Professor

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Office Hours: Thursdays, 4-5 p.m. (no appointment needed);
additional times by appointment for either in-person or Zoom meetings

Note: Office hours are subject to change with advance notice. Please attend class for up-to-date information and check the announcements section of the class website.

Overview of the Course

Through a series of lectures, readings and discussions, this class will examine the major topics and theories of both classic and contemporary interest in social psychology, including multiple forms of social influence; attribution theory; cognitive dissonance theory and its relation to the self-concept; core social motives; the social self; social cognition; stereotyping, prejudice, and stigma; intergroup processes; attitudes and persuasion; group processes; and close relationships. We will also consider theoretically informed applications of social psychology to education, health, politics, law, and everyday life.

Time & Location of Course

Class meets Tuesdays and Thursdays, 2-3:20 p.m., Room 2002 HEB.

Inclusion, Access, and Mutual Respect

It is one of the instructor's top priorities to make this class and our shared learning environment accessible and welcoming to all students. Please assist me in this effort by alerting me to any aspect of the course, including lectures, readings, discussions, or other activities, that may not further this goal. Please do your part by approaching class discussions with an open mind and a commitment to mutual respect for your fellow students and your instructor.

We are fully committed not only to the letter but also the spirit of the ADA. If you qualify for accommodations in any aspect of the course, *we encourage you to use them, starting with the first class*. Please see the professor as soon as possible so that we can work together to make arrangements. Please see more information on p. 6.

Required Readings

Required weekly readings are available at no cost for individual educational use on the class website (see p. 2). Each week's readings will appear in a separate folder under "Modules." A detailed schedule of topics and readings begins on page 9 of this syllabus.

Class Website

Course materials (including class readings) may be found on the course website, which may be accessed through your Campus Information Systems (CIS) page or through www.uonline.utah.edu/canvas. The readings are in the "Modules" tab in folders for each topic.

COVID Policies & Recommendations

In recognition of the evolving nature of the COVID-19 pandemic, we are committed to working with you to ensure you have access to all resources and a fulfilling learning experience in this course. This course is scheduled to be held in person. Except in cases of ADA accommodations or quarantining due to COVID-19 exposure or infection, you will be expected to attend class in person and complete activities in person. Changes to this policy are up to the discretion of the instructor. We will continue to monitor campus recommendations regarding safety, and will announce any changes to the class on the Canvas site. *Please be sure that your contact information is up to date so that you receive these announcements.*

Masking recommendation (to be discussed on day one). Our classroom is not large enough to permit social distancing, and we do not yet know how many students will ultimately be enrolled. My recommendation is that we wear masks, and we will discuss options at our first meeting. It is important to recognize that many of us may be at high risk and/or have family members and co-workers who are at high risk for severe complications from the virus. Similarly, my office is not large enough to permit 6 feet of social distance, so you may feel more comfortable wearing a mask to office hours or other meetings. Some class activities will involve small group discussion, and again, our classroom is not large enough to permit social distancing, so students should discuss a shared approach to keeping each other healthy and limiting the spread of the virus.

Resources. The Marriott Library, UIT, and TLT are expanding the number of laptops and hotspots available for checkout; see: https://lib.utah.edu/coronavirus/checkout-equipment.php

<u>**Requirements of the Course & Grading**</u>

These requirements apply equally to Psychology 5410 and Psychology 6410.

- Class Participation, 10%
- Article Share Presentation, 10%
- Take-Home Midterm, 30%
- Final Paper & Presentation, 50% (presentation 10%, final paper 40%)

It is important to understand that grades will not be curved – every student has the opportunity to meet the level of mastery associated with each grade and to earn the grade that corresponds with their level of mastery of course materials. Improvement over the course of the semester will also be taken into account in calculating final grades.

Grades will be calculated on a 4-point scale (e.g., B= 3.0, B+ = 3.3, A- = 3.7, A=3.85 and up).

