# Social Psychology
## Psych 254
### MWF 09:40 am-10:40 am in OLRI 301

Faculty: Sun No

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Office Hours: Wed & Fri from 2:10-3:10pm, Thur 1-2:30pm & by appointment

Preceptor: Michelle Hood

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## I. Course Readings

**Textbook**
Gilovich, T., Keltner, D., & Nisbett, R. E. (2011). *Social Psychology.* (2nd ed.). New York, NY: W. W. Norton & Company.

**Textbook Website for Students**
http://www.wwnorton.com/college/psych/social-psych2/

**Articles**
Articles are listed in the class schedule on pages 4 to 7 of this syllabus and are available from our course Moodle site.

## II. Course Overview
Why does everyone face the same direction while riding in an elevator? Why is it rare to see a gorgeous man paired up with a homely woman? Is self-esteem equally important across cultures? These are some of the questions that social psychologists have pondered and attempted to address through the scientific method. The objective of this course is to familiarize you with the theories and concepts created to explain these and other social psychological phenomena. Throughout the semester we will explore topics such as interpersonal attraction and close relationships, attitudes and persuasion, the self and intergroup processes. You will be encouraged to apply the concepts we learn about to your own experiences.

## III. Course Objectives
By the end of this course students will be
- familiar with the broad theories, research methods, and findings of social psychology.
- able to analyze and critique research constructively.
- more self-reflexive in understanding the causes of one's own behaviors.
- able to identify and apply social psychological concepts to daily life experiences.

## IV. Course Expectations

You are expected to attend lecture prepared to participate in activities and discussions and to treat classmates and instructors with consideration and respect.

## V. Course Grading

There are a total of 390 points possible for you to earn throughout this semester. The following table shows a breakdown of your grade components:

| | |
|---|---|
| Exam 1 | 50 points |
| Exam 2 | 50 points |
| Exam 3 | 50 points |
| Project 1 | 20 points |
| Project 2 | 30 points |
| Project 3 | 50 points + 5 bonus points for highest rated podcast |
| Project 4 | 20 points |
| Attendance & Participation | 30 points |
| Article Reactions | 90 points |
| **TOTAL POSSIBLE POINTS** | **390 points** |

**Assignments will not be accepted after December 14, 2010, no exceptions.**

*No make-up exams or assignment deadline extensions will be given except in cases of documented extenuating circumstances (e.g., illnesses and injuries, death in the family, religious observances, etc.) that result in your missing an exam or assignment.  Appropriate documentation consists of a note from the Dean of Students' office and/or a note from your health care provider.  Please let me know well in advance if you anticipate known conflicts with scheduled course requirements due to religious observances or Macalester-sponsored activities.*

## VI. Exams, 150 points

Exams will have short-answer, multiple-choice, and essay question items.

## VII. Projects, 120 points

Project 1) Social Judgment: You will work individually to compare two different psychology methods of perceiving others.

Project 2) Applied Social Psychology Product: You will work individually to design a theoretically sound program of behavior change.

Project 3) Laying it Out Podcast: You will work in groups of four and translate a Journal of Personality and Social Psychology article into a popular form, a podcast.

Project 4) Who am I: You will work individually to analyze how you have changed in your social roles, and personality characteristics over the course of the semester.

## VIII. Class Attendance & Participation, 30 points

Attendance is required. Students will gain participation points by arriving on time having completed assigned readings and contributing to discussion.

## IX. Article Reactions, 90 points

*All students are responsible for completing the assigned readings for each class meeting.* A total of 9 one-page reaction papers are required during the semester based on your reading of the assigned articles and book chapters. So that this requirement is manageable, only one ticket will be due each week and the class will be

split, at random, into 3 groups: Group 1, Group 2, and Group 3. Please refer to the reading schedule on pages 4 to 7 for the dates you are responsible for submitting a reaction. Reactions are due by 8am via moodle on the dates listed on the reading schedule. You may choose to write your reaction on linkages across readings from previous topics, offer critical feedback, or apply concepts from the article to your own experiences. Reactions should not simply be a summary of what you read but instead should take a perspective on a point made in the readings. End your reaction with a point, issue, or a quotation for the whole class to discuss. Reactions will be assigned a check plus, check, or check minus. **Late reaction papers will not be accepted.**

## X.    Academic Integrity

As adults, you must take charge of your own education and not shortchange yourself by engaging in academic dishonesty or plagiarism. Please refer to the Student Handbook (http://www.macalester.edu/academicprograms/integrity.html) for further information.

