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Psychology 682: Advanced Social Psychology

Course Description

This course is a graduate-level introduction to the field of social psychology with an emphasis on theoretical foundations. We will read both classic and contemporary work. For me one of the primary contributions of social psychology to the social sciences is its unique framework for thinking about research problems. So, conveying the intellectual style of social psychology is a major goal of this course.

Texts

The assigned articles will be available on the class website (<http://ctools.umich.edu>). Most of the articles, along with other articles from “682 courses past”, are located at the university reserves (<http://www.lib.umich.edu/reserves/ures/>, also accessible through the ctools site).

There are many classic books in social psychology. I won't require them in the class, but list a few of the classic books below. These convey, to different audiences from undergraduates to researchers, the social psychological way of approaching research problems.

The Robbers Cave Experiment by M. Sherif et al.

A Theory of Cognitive Dissonance by L. Festinger.

When Prophecy Fails by S. Schachter, L. Festinger, and K. Back.

Human Inference: R. Nisbett and L. Ross.

The Social Animal by E. Aronson.

Influence by R. Cialdini.

Weekly Assignments

There will be a weekly assignment due at 9am every tue morning before class. The assignment will be posted on the ctools site so that students in the class can read the questions and we can use them as a basis for class discussion.

These weekly assignments will be 25% of your grade. You will be permitted to miss one without penalty. They will be graded as credit/no credit. So, if you submit the required number of assignments, then 25% of your grade will be an A.

Each weekly assignment is limited to a (maximum) one page, single-spaced document with reasonable font size and margins. Your task each week is to generate one short essay

question that you then answer. Your question & answer must incorporate at least one of the readings for that week. Articles must be clearly cited. There is no need to do additional reading for this assignment, though this is encouraged if you are excited by the topic.

You can assume that the reader is familiar with the articles you cite. You must also be concise. An example of how **not** to write: “In 2002, Smith and Jones conducted a study on 100 college students to see whether their grades were influenced by the number of romantic partners the students had during the academic quarter and anxiety experienced in upcoming midterm examinations. They analyzed their data using ANOVAs with posthoc tests to check on multiple comparisons. Their results supported their hypothesis.” Those are a bunch of empty words in light of the page limit. Instead, get right to the point: ‘Smith and Jones showed that academic grades are related to the number of romantic partners and pre-test anxiety’. Talk about methodology only when it is relevant to make your point (e.g., you are criticizing the methodology or are comparing several different methodological approaches).

Aside from the requirement to write concisely, the assignment is quite flexible. You are free to generate an essay question at any level or on any issue just as long as your answer incorporates at least one of the readings for that week.

Final Exam

The final exam will consist of a combination of short answer questions and long essays. The latter will be selected from a set of questions that will be distributed before the final. The short answer questions will be developed from the essay questions I accumulate from the weekly assignments. Material from both the lecture and the readings will be covered.

The final will be 40% of your grade.

Class Paper

There will be a class paper due at the end of the term. This will be a relatively short (maximum of 20 page, double spaced) proposal for a research study. You will outline your hypothesis, provide theoretical justification for the hypothesis, describe the study in usual method format (design, participants, procedure, materials), and outline the predictions you make (e.g., provide a graph of ideal data). It would be great if this serves as the preliminary version of a study you run next semester or for your 619.

The class paper will be 35% of your grade.

Class Format

Each week I will present an overview of the week’s topic. My presentation will not focus on the details of the assigned articles. Each week a group of at least two students will be responsible for leading a discussion around the assigned articles. It is fine to use the weekly assignments (i.e., your submitted essay questions) as a vehicle to start the discussion.

Prerequisites

An introductory course in social psychology. It is important that you review your notes/textbook from that course because I will assume that you remember that introductory material.

Weekly Topics and Reading Assignments

Week #1: Sept 2nd Introduction, review topics, select later topics

Week #2: Sept 9th Early History. Methods, and Interpreting Experiments

Ellsworth, P. & Gonzalez, R. Chapter on research methods.