Class Participation

This will be an active, discussion-focused class. Asking questions and offering comments and examples improve the learning experience for everyone.

Participation counts. Although no attendance will be taken, participation is part of your course grade (10%), and **consistent thoughtful participation** during class may be recognized with a few extra points in cases where a student is very close to a higher grade.

Class participation will be graded weekly on a check-minus, check, check-plus, and in exceptional cases, check-plus-plus basis, with interim participation grades available after approximately the first third of the course. Students should feel free to check in with the instructor about the amount and content of their contributions to class discussion and small group discussions. Students are also encouraged (but not required) to send any questions they may have before after class, and to suggest questions or topics for class discussion.

Article Share Presentation: Find a Current Research Article to Share with the Class

Social psychology is a huge and active field. To increase coverage of contemporary issues and to focus class discussion on students' interests, we will have brief presentations that are based on articles selected by students. On most weeks, 1-2 students will sign up to select and bring in for discussion an article related to their own research or other professional interests (or that is otherwise interesting) that is related to the week's readings.

- These articles should have been published within the last 10 years (see me to discuss exceptions).
- Students should be prepared to describe the rationale for and findings of this article in sufficient detail that those of us who have not read the article will be able to understand it and learn from their presentation.
- You may choose to prepare PowerPoint slides or a handout showing key study results.
- Students are required to prepare 2 discussion questions that follow from their article.
- A sign-up sheet for these presentations will be made available on the class website early in the semester.
- A list of academic social psychology journals appropriate for this assignment appears below (exceptions must be approved in advance – two days advance notice would be helpful; please send a PDF of the article you are considering – see below).

List of Approved Journals for Article Shares

- *Journal of Personality and Social Psychology*
- *Personality and Social Psychology Bulletin*
- *Journal of Experimental Social Psychology*
- *Psychological Science*
- *Current Directions and Psychological Science*
- *Psychological Science in the Public Interest*
- *Journal of Social Issues*
- *Journal of Social and Clinical Psychology*
- *Social Cognition*
- *Social and Personality Psychology Science*
- *Self and Identity*
- *Stigma and Health*
- *European Journal of Social Psychology*
- *British Journal of Social Psychology*
- *Group Processes and Individual Differences*

If you are interested in selecting an article that is not on this list, you must seek approval from the instructor at least two days ahead of your presentation. If in doubt, ask! I am happy to review 1 or 2 potential articles (you would email me a PDF) and discuss with you what makes them a good choice (or not). I can also offer advice on journals and search terms to use based on your interests.

Midterm Exam (Take-Home Exam is due midnight Friday, October 21)

A take-home midterm examination will be distributed at the end of class on Tuesday, September 27 and due by e-mail at midnight on Friday, October 21. It is expected that you will spend one week preparing your answer – the larger window is intended to allow students maximum flexibility in planning their work. The exam will be in essay format, with two questions requiring 3-4 page answers each. Additional information will be provided in class.

Final Paper & Presentation (final paper is due at 3 PM Friday, December 16)

1. Starting with a topic of contemporary interest, trace its history backward with reference to major social psychological issues of the past 5-6 decades or more.

Examples: Implicit attitudes. Ways to reduce prejudice and discrimination. The social self.

2. Alternatively, start with a topic of "classic" or early interest in social psychology and trace it forward in time to see how it has been studied and how it is currently studied in contemporary social psychology.

Examples: Festinger and rumors of impending natural disaster in India. Social influence in World War II. Social facilitation. Emotional contagion.

3. Or start in the 1980s or 1990s and do both, going forward and backward.

Example: Attributions and adjustment to serious illness. Ingroup favoritism.

Sample issues to address in your paper (more detail will be provided in class):

What was the impetus for doing this research? What theories and alternative accounts were being tested? Did the conceptual or methodological approach represent something new in this area? In what way has this paper or topic been influential? Why do you suppose it has been? What were its historical origins? Can you see its influence today? Where and in what way?

