

Also, consider mediators, moderators, confounds, etc. Finally, how does 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. The feeling of having less prior background in the area can be uncomfortable. Don't worry about it. Everyone can contribute according to his or her unique skills and knowledge. Everyone will be expected to *know the materials in the readings*, but you will not be expected to have identical background knowledge in which to fit the material. Diversity in a course is a strength, not a weakness. To insure you are prepared for class and earn full participation points, I ask that you have three questions or ideas written down to enrich our conversation during discussion. If you are concerned about your ability to contribute, please let me know the first week of the semester.

Class Presentations (10% of course grade). Ten percent of your grade will be based on one in-class presentation. Every student will have the opportunity to present an article (see below) to the class. These presentations will cover articles relevant to the weekly topic. Presentations should be planned out prior to class and be conducted professionally. I expect each presentation to last approximately 10 mins. Due to time limitations, I will stop presenters at 10 mins if they are not finished. So, please practice your presentation before hand to make sure you can complete it within 7 mins (as it is nice to have some time for questions). When giving your presentation, it is useful to connect your article with the weekly readings (see instructions in our class Blackboard page).

Midterm and Final Exam (60% of course grade). Two exams will be given to assess student understanding of the readings, lectures, and discussions. Each exam will be worth 30% of your final course grade. The exam questions will be of the long and short essay variety. For the exams, students will have their choice of which essays to answer; although do note that, for students in the clinical area of the psychology doctoral program, one of the items will be a required question on the history of social psychology. Students will take the exams online in Blackboard and will have 3 hours to complete the exam once it is started. Exams will be posted 1 week prior to the due date. Students can take the exam at any point during the week that it is posted. Students are to work independently, but they can use notes and readings if desired. The Midterm is to be completed by Nov. 1 and the Final Dec. 13 by midnight.

Course Grading. You will earn points in the class as follows:

Assignment	Possible Points
Attendance and Participation (10 points each week)	120 points
Presentation	40 points
Exams	240 points
Total	400 points

93 100% A	80 82% B-	67 69% D+
90 92% A-	77 79% C+	63 66% D
87 89% B+	73 76% C	60 62% D-
83 86% B	70 72% C-	less than 60% F

Collegiate Policies. We will adhere to the Collegiate Policies set out by the University of Toledo:

Academic integrity: <http://www.utoledo.edu/dl/students/dishonesty.html>

Student accommodations: <http://www.utoledo.edu/offices/student-disability-services/>

Course Schedule

Week 1 (8/30)

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).

Lecture: History of social psychology

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*.

Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 269-274.

Discussion: Social influence

Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human Relations*, 18, 57-76.

Darley, J., & Batson, C. D. (1973). From Jerusalem to Jericho: A study of situational and dispositional variables in helping behavior. *JPSP*, 27, 100-108.

Latane, B. (1996). Dynamic social impact: The creation of culture by communication. *Journal of Communication*, 46, 13-25.

Presentation:

Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *JPSP*, 73, 91-103.

Week 4 (9/20)

Lecture: Theories of attribution

Storms, M. D. (1973). Vide point of view. *JPSP*, 27, 165-175.

Gilbert (1995). Attribution and interpersonal perception (pp. 99 - 148). *Advanced Social Psychology*.

Discussion: Attributions

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

Morgan, G. S. et al. (2

PSPB, 36, 1241-1254.

Week 9 (10/25)

Discussion: Theories of consistency and justification

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-

Discussion: Self-knowledge and self-control

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. *JPSP*, 60, 181-192.

Presentation

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in
-assessments. *JPSP*, 77, 1121-
1134.

Zell, E., Strickhouser, J.E., & Alicke, M.D. (2017). Local dominance effects on self-evaluations and intrinsic motivation. *Self and identity*, 16, 629-644.

Week 11 (11/8)

Lecture: The motivation _ cognition debate

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-

Week 12 (11/15)

Lecture: Theories of attitude change

Petty, R., & Brinol, P. (2010). Attitude change. In *Advanced Social Psychology: The state of the science*. (pp. 217-259).

Myers, D. G., & Bishop, G. D. (1970). Discussion effects on racial attitudes, *Science*, *169*, 778-179.

Discussion: Attitudes and behavior

Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: Prentice-Hall. (pp. 49-70)

Galdi, S., Arcuri, L., & Gawronski, B. (2008). Automatic mental associations predict future choices of undecided decision-makers. *Science*, *321*, 1100-1102.

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