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

Milgram, Baumrind, Orne & Holland exchange. In A. Miller (Ed), *The Social Psychology of Psychological Research*.

Ross. L. & Nisbett, R. (1991). *The Person and the Situation*. Chapter 1.

Week #3: Sept 16th Groups and Group Dynamics

Festinger, L., Schachter, S., & Back, K. (1950). The spatial ecology of group formation. In Festinger, L., *Social Pressure in Informal Groups*.

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

Blascovich et al, Social “facilitation” as challenge and threat. *JPSP*, 77, 58-77.

Schachter, S. Deviation, rejection, and communication. (1951). *JASP*, 1951, 46, 190-208.

Heath, C. & Gonzalez, R. (1995). Interaction with others increases decision confidence but not decision quality: Evidence against information collection views of interactive decision making. *Organizational Behavior and Human Decision Processes*, 61, 305-326.

Week #4: Sept 23th Compliance and Social Pressure

Carlsmith, J. & Gross, A. (1969). Some effects of guilt on compliance. *Journal of Personality and Social Psychology*, 11, 232-239.

Cialdini, R. & Goldstein, N. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-621.

Miller, R., Brickman, P. & Bolen, D. (1975). Attribution versus persuasion as a means for modifying behavior. *Journal of Personality and Social Psychology*, 31, 430-441.

Week #5: Sept 30th Social Comparison, Emotion, Affiliation

Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 114-140.

Schachter, S. (1959). *The Psychology of Affiliation*, Chapters 2-4.

Schachter, S. & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Valins, S. & Nisbett, R. (1971). Attribution processes in the development and treatment of emotional disorders. In E. E. Jones et al, *Attribution: Perceiving the Causes of Behavior*.

Taylor, S. (1983). Adjustment to threatening life events: A theory of cognitive adaptation. *American Psychologist*, 38, 1161-1173.

Schwarz, N. & Clore, G. (1983). Mood, misattribution, and judgments of well-being: Informative and directive functions of affective states. *Journal of Personality and Social Psychology*, 45, 513-523.

Ellsworth, P. C. (1991). Some implications of cognitive appraisal theories of emotion. In K. T. Strongman (ed), *International Review of Studies of Emotion*, 143-161.

Week #6: Oct 7th Attraction and Preference

Jones, E. E. (1965). *Ingratiation: A social-psychological analysis*, Chapter 2.

Berscheid, E., & Walster, E. (1974). Physical attractiveness. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, Vol 7.

Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*, 35, 656-666.

Zajonc, R. (1980). Feeling and thinking: Preferences need not inferences. *American Psychologist*, 35, 151-175.

Week #7: Oct 14th No class

Week #8: Oct 21 Fall Break

Week #9: Oct 28 Conformity, Cooperation, and Social Dilemmas

- Asch, S. (1951). Effects of group pressure upon the modification and distortion of judgments. In H. Guetzkow (Ed.), *Groups, leadership, and Men*.
- Ross, L., Bierbrauer, G. & Hoffman, S. (1976). The role of attribution processes in conformity and dissent. *American Psychologist*, 31, 148-157.
- Latane, B., & Darley, J. (1969). Bystander "apathy." *American Scientist*, 57, 244-268.
- Darley, J. & Batson, C. (1973). "From Jerusalem to Jerico": A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, 27, 100-108.
- Latane, B., Williams, K., & Harkins, S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37, 822-832.
- Platt, J. (1973). Social traps. *American Psychologist*, 28, 641-651.

