

readings are available on-line on our course Blackboard page (PSY 6700). I recommend downloading all of the articles at the beginning of the term so that you have them stored on your own computer. *Fair warning, there is a lot of reading for this course.* But, this amount of reading is needed to give you an introduction to this vast and varied field.

Course Expectations: Students are expected to attend all class periods and to arrive to class on time. Absences (and late attendance) will result in a loss of participation/preparation points (see below). Unavoidable absences due to illnesses or critical life events can be excused with proper documentation given to the instructor within two weeks of the absence. Students are also expected to have completed the weekly readings prior to class each week and they are expected to bring 2 to 3 questions/conversation topics to class discussions.

Teaching Methodology: We will meet one day a week. Class time will be a mixture of lectures, discussions, and presentations. For most weeks (though not all), the first half of the period will be discussion, whereas the second half will be lecture. In discussions we will try to gain a better understanding of the reading and lecture material.

Class Participation/Preparation (30% of course grade). We are all here to increase our understanding of social behavior. This learning will be greatly enhanced if everyone in the class contributes to our academic discussions of the ideas covered. With this in mind, I expect everyone to complete the weekly readings *in advance* of the discussion days so that you will be able to improve our scholarly exchanges. I believe that each of you has something important to say and will add significantly to class discussion. To this end, the quantity and, more importantly, the quality of your class participation/preparation will factor into your grade. Here is how this is graded. Every discussion day I will evaluate your input to the discussion and assign you a score ranging from 0 (*absent*) to 5 (*excellent contribution*). I will post your score every week on our class Blackboard page. I recommend checking your participation score weekly so as to track your progress throughout the term. There will be 13 discussion days in which scores will be assigned. Your lowest grade of the 13 will be dropped. To insure you are prepared for our class discussion, and to earn full participation points, I ask that you bring 2 to 3 questions/conversation 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?

Class Presentations (10% of course grade). Ten percent of your grade will be based

Course Schedule

Week 1 (9/27)

ed Class introduction and orientation

Lecture: History of social psychology

Readings

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

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Lecture: The personality-situation controversyWeek 4 (9/17)Discussion: Social influenceReadings

Cialdini, R. B., & Griskevicius, V. (2010). Social influence. In *Advanced Social Psychology: The state of the science*.

Asch, S. (1951). Effects of group pressure upon the modification and distortion of judgments. *Groups, leadership, and men*. (pp. 177-190).

Science, 149

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

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

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

Lecture: Theories of attributionWeek 5 (9/24)Discussion: Social perceptionReadings

Storms, M. D. (1970). Point of view. *JPSP, 27*, 165-175.

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

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

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

isdeeds. *PSPB, 36*, 1241-1254.

Week 8 (10/15)Discussion: Affect and emotionsReadings

Manstead, A. (2010). Social psychology of emotion. In *Advanced Social Psychology: The state of the science*. (pp. 101-138).

Gilbert, D., & Wilson, T. (2000). Miswanting: Some problems in the forecasting of future affective states. *Feeling and thinking: The role of affect in social cognition*. pp. 178-197.

Week 10 (10/29)

Discussion: Self-knowledge

2. Fein & Spencer (1997). Prejudice as self-image maintenance: Affirming the self through negative evaluations of others. *JPSP*, 73, 31-44.
3. Good, C., Rattan, A., & Dweck, C. S. (2012). Why do women opt out?: Sense of belonging and women's representation in mathematics. *JPSP*, 102, 700-717.
4. Payne, B. K., Vuletich, H. A., & Brown-Iannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. *PNAS*, 116(24), 11693-11698.

Week 14 (11.26)

Discussion: Culture, groups, and social information processing

Week 15 (12/3)

Discussion: Attraction and rejection

Readings

Finkel, E. J., & Baumeister, R. E. (2010). Attraction and rejection. In *Advanced Social*

University Policies

Your safety and well-being as a University of Toledo student is important to the faculty, staff, and administration; as such please take a minute to review University policies that apply to you as a student of the University.