Psychology 870: Advanced Social Psychology
Autumn Quarter 2008
Monday 1:30 - 4:18
Lazenby Hall 120

Instructor

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Course Overview

This course is intended to provide an introductory graduate-level survey of the content, theories, research paradigms, and findings of the field of social psychology. After completing this course, students should have a good understanding of the primary research traditions in social psychology, what types of questions social psychologists address, and current state of knowledge in the field. This course also serves as a "gateway" for enrollment in other graduate-level social psychology core courses and seminars.

The class will be conducted in a lecture/discussion format. Typically, class will open with a lecture aimed at providing an overview of some topic area or principle. The remainder of the session will be devoted to the discussion of related readings.

Course Textbook

Smith, E. R., & Mackie, D. M. (2007). *Social psychology* (3rd edition). New York: Psychology
    Press.

This is an excellent (and relatively advanced) text with a focus on basic thematic principles. It provides an outstanding overview of the field.

Course Requirements

Readings are assigned for each week, and are to be read by the Monday class with which they are associated. Each week's readings consists of: (a) chapters from the Smith & Mackie text, occasionally accompanied by a supplemental reading, and (b) a set of journal articles that are to form the focus of the class discussion and are aimed at providing illustrations of contemporary research. All the additional readings will be made available on the Carmen website, http://carmen.osu.edu.

Grades will be based on:

1. Midterm exam covering Weeks 2-5 of the syllabus and weighted 35% of the course grade. The midterm will be administered during class on November 3.
2. Final exam covering Weeks 7-10 of the syllabus and weighted 35%. The final will be administered during finals week. According to the Registrar's final exam schedule, the exam is scheduled for Tuesday, December 9, 1:30 - 3:18.
3. Class participation weighted 30%. This includes contributions to the discussions in general, as well as the discussion(s) that each student will be leading. Each of the discussion articles will be assigned to a student, who will assume the responsibility of: (a) preparing a single-page handout summarizing the reading for distribution to the class, (b) presenting a brief overview of the article, (c) offering observations about the research, and (d) generating issues or questions for class discussion.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see http://oaa.ohio-state.edu/coam/code.html). Suspected violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Students with disabilities

This syllabus is available in alternative formats upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

Tentative Schedule
(subject to change)

September 29: Course Introduction

October 6: Orientation and Overview; History and Basic Principles

Main Readings:

Smith & Mackie: Chapters 1 & 2
Jones, E. E. (1998). Major developments in five decades of social psychology. In D. L. Gilbert,
S. T. Fiske, and G. Lindzey (Eds.), The Handbook of Social Psychology (pp. 3-57). New
York: McGraw-Hill.

Discussion Focus and Readings: The power of language as an example of basic principles
regarding accessibility and the construction of reality

Higgins, E. T., & Chaires, M. (1980). Accessibility of interrelational constructs: Implications for
stimulus encoding and creativity. *Journal of Experimental Social Psychology*, *16*, 348-361.
Stapel, D. A., & Semin, G. (2007). The magic spell of language: Linguistic categories and their
perceptual consequences. *Journal of Personality and Social Psychology*, *93*, 23-33.

October 13: Social Influence: Others as Sources of Arousal, Reward, and Information

Main Readings:

Smith & Mackie: Chapters 9 & 10, pp. 440 - 445, 517-524

Discussion Focus and Readings: Illustrations of the sometimes subtle power of norms

Hertel, G., & Kerr, N. L. (2001). Priming and in-group favoritism: The impact of normative
scripts in the minimal group paradigm. *Journal of Experimental Social Psychology*, *37*,
316-324.
Prentice, D., & Miller, D. (1993). Pluralistic ignorance and alcohol use on campus. *Journal of
personality and social psychology*, *64*, 243-256.
Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current
Directions in Psychological Science*, *12*, 105-109.

October 20: Attitudes: Formation and Persuasion

Main Readings:

Smith & Mackie: Chapter 7

Discussion Focus and Readings: Illustrations of the influence of attitudes on perception and categorization

Balcetis, E., & Dunning, D. (2006). See what you want to see: Motivational influences on visual
      perception. *Journal of Personality and Social Psychology*, *91*, 612-625.
Fazio, R. H., Ledbetter, J. E., & Towles-Schwen, T. (2000). On the costs of accessible attitudes:
      Detecting that the attitude object has changed. *Journal of Personality and Social
      Psychology, 78*, 197-210.
Shook, N. J., Fazio, R. H., & Eiser, J. R. (2007). Attitude generalization: Similarity, valence, and
      extremity. *Journal of Experimental Social Psychology*, *43*, 641-647.

October 27: Attitudes and Behavior

Main Readings:

Smith & Mackie: Chapter 8, pp. 384-390

Discussion Focus and Readings: Illustrations of the potential cumulative effects of attitudes and social influence

Sweeney, P. D., & Gruber, K. L. (1984). Selective exposure: Voter information preferences and
      the Watergate affair. *Journal of Personality and Social Psychology*, *46*, 1208-1221.
Cooper, J. (2007). Cognitive dissonance: Fifty years of a classic theory. Los Angeles: Sage
      Publications. [Read pages 157-177, which focus on dissonance-based social influence.]

November 3: Midterm

November 10: Self and Social Identity

Main Readings:

Smith & Mackie: Chapters 4 & 6

Discussion Focus and Readings: Illustrations of some interesting phenomena related to self-evaluation, self-regulation, and self-handicapping

Wilson, T. D., & Gilbert, T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, *14*, 131-134.

Vohs, K., & Heatherton, T. (2000). Self-regulatory failure: A resource-depletion approach. *Psychological Science*, *11*, 249-254.

Stone, J. (2002). Battling doubt by avoiding practice: The effects of stereotype threat on self-handicapping in white athletes. *Personality and Social Psychology Bulletin*, 28, 1667-1678.

November 17: Social Perception

Main Readings:

Smith & Mackie: Chapters 3 & 5

Discussion Focus and Readings: Illustrations of the power and influence of stereotypes and impressions of others

Todorov, A., Mandisodza, A., Goren, A., & C. Hall. (2005). Inferences of competence from faces predict election outcomes. *Science*, *308*, 1623-1626.

Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, *26*, 1329-1342.

Payne, B. K. (2006). Weapon Bias: Split-Second Decisions and Unintended Stereotyping. *Current Directions in Psychological Science*, 15, 287-291.

November 24: Social Relationships

Main Readings:

Smith & Mackie: Chapters 11, 12, & 13

Discussion Focus and Readings: Illustrations of recent research on the consequences of social exclusion and on the development and maintenance of close relationships

Zadro, L., Williams, K. D., & Richardson, R. (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. *Journal of Experimental Social Psychology*, 40, 560-567.

Lakin, J. L., Chartrand, T. L., & Arkin, R. M. (2008). I am too just like you: Nonconscious mimicry as an automatic behavioral response to social exclusion. *Psychological Science*, *19*, 816-822.

Murray, S. L., Holmes, J. G. (1997). A leap of faith? Positive illusions in romantic relationships. *Personality and Social Psychology Bulletin*, *23*, 586-604.

December 1: Wrap-up

Main Readings:

Smith & Mackie: Epilogue