Week #10: Nov 4 (VOTE TODAY) Attitudes, Attitude Change, Stereotyping and Prejudice

- Hovland, C. Reconciling conflicting results derived from experimental and survey studies of attitude change. *American Psychologist*, 1959, 14, 8-17.
- Visser, P. & Cooper, J. Attitude Change. (2003). Sage Handbook fo Social Psychology.
- Greenwald, A. G. & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102, 4-27.
- Fiske, S. (1998). Stereotypes, Prejudice, and Discrimination. In *Handbook of Social Psychology*, Gilbert, Fiske, and Lindzey (Eds). New York: McGraw-Hill, 357-411.
- Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In *Advances in experimental social psychology* (pp. 379-440). San Diego, CA: Academic Press.
- Dovidio, J. & Gaertner, S. Aversive Racism. (2004). *Advances in Experimental Social Psychology*.

Week #11: Nov 11 Dissonance and Consistency Theories

- Festinger, L. & Carlsmith, M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.

- Lepper, M. & Greene, D. & Nisbett, R. (1973). Undermining children's intrinsic interest with external reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.
- Steele, C. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed), *Advances in Experimental Social Psychology*, Vol 21.
- Kitayama, S., Snibbe, A., Markus, H., & Suzuki, T. (2004). Is there any "free" choice? Self and dissonance in two cultures. *Psychological Science*, 15, 527-.

Week #12: Nov 18 Attribution, Self-Perception, and Judgment Errors

- Kelley, H. (1967). Attribution theory in social psychology. In D. Levine (ed), *Nebraska Symposium on Motivation*, 15, 192-238.
- Kelley, H. (1973). The process of causal attribution. *American Psychologist*, 28, 107-128.
- Bem, D. (1972). Self-perception theory. In L. Berkowitz (Ed), *Advances in Experimental Social Psychology*, Vol 6.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-48.
- Crocker, J. & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.
- Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In Berkowitz, *Advances in Experimental Social Psychology*, 10.
- Zanna, M. & Cooper, J. (1976). Dissonance and the attribution process. In J. H. Harvey, W. J. Ickes, & R. F. Kidd (Eds), *New directions in attribution research*. Erlbaum.

Week #13: Nov 25 Culture, Self, and Aging

- Ekman, P. & Friesen, W. V. (1971). Constants across cultures in the face and emotion, *Journal of Personality and Social Psychology*, 17, 124-129.
- Morris, M. & Peng, K. (1994). Culture and cause: American and Chinese attributions for social and physical events. *Journal of Personality and Social Psychology*, 67, 949-971.
- Nisbett, R., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, 108, 291-310.

Fiske, A. P. et al. (1998). The cultural matrix of social psychology. Handbook, vol 2, 915-81.

Ellsworth, P. C. (1994). Sense, culture, and sensibility. In H. Markus & S. Kitayama (eds), *Emotion and Culture: Empirical Studies of Mutual Influence*, 23-51.

Crocker & Park. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, 130, 392-414.

Ybarra, O., Chan, E., Park, D. (2001). Young and old adults' concerns about morality and competence. *Motivation and Emotion*, 25, 85-100.

Week #14: Dec 2 Subjective Construal, Positive Psychology, Judgment and Decision Making.

Dornbusch et al, (1965). The perceiver and the perceived: Their relative influence on the categories of interpersonal cognition. *Journal of Personality and Social Psychology*, 1, 434-440.

Kunda, Z. Motivated inference: Self-serving generation and evaluation of causal theories. *Journal of Personality and Social Psychology*, 1987, 53, 636-647.

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

Griffin, D., & Ross, L. (1991). Subjective construal, social inference, and human misunderstanding. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology*, Vol. 24.

Schwarz, N. (1998). Accessible content and accessibility experiences: The interplay of declarative and experiential information in judgment. *Personality and Social Psychology Review*, 2, 87-99.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.

Griffin, D., Gonzalez, R., & Varey, C. (2001). The heuristics and biases approach to judgment under uncertainty. *Blackwell Handbook of Social Psychology, Vol X: Intraindividual Processes*, A. Tesser and N. Schwarz (Eds), 207-235.

Week #15: Dec 9 TOPICS TBA

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