stimuli. *Journal of Experimental Social Psychology*, 40, 216-224 (C,N)

#Taylor, S. E., Lerner, J. S., Sherman, D. K., Sage, R. M., & McDowell, N. K. (2003). Are self-enhancing cognitions associated with healthy or unhealthy biological profiles? *Journal of Personality and Social Psychology, 85*, 605-615. (N)

#Wagar, B. M. (2003). Culture, memory, and the self: An analysis of the personal and collective self in long-term memory. *Journal of Experimental Social Psychology, 39*, 468-475. (C,X)

□

10/11 Attitudes and Persuasion (Ch. 6): Evaluation; Dual Process Models

*Monin, B. (2003). The warm glow heuristic: When liking leads to familiarity. *Journal of Personality and Social Psychology, 85*, 1035-1048.

*Pierro, A., Mannetti, L., Kruglanski, A. W., & Sleeth-Keppler, D. (2004) Relevance override: On the reduced impact of "cues" under high-motivation conditions of persuasion studies *Journal of Personality and Social Psychology, 86*, 251-264.

#Cesario, J., Grant, H., & Higgins, E. T. (2004). Regulatory fit and persuasion: Transfer from "feeling right." □ *Journal of Personality and Social Psychology, 86*, 388-404. (I)

#Correll, J., Spencer, S. J., & Zanna, M. P. (2004). An affirmed self and an open mind: Self-affirmation and sensitivity to argument strength, *Journal of Experimental Social Psychology, 40*, 350-356

#Cunningham, W. A., Johnson, M. K., & Gatenby, J. C. Neural components of social evaluation. *Journal of Personality and Social Psychology, 85*, 639-649. (N)

#Rucker, D. D., & Petty, R. E. (2004). When resistance is futile: Consequences of failed counterarguing for attitude certainty. □ *Journal of Personality and Social Psychology, 86*, 219-235.

#Weisbuch, M., Mackie, D. M., & Garcia-Marques, T. (2003). Prior source exposure and persuasion: Further evidence for misattributional processes. □ *Personality and Social Psychology Bulletin, 29*, 691-700.

10/18 midterm exam on Methodology, Person Perception, Social Cognition, the Self, Attitudes

10/22 (Friday) Paper Topics Approved No Later than 5pm

10/25 Attraction and Close Relationships (Ch. 8): Mate Selection; Attachment

*Davila, J., & Sargent, E. (2003). The meaning of life (events) predicts changes in attachment security. *Personality and Social Psychology Bulletin, 29*, 1383-1395.

*Schmitt, D. P. (2004). Patterns and universals of mate poaching across 53 nations: The effects of sex, culture, and personality on romantically attracting another person's partner. *Journal of Personality and Social Psychology, 86*, 560-584

#Johnston, L., Arden, K., Macrae, C. N., & Grace, R. C. (2003). The need for speed: The menstrual cycle and person construal, *Social Cognition, 21*, 89-100 (N)

#Maner, J. K., Kenrick, D. T., Becker, D. V., Delton, A. W., Hofer, B., Wilbur, C. J., & Neuberg, S. L. (2004). Sexually selective cognition: Beauty captures the mind of the beholder. *Journal of Personality and Social Psychology, 85*, 1107-1120. (N)

Bookwala, J. (2003). Being "single and unattached": The role of adult attachment styles. *Journal of Applied Social Psychology, 33*, 1564-1570.

#Elliot, A. J., & Reis, H.T. (2003). Attachment and exploration in adulthood. *Journal of Personality and Social Psychology, 85*, 317-331. (I, S)

#Feeney, B. C., & Cassidy, J. (2003). Reconstructive memory related to adolescent-parent conflict interactions: The influence of attachment-related representations on immediate perceptions and changes in perceptions over time. *Journal of Personality and Social Psychology, 85*, 945-955. (S,D)

11/1 Prosocial Behavior and Aggression (Ch. 9 & 10): Morality; Narcissism

*Twenge, J. M., & Campbell, W. K. (2003). "Isn't it fun to get the respect that we're going to deserve?" Narcissism, social rejection, and aggression. *Personality and Social Psychology Bulletin, 29*, 261-272.

*Walker, L. J., & Henning, K. H. (2004). Differing conceptions of moral exemplarity: Just, brave, and caring. *Journal of Personality and Social Psychology, 86*, 629-647.

#Batson, C. D., Thompson, E. R., & Chen, H. (2002). Moral hypocrisy: Addressing some alternatives. *Journal of Personality and Social Psychology, 83*, 330-339.

#Bushman, B. J., & Baumeister, R. F. (1998). Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence? *Journal of Personality and Social Psychology, 75*, 219-229. (S)

#Bushman, B. J., Bonacci, A. M., & van Dijk, M. (2003). Narcissism, sexual refusal, and aggression: Testing a narcissistic reactance model of sexual coercion. *Journal of Personality and Social Psychology, 84*, 1027-1040.

#Epley, N., & Dunning, D. (2000). Feeling "holier than thou": Are self-serving assessments produced by errors in self- or social prediction? *Journal of Personality and Social Psychology, 79*, 861-875.