Alternative topics, such as detailed reviews of classic debates or controversies in the field, are also possible, with approval by the instructor (deadline November 22, see below).

Note: You could interview a member of the psychology faculty who studies a related field and get their suggestions for articles to read, as long as you're the one who reads those articles and provides an analysis of them.

Bonus points: Describe the social and political issues of the day that may have influenced this work (why it was conducted in the first place, how it was received). That is, what social context gave rise to this work? What contemporary social issues are informed by this work?

You must clear your paper topic with me no later than Tuesday November 22, either by meeting with me to discuss your paper topic or by sending a half page description of it to me by e-mail. With sufficient advance notice, I would be happy to provide comments on a draft of your final paper and/or to meet with you to discuss your paper and to suggest references that might be useful.

Final paper requirements continue on next page.

The final paper is due on Friday December 16, 3 p.m., as determined by the university's final exam schedule.

o ***Requirements for students enrolled in Psychology 5410****.* A 6-8 page paper (double-spaced, with one-inch margins all around, 11-or 12-point font) is required. The paper must be based on <u>at least 5</u> original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.

o ***Requirements for students enrolled in Psychology 6410.*** An 8-10 page paper (double-spaced, with one-inch margins all around, 11-or 12-point font) is required. The paper must be based on <u>at least 8</u> original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.

o ***Presentation based on final project (5410 & 6410).*** A major requirement of the course for students enrolled in both Psychology 5410 and 6410 is a presentation based on student final projects during class time during our last two weeks of class, November 29, and December 1, 6 and 8. In order to avoid having to meet during finals week, we may vote to extend class time during the last week of the semester. However, this may not work for everyone, so please reserve December 16, 1-3 PM, as this is the time set aside for finals for our course in the university schedule. Presentations will be approximately 15 minutes each, followed by class discussion. There may be an opportunity for 1 or 2 students to present as early as November 22; however, no one will be required to present on one of these early dates.

Additional Approved Journals for Final Papers

In addition to the journals listed in the article share section above, you may also find useful reviews in the following journals, which are approved for use in this class:

- *Psychological Bulletin*
- *Psychological Review*
- *American Psychologist*
- *Personality and Social Psychology Review*
- *Social and Personality Psychology Compass*
- *Perspectives on Psychological Science*

There are some high-quality discipline-specific journals (e.g., in management, education, health) that may be acceptable for use for papers in this class. These must be cleared in advance with the instructor. The reason for specifying approved journals is that there is a glut of for-profit vanity publications with scientific-sounding names. These publications, often referred to as predatory journals, do not employ rigorous peer review, and they are not associated with relevant professional societies (also look out for impressive-sounding but fictitious society names). **When in doubt, ask. Put differently, not everything that is published is worth your time or will teach you something important about social psychology.**

Why original source journal articles? The Internet is awash with resources that summarize and/or popularize psychological science, but relying on summaries, such as those provided on Wikipedia and many other popular resources, will not teach you about the methods involved in doing research or the considerations involved in interpreting results. Sometimes these summaries correspond reasonably well to the research, and at other times not so much. It's OK to use such sites to identify relevant articles, though I recommend PsycInfo or PubMed or Google Scholar instead.

General Notes about Class Assignments

There are many ways to approach a core course. This course presents an opportunity to examine how the major theories of social psychology may be related to your own research and professional interests. It is perfectly OK for your article presentation and final paper to be related. That is, if you have a particular interest in one or more topics, you may develop that interest in each assignment. Such an approach allows you to pursue your interests in depth across the themes of the course. It is also perfectly OK to use the assignments to develop your understanding of multiple areas, without necessarily drawing connections across assignments. You could also examine how similar theories are used to understand different social psychological topics. <u>Bottom line</u>: Your call. Happy to discuss.

<u>Important Administrative Details & Policies</u>

NOTE: The following rules are presented in the interest of <u>fairness for all students</u>.

