

**Psychology 870  
Advanced Social Psychology  
Autumn Quarter 2011  
Monday 1:30 - 4:18  
Psychology Building 219**

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, the types of questions social psychologists address, and the 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* (3<sup>rd</sup> 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 October 31.
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 6, 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 26:** Course Introduction**October 3:** Orientation and Overview; History and Basic Principles*Main Readings:*

Smith & Mackie: Chapters 1 & 2

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *The Handbook of Social Psychology* (Fifth Edition, Vol. 1, pp. 3-50). Hoboken, NJ: John Wiley.

[NOTE: skim this chapter quickly; it is to be read fully during the last week of the course.]

*Discussion Focus and Readings:* The power of language, learned associations, and appraisals as examples of basic principles regarding accessibility and the construction of reality

Topolinski, S., & Sparenberg, P. (in press). Turning the hands of time: Clockwise movement increase preference for novelty. *Social Psychological and Personality Science*.

Hart, W., & Albarracín, D. (2011). Learning about what others were doing: Verb aspect and attributions of mundane and criminal intent for past actions. *Psychological Science*, *22*, 261-266.

Jamieson, J. P., Mendes, W. B., Blackstock, E., & Schmader, T. (2010). Turning the knots in your stomach into bows: Reappraising arousal improves performance on the GRE. *Journal of Experimental Social Psychology*, *46*, 208-212.

**October 10:** 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 and social influence

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.

Bushman, B. J., & Anderson, A. (2009). Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science*, *20*, 273-277.

**October 17:** Attitudes: Formation and Persuasion*Main Readings:*

Smith & Mackie: Chapter 7

*Discussion Focus and Readings:* Illustrations of the influence of attitudes (and emotions) on perception, categorization, and memory

Alter, A. L., & Balcetis, E. (2011). Fondness makes the distance grow shorter: Desired locations seem closer because they seem more vivid. *Journal of Experimental Social Psychology, 47*, 16-21.

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.

Fetterman, A. K., Robinson, M. D., Gordon, R. D., & Elliot, A. J. (2011). Anger as seeing red: Perceptual sources of evidence. *Social Psychological and Personality Science, 2*, 311-316.

**October 24:** Attitudes and Behavior*Main Readings:*

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

*Discussion Focus and Readings:* Illustrations of the potential cumulative and long-term 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.

Shook, N. J., & Fazio, R. H. (2009). Political ideology, exploration of novel stimuli, and attitude formation. *Journal of Experimental Social Psychology, 45*, 995-998.

Neal, D. T., Wood, W., Wu, M., & Kurlander, D. (2011). The pull of the past: When do habits persist despite conflict with motives? *Personality and Social Psychology Bulletin, 37*, 1428-1437

**October 31:** Midterm

**November 7: Self and Social Identity***Main Readings:*

Smith & Mackie: Chapters 4 & 6

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

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.

Mazar, N., & Zhong, C. (2010). Do green products make us better people? *Psychological Science*, 21, 494-498.

**November 14: Social Perception***Main Readings:*

Smith & Mackie: Chapters 3 & 5

*Discussion Focus and Readings:* Illustrations of the power and influence of stereotypes

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.

von Hippel, C., Walsh, A. M., & Zouroudis, A. (2011). Identity separation in response to stereotype threat. *Social Psychological and Personality Science*, 2, 317-324.

**November 21: Social Relationships***Main Readings:*

Smith & Mackie: Chapters 11 & 13

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

Williams, K. D., & Nida, S. A. (2011). Ostracism: Consequences and coping. *Current Directions in Psychological Science, 20*, 71-75.

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.

Zayas, V., Mischel, W., Shoda, Y., & Aber, J. L. (2011). Roots of adult attachment: Maternal caregiving at 18 months predicts adult peer and partner attachment. *Social Psychological and Personality Science, 2*, 289-297.

**November 28: Wrap-up***Main Readings:*

Smith & Mackie: Epilogue

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *The Handbook of Social Psychology* (Fifth Edition, Vol. 1, pp. 3-50). Hoboken, NJ: John Wiley.

**December 6: Final Exam**