

Social Psychology, 6700/7700
Tuesday & Thursdays 12:30 to 1:45 (Spring, 2012)

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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 little 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

a strength, not a weakness. To insure you are prepared for class and earn full participation points, I suggest you take notes and write down many questions and ideas while you read the articles.

Being a Discussion Leader (10% of course grade)

Each of you will be required to lead one discussion day during the semester. This means summarizing the main themes of the readings, developing stimulating discussion questions to pose to the group, and facilitating the discussion of the topic. During the beginning of the discussion day, the discussion leader will provide a brief (5-10 minute) overview of the reading topics to get everyone on the same page. Note that this does not mean re-describing every reading in painstaking detail. Instead, the student should provide a brief *conceptual* overview of the topic and the major

thought about it more and probably have answers written down in front of you. But, remember that the best discussion leaders pull the answers from others in the class. Also keep in mind that this

is an opportunity for you to be creative. Feel free to do demonstrations, organize a debate, show brief videos, assign additional readings, develop and administer a questionnaire, etc.

As the discussion leader you will be graded partly on your organization, partly on your presentation of material and in your ability to lead the discussion. The class will evaluate each discussion leader

- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Course Schedule

Week 1: Introduction, history, and basic orientation

Readings

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

Deane, H. T. (2010). How we get here from there: A brief history of social psychology. In

Advanced Social Psychology: The state of the science. (pp. 25-62).

Day 1/10: Introduction to the course

Asch, S. Effects of group pressure upon the modification and distortion of judgments. (177-190).

Milgram, S. (1971). Some conditions of obedience and disobedience to authority. (57-75).

Darley, J., & Batson, C. D. (1973). From Jerusalem to Jericho: A study of situational and

dispositional variables in helping behavior. *JSCP*, 27, 100-109.

Day 2/7: Lecture on prescriptive theories of attribution

Day 2/9: Discussion on attribution processes

*Extra reading for discussion leader: Ross et al. (1977). The false consensus effect: An egocentric bias in social perception and attribution processes. *JPSP*, 35, 484-494.

Week 6: Social cognition

Readings

Carlston, D. (2010). Social cognition. In *Advanced Social Psychology: The state of the science*. (pp. 63-100).

Wegner, D. M., & Erber, R. (1992). The hyperaccessibility of suppressed thoughts. *JPSP*, 63, 903-912.

Liberman, N. et al. (2002). The effect of temporal distance on level of mental construal. *JESP*, 38, 523-534.

Bargh, J. A., & Williams, E. L. (2006). The automaticity of social life. *Current Directions in Psychology Science*, 15, 1-4.

Day 2/14: Lecture on construct activation, priming, and accessibility effects

Day 2/16: Discussion on social cognition

*Extra reading for discussion leader: Hamilton, D., & Gifford, R. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotype judgments. *JESP*, 12, 392-407.

Week 7: Affect and emotions

Readings

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.

Kahneman et al. (2006). Would you be happier if you were richer?: A focusing illusion. *Science*, 312, 1908-1910.

Wilson, T. D., & Gilbert, D. T. (2008). Explaining away: A model of affective adaptation. *Perspectives on Psychological Science*, 3, 370-386.

Day 2/23: Discussion on affect and emotions

*Extra reading for discussion leader: Medvec et al. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *JPSP*, 69, 603-610.

Week 8: Self-knowledge

Readings

Baumeister, R. (2010). The self. In *Advanced Social Psychology: The state of the science*. (pp. 139-175).

Markus, H. (1977). Self-schemata and processing information about the self. *JPSP*, 35, 63-78.

Linville, P. W. (1987). Self-complexity as a cognitive buffer against stress-related illness and depression. *JPSP*, 52, 663-676.

Dweck, et al. (2003). Self-systems give unique meaning to self-variables. *Handbook of Self and Identity*. Guilford Press. pp. 239-252.

Day 2/28: Lecture on the origins and awareness of self-knowledge

Day 3/13: Discussion on the function of the self and self-esteem

Day 3/15: MIDTERM EXAM

Week 10: Self-motives

Readings

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psych Bulletin*, 103, 193-210.

Kunda (1990). The case for motivated reasoning. *Psych Bulletin*, 108, 480-498.

Week 12: Stereotypes, prejudice, and discrimination

Readings

Bodenhausen, G. V., & Richeson, J. A. (2010). Prejudice, stereotyping, and discrimination

In *Advanced Social Psychology: The state of the science*. (pp. 341-383).

Devine P. (1989). Stereotypes and prejudice: Their automatic and controlled components. *JSP*, 56, 5-18.

Rajah, J. A. (1999). The cognitive monster: The case against the controllability of

Week 14: Attraction, rejection, and intimate relationships

Readings

Finkel, E. J., & Baumeister, R. E. (2010). Attraction and rejection. In *Advanced Social Psychology: The state of the science* (pp. 419-450).