#Taylor, S. E., Lerner, J. S., Sherman, D. K., Sage, R. M., & McDowell, N. K. (2003). Portrait of the self-enhancer: Well adjusted and well liked or maladjusted and friendless? *Journal of Personality & Social Psychology, 84*, 165-176.

11/8 Stereotyping (Ch. 11): Perpetrator Stereotypes; The Target's Perspective

*Ito, T. A., & Urland, G. R. (2003). Race and gender on the brain: Electrocortical measures of attention to the race and gender of multiply categorizable individuals. *Journal of Personality and Social Psychology, 85*, 616-626.

*Pronin, E., Steele, C. M., & Ross, L. (2004). Identity bifurcation in response to stereotype threat: Women and mathematics. *Journal of Experimental Social Psychology, 40*, 152-168

#Bosson, J. K., Haymovitz, E. L., & Pinel, E. C. (2004). When saying and doing diverge: The effects of stereotype threat on self-reported versus non-verbal anxiety. *Journal of Experimental Social Psychology, 40*, 247-255. (S,X)

#Cullen, M. J., Hardison, C. M., & Sackett, P. R. (2004). Using SAT-grade and ability-job performance relationships to test predictions derived from stereotype threat theory. *Journal of Applied Psychology, 89*, 220-230. (I)

#Gibbons, F. X., Gerrard, M., & Cleveland, M. J. (2004). Perceived discrimination and substance use in African American parents and their children: A panel study. *Journal of Personality and Social Psychology, 86*, 517-529. (S,D,X)

#Judd, C. M., Blair, I. V., Chapleau, K. M. (2004). Automatic stereotypes vs. automatic prejudice: Sorting out the possibilities in the Payne (2001) weapon paradigm. *Journal of Experimental Social Psychology, 40*, 75-81.

#Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*, 417-423 (X)

11/12 (Friday) Initial Version of Term Paper Due at 12pm

11/15 Small Groups (Ch. 12): Social Identity; Group Information Processing

*Galinsky, A. D., & Kray, L. J. (in press). From thinking about what might have been to sharing what we know: The effects of counterfactual mind-sets on information sharing in groups, *Journal of Experimental Social Psychology*

*Van Vugt, M., & Hart, C. M. (2004). Social identity as social glue: The origins of group loyalty. *Journal of Personality and Social Psychology*, 86, 585-598.

#Hollingshead, A. B., & Fraidin, S. (2003). Gender stereotypes and assumptions about expertise in transactive memory. *Journal of Experimental Social Psychology*, 39, 355-363.

#Phillips, K. W., Mannix, E. A., Neale, M. A., & Gruenfeld, D. H. (in press). Diverse groups and information sharing: The effects of congruent ties, *Journal of Experimental Social Psychology*

#Pickett, C. L., Silver, M. D., & Brewer, M. B. (2002). The impact of assimilation and differentiation needs on perceived group importance and judgments of ingroup size. *Personality and Social Psychology Bulletin*, 28, 546-558.

#Rom, E., & Mikulincer, M. (2003). Attachment theory and group processes: The association between attachment style and group-related representations, goals, memories, and functioning. *Journal of Personality and Social Psychology*, 84, 1220-1235.

#Wittenbaum, G. M., & Bowman, J. M. (2004). A social validation explanation for mutual enhancement. *Journal of Experimental Social Psychology*, 40, 169-184.

11/22 Social Influence (Ch. 13): Power; Conformity

* Bassili, J. N. (2003). The minority slowness effect: Subtle inhibitions in the expression of views not shared by others. *Journal of Personality and Social Psychology*, 84, 261-276. [

*Hornsey, M. J., Spears, R., Cremers, I., & Hogg, M. A. (2003). Relations between high and low power groups: The importance of legitimacy. *Personality and Social Psychology Bulletin*, 29, 216-227.

#Coleman, P. T. (2004). Implicit theories of organizational power and priming effects on managerial power-sharing decisions: An experimental study. *Journal of Applied Social Psychology*, 34, 297-321. (I)

#Hornsey, M. J., Majkut, L., & Terry, D. J. (2003). On being loud and proud: Non-conformity and counter-conformity to group norms. *British Journal of Social Psychology*, 42, 319-335.

#Killen, M., Crystal, D. S., & Watanabe, H. (2002). Japanese and American children's evaluations of peer exclusion, tolerance of differences, and prescriptions for conformity. *Child Development*, 73, 1788-1802. (D, X)

#Kochanska, G., Aksan, N., Nichols, K. E. (2003). Maternal power assertion in discipline and moral discourse contexts: Commonalities, differences, and implications for children's moral conduct and cognition. *Developmental Psychology, 39*, 949-963. (D)

#Rudman, L. A., & Heppen, J. B. (2003). Implicit romantic fantasies and women's interest in personal power: A glass slipper effect? *Personality and Social Psychology Bulletin, 29*, 1357-1370.

11/29 endterm exam on Relationships, Prosocial and Aggressive Behavior, Stereotyping, Small Groups, and Social Influence

12/10 (Friday) Final version of term paper due at 12pm