## XI.    Students with Special Needs

Any student requiring special accommodations should notify me as soon as possible. Procedures set forth by Macalester College (http://www.macalester.edu/studentaffairs/disabilityservices/) will be followed.

| CLASS SCHEDULE FOR MONDAY-WEDNESDAY-FRIDAY Fall 2010 | | | |
|---|---|---|---|
| DATE | TOPIC | READINGS | ASSIGNMENTS |
| **Basic Processes** | | | |
| 9/8 | Social Psychologists and Thinking about People | Gilovich et al. (2011) Chapter 1 and 2 | |
| 9/10 | Social Cognition | Gilovich et al. (2011) Chapter 4 and 5 up to page 177<br>Wegner, D. M., Schneider, D. J., Carter, S. R.,&White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology*, *53,* 5–13. | Group 1 |
| 9/13 | Social Cognition and Causal Attribution | Kammrath, L. K., Mendoza-Denton, R., & Mischel, W. (2005). Incorporating if…then…personality signatures in person perception: Beyond the person-situation dichotomy. *Journal of Personality and Social Psychology, 88,* 605-618. | Group 3 |
| 9/15 | Impression Formation & Implicit Social Cognition | Dasgupta, N., McGhee, D. E., Greenwald, A. G., & Banaji, M. R. (2000). Automatic preference for White Americans: Eliminating the familiarity explanation*. Journal of Experimental Social Psychology, 36,* 316–328. | Group 1 |
| 9/17 | Social Psychology of Emotion | Gilovich et al. (2011) Chapter 7<br>Schachter, S. & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review, 69,* 379-399. | Group 2 |
| 9/20 | Emotion & Cognition; Emotion & Well-Being | Speisman, J. C., Lazarus, R. S., Mordkoff, A., & Davison, L. (1964). Experimental reduction of stress based on ego-defense theory. *Journal of Abnormal and Social Psychology, 68,* 367-380.<br>Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? *Journal of Personality and Social Psychology, 36,* 917–927. | Group 1<br>Project 1 Due |
| 9/22 | The Self & Self-Distortions | Gilovich et al. (2011) Chapter 3<br>Nisbett, R. E. & Wilson, T. D. (1977). Telling More Than We Can Know. Verbal reports on mental processes. *Psychological Review, 84,* 231-259*.*<br>Pronin, E., Lin., D. Y., & Ross, L. (2002). The bias blind spot: Perceptions of bias in self versus others. *Personality and Social Psychology Bulletin, 28,* 369–381. | Group 2 |
| 9/24 | Social Identity and Self-Esteem | Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96,* 608–630.<br>Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology, 68*, 518–530. | Group 3 |
| 9/27 | Attitude Structure | Gilovich et al. (2011) Chapter 6<br>Kawakami, K., Dovidio, J. F., & Dijksterhuis, A. (2003). Effect of social category priming onpersonal attitudes. *Psychological Science, 14,* 315-319 | Group 2 |
| 9/29 | Attitude-Behavior Consistency | Holland, R.W. et al (2002). On the nature of attitude-behavior relations: The strong guide, the weak follow. *European Journal of Social Psychology, 32*, 869-876. | Group 3 |

| 10/1 | Persuasion and Attitude Change I | Egan, L. C., Santos, L. R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological Science,18,* 978-983. | Group 1 |
|------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 10/4 | Attitude Change II | Shook, N. J., & Fazio, R. H. (2008). Interracial roommate relationships: An experimental field test of the contact hypothesis. *Psychological Science, 19,* 717-723. | Group 2 |
| 10/6 | EXAM I | | |

| **Social Relations & Behaviors** | | | |
|------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 10/8 | Prosocial Behavior | Gilovich et al. (2011) Chapter 13 | Group 3 <br> Project 2 Due |
| 10/11 | Fostering Prosocial Behavior | Gentile, D. A, et al. (2009). The effects of prosocial video games on prosocial behaviors: International evidence from correlational, longitudinal, and experimental studies. *Personality and Social Psychology Bulletin, 35,* 752-763. | Group 3 |
| 10/13 | Aggression | Doob, A. N.,& Gross, A. E. (1968). Status of frustrator as an inhibitor of horn-honking responses. *Journal of Social Psychology, 76,* 213–218. | Group 1 |
| 10/15 | Situational Triggers of Aggression | Berkowitz, L.,&LePage, A. (1967).Weapons as aggression eliciting stimuli. *Journal of Personality and Social Psychology, 7,* 202–207. <br> Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal dynamics in a simulated prison. *International Journal of Criminology and Penology, 1,* 69–97. | Group 2 |
| 10/18 | Prejudice, Stereotyping, & Discrimination | Gilovich et al. (2011) Chapter 12 <br> Macrae, C. N., Milne, A. B., & Bodenhausen, G. V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology, 66,* 37–47. | Group 1 |
| 10/20 | Stereotype Threat | Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology, 69,* 797–811. <br> Johns, M., Schmader, T., & Martens, A. (2005). Knowing is half the battle: Teaching stereotype threat as a means of improving women's math performance. *Psychological Science, 16,* 175-179. | Group 2 |
| 10/22 | Automaticity of Stereotypes | Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56,* 5-18. <br> Bargh, J. A., Chen, M.,&Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71,* 230–244. | Group 3 |
| 10/25 | Social Influence | Gilovich et al. (2011) Chapter 8 and 9 <br> Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist, 64,* 1-11. | Group 2 <br> Project 3 Idea Paragraph Due |
| 10/27 | Social Norms | Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science, 18*, 429-434. | Group 1 |