Policy on Late Papers & Extensions

Graduate students (advanced undergraduates, too) are often some of the busiest people on the planet, responsible for juggling multiple responsibilities for teaching, research, and their own coursework, as well as other personal and familial responsibilities. If, after you look over your other obligations for the semester, you see that you may need an extension for any assignment, please ask me for one <u>in advance of the due date</u>. Late papers and other assignments will be penalized one half of a letter grade per business day late if no prior arrangements have been made.

Grading Reviews

You have a maximum of **<u>2 weeks</u>** after the return of any graded assignment or exam to ask me to review your grade. Delays beyond 2 weeks must be accompanied by written documentation. Questions about final grades must be addressed in writing by Jan. 31, 2023.

Accommodations for Students with Disabilities

This class complies not only with the letter but also the spirit of the ADA. If you qualify for accommodations in classroom seating or any other aspect of the course, *we encourage you to use them, starting with the first class*. Please see the professor as soon as possible so that we can work together to make arrangements.

Please help us identify any information on the class website that may not be of optimal quality for use with screen readers or other assistive technologies. We will do our best to find a higher-quality version.

Please also let us know if you have suggestions for improving access to other class activities, such as small group discussions or class presentations.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Missing Class to Observe Religious Holidays

Every effort will be made to ensure that students observing religious holidays are not placed at a disadvantage. With advance notice, we will record lectures or ask another student to take notes. You can facilitate this process by giving the professor <u>written notice</u> of days on which you will be unable to attend <u>by the end of the second week of class</u>.

Other Accommodations

Students wishing to discuss potential accommodations for religious or other personal reasons should plan to meet with Dr. Aspinwall during the first two weeks of the semester.

Academic Dishonesty

The grade you earn in this course should reflect your own effort and accomplishment. **Get help in office hours**, **ask for an extension**, **do anything but cheat**.

Although it is often helpful to discuss the paper assignments and course materials with other students, <u>no group projects are allowed</u>; your presentations, your final paper (and, of course, your take-home midterm exam) must represent your own individual and original work. Both the midterm exam and final paper will be submitted to TurnItIn to determine whether their content is original. Papers that have substantial overlap in text with other submitted papers or with papers and other materials available on the Internet will be referred to the department and university as potential instances of plagiarism.

It is your responsibility as a student to understand how to discuss other authors' work in an appropriate way. It is my responsibility to answer any questions you may have about such issues. If you have any questions about appropriate ways in which to use, discuss, and cite another author's work in your own papers, please ask.

As a student, it is in your best interest to try to prevent plagiarism and other forms of cheating. Please be attentive to such issues when you are preparing assignments for this class.

Other Details

Withdrawals: The last date for course withdrawal without instructor permission is September 2. Following this period, instructor approval for course withdrawal up until the deadline of October 21 will only be given for medical or personal emergencies and will be considered on a case-by-case basis.

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must be passing the course and have completed the majority of the assignments. Please see your registration guide for more detailed information about university policies governing the approval of incomplete grades.

Schedule of Weekly Topics & Readings

- Articles appear in suggested reading order, with background articles and then required, recommended, and related articles.
- An article labeled "background" will be useful reading for students who want to develop their background in social psychology.
- An article labeled "recommended" or "related" is not required, but is likely to be useful to students interested in a particular topic.
- If an article has no such label, it is part of the required readings.

Readings may be revised with advance notice to reflect student interests and new work. Please attend class and check the announcement section of the class website for up-to-date information.

August 23   Introduction I

Cialdini, R. B. (1980). Full-cycle social psychology. In L. Bickman (Ed.), *Applied social psychology annual* (Vol. 1, pp. 21-47). Beverly Hills, CA: Sage Publications.

Taylor, S. E. (1998). The social being in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.) *The handbook of social psychology* (4th ed., Vol. 1, pp. 58-95). New York: McGraw Hill.

Recommended: Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert and G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 3-50). Hoboken, NJ: John Wiley and Sons.
        ***Pages 13-16** will be handed out in class*

August 25   Social Comparison Theory/Normative Influence

Festinger, L. (1954). A theory of social comparison processes. Reprinted from *Human Relations, 7.* pp. 238-261.

