

**Social Psychology, 6700/7700**  
**Mondays & Wednesdays 12:55 to 2:15 (fall, 2017)**

**Instructor:** Andrew Geers, Ph.D.  
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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.00.17 688.78 Tm())TJ.

## Course Schedule

### Week 1

#### 8/28: Class introduction and orientation

Baumeister, R. F. (2010). Social psychologists and thinking about people. In *Advanced Social Psychology: The state of the science*. (pp. 5-24).

#### 8/30: Lecture: History of social psychology

#### Readings for 8/30

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).

### Week 2

#### **Day 9/4: NO CLASS (Labor day)**

#### Readings for 9/4

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.

#### 9/6: Lecture: Theory building and refinement in social psychology

#### Readings for 9/6

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

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

### Week 3

#### 9/11: Discussion: Theory, history, and meaning in social psychology

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.

9/13: Lecture: The personality-situation controversy

Week 5

9/25: Discussion: Attributions

Readings for 9/25

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

Stewart, T. L., et al. (2010). Consider the situation: Reducing automatic stereotyping through situational attribution training. *JESP*, 46, 221-225

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).

Presentation for 9/25

Morgan, G. S. et al. (2010)

10/4: Lecture: Constructivist vs. basic emotion theories

Readings

Readings for 10/18

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.

Presentation for 10/18

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 910/23: Discussion: Theories of consistency and justificationReadings for 10/23

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.

**Day 10/25: MIDTERM EXAM**Week 1010/30: Discussion: Functions of self-esteemReadings for 10/30

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 1211/13: Discussion: Self-motivesReadings for 11/13

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.

Presentation for 11/13

Wilson, A. E., & Ross, M. (2001). Htqo "ej wo r "q"ej co r <Rgqr rg

**Day 11/22: NO CLASS (Thanksgiving break)**Readings for 11/22

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

Fletcher, G., & Overall, N., C. (2010). Intimate relationships. In *Advanced Social Psychology: The state of the science*. (pp. 461

Week 1512/4: Discussion: Stereotypes, prejudice, and discriminationReadings for 12/4

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.

12/6: Discussion: Pro-social behaviorReadings for 12/6

McCullough, M. E., & Tabak, B. A. (2010). Prosocial behavior. In *Advanced Social Psychology: The state of the science*. (pp. 263-302).

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

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

Piff, P. K. et al. (2010). Having less and giving more: The influence of social class on prosocial behavior. *JPSP*, 99, 771-784.

FINAL EXAM: Monday, Dec 11, 12:30 to 2:30.

\*Please note that the schedule and procedures in this course are subject to change in the event of