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| 10/29 | FALL BREAK | | |
| 11/1 | Attraction | Gilovich et al. (2011) Chapter 10<br><br>Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology, 35,* 656-666. | Group 3 |
| 11/3 | Rejection | DeWall, C. N., Baumeister, R. F., & Vohs, K. D. (2008). Satiated with belongingness? Effects of acceptance, rejection, and task framing on self-regulatory performance. *Journal of Personality and Social Psychology, 95,* 1367-1382. | Group 1 |
| 11/5 | Intimate Relationships | Gilovich et al. (2011) Chapter 11<br><br>Berscheid, E. (2010). Love in the fourth dimension. *Annual Review of Psychology*, *61*, 1-25. | Group 2 |
| 11/8 | Commitment | Miller, R. S. (1997). Inattentive and contented: Relationship commitment and attention to alternatives. *Journal of Personality and Social Psychology, 73*, 758–766. | Group 2 |
| 11/10 | Group Processes I | Gilovich et al. (2011) Chapter 14<br><br>Stasser, G., & Titus, W. (1985). Pooling of unshared information in group decision making: Biased information sampling during discussion. *Journal of Personality and Social Psychology, 48,* 1467–1478. | Group 3 |
| 11/12 | Group Processes II | Laughlin, P. R., Bonner, B. L., & Miner, A. G. (2002). Groups perform better than the best individuals on letters-to-numbers problems. *Organizational Behavior and Human Decision Processes, 88,* 605–620. | Group 1 |
| 11/15 | Intergroup Relations | Correll, J., Park, B., & Smith, J. A. (2008). Colorblind and multicultural prejudice reduction strategies in high-conflict situations. *Group Process and Intergroup Relations, 11,* 471-491. | Group 3 |
| 11/17 | EXAM II | | |
| **Social Psychology & Connections to Related Fields** | | | |
| 11/19 | Personality | Saucier, D. A., & Webster, R. J. (2010). Social vigilantism: Measuring individual differences in belief superiority and resistance to persuasion. Personality and Social Psychology Bulletin, 36, 19-32. | Group 2 |
| 11/22 | Judgment & Decision Making | Gilovich et al. (2011) Chapter 5: 178-193, Chapter 15: 581-593<br><br>Kahneman, D. (2003). A perspective on judgment and choice: Mapping bounded rationality. *American Psychologist, 58,* 697-720. | Group 1 |
| 11/24 | Health Psychology | Gilovich et al. (2011) Chapter 15: 571-581<br><br>Wrosch, C., Miller, G. E., Scheier, M. F., & de Pontet, S. B. (2007). Giving up on unattainable goals: Benefits for health? *Personality and Social Psychology Bulletin, 33*, 251-265. | Group 3<br>Project 3 One Minute Promo Due |
| 11/26 | THANKSGIVING BREAK | | |
| 11/29 | Cultural Psychology | Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98,* 224-253. | Group 1 |

| 12/1 | Evolutionary Social Psychology I | Buss, D. M., & Schmitt, D. P. (1993). Sexual strategies theory: An evolutionary perspective on human mating. *Psychological Review, 100,* 204–232. | Group 2 |
|------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 12/3 | Evolutionary Social Psychology II | Thornhill, R., & Gangestad, S. W. (1999). The scent of symmetry: A human sex pheromone that signals fitness? *Evolution and Human Behavior, 20*, 175–201. | Group 3 |
| 12/6 | Social Neuroscience | Adams et al (2010). Cross-cultural Reading the Mind in the Eyes: An fMRI Investigation. *Journal of Cognitive Neuroscience, 22,* 97-108. | Group 1 |
| 12/8 | Podcast Presentations | | |
| 12/10 | Podcast Presentations | | |
| 12/13 | EXAM III | | Project 4 Due |