Kulik, J. A., Mahler, H. I. M., & Moore, P.J. (1996). Social comparison and affiliation under threat: Effects on recovery from major surgery. *Journal of Personality and Social Psychology, 71*, 967-979. [Students who have taken Psych 4460 should select another article to read.]

August 30   Social Comparisons.2

Taylor, S. E., Wood, J. V., & Lichtman, R. R. (1983). It could be worse: Selective evaluation as a response to victimization. *Journal of Social Issues, 39*, 19-40.

Blanton, H., George, G., & Crocker, J. (2001). Contexts of system justification and system evaluation: Exploring the social comparison strategies of the (not yet) contented female worker. *Group Processes & Intergroup Relations, 4*, 126-137.

Recommended: Aspinwall, L. G. (1997). Future-oriented aspects of social comparisons: A framework for studying health-related comparison activity. In B. P. Buunk & F. X. Gibbons (Eds.), *Health, coping, and well-being: Perspectives from social comparison theory* (pp. 125-165). Mahwah, NJ: Erlbaum.

September 1   Social Influence: Norms, Conformity, & Compliance

Background: Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms, conformity, and compliance. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.) *The handbook of social psychology* (4th ed., Vol. 2, pp. 151-192). New York: McGraw Hill.

Nolan, J. M., Schultz, W., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin, 34*, 913-923.

Prentice, D. A., & Miller, D. T. (1993). Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality and Social Psychology, 64*, 243-256. [**NOTE: Students who have taken PSY 4460 should choose another related article.**]

Blanton, H., & Christie, C. (2003). Deviance regulation: A theory of action and identity. *Review of General Psychology, 7*, 115-149.

Related: Muthukrishna, M., & Schaller, M. (2020). Are collectivistic cultures more prone to rapid transformation? Computational models of cross-cultural differences, social network structure, dynamic social influence, and cultural change. *Personality and Social Psychology Review, 24*(2), 103-120.

September 6   Attribution Theory.1: Person Perception, Emotion & Motivation,
**   Errors & Biases**

Kelley, H. H. (1973). The processes of causal attribution. *American Psychologist, 28*, 107-128.

Gilbert, D. T. (1995). Attribution and interpersonal perception. In A. Tesser (Ed.), *Advanced social psychology* (pp. 98-147). New York: McGraw-Hill.

Recommended: Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*(4), 548-573.

September 8   Attribution Theory.2: Applications

Brickman, P., Rabinowitz, V. C., Karuza, Jr., J., Coates, D., Cohn, E., & Kidder, L. (1982). Models of helping and coping. *American Psychologist, 37*, 368-384.

Weiner, B., Perry, R. P., & Magnusson, J. (1988). An attributional analysis of reactions to stigmas. *Journal of Personality and Social Psychology, 55*, 738-748.

Savani, K., & Rattan, A. (2012). A choice mind-set increases the acceptance and maintenance of wealth inequality. *Psychological Science, 23*, 796-804.

September 13   Attributions.3: Universality & Temporality

Choi, I., Nisbett, R. E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. *Psychological Bulletin, 125*, 47-63.

White, C. J. M., Norenzayan, A., & Schaller, M. (2019). The content and correlates of belief in Karma across cultures. *Personality and Social Psychology Bulletin, 45*(8), 1180-1201.

September 15   Attributions.4: Advances in Theory & Application

Trope, Y. & Liberman, N. (2010). Construal-Level Theory of psychological distance. *Psychological Review, 117*, 440-463.

Pick, C. M., & Neuberg, S. L. (2022). Beyond observation: Manipulating circumstances to detect affordances and infer traits. *Personality and Social Psychology Review, 26*(2) 160-179.

Related: Nussbaum, S., Trope, Y., & Liberman, N. (2003). Creeping dispositionism: The temporal dynamics of behavior prediction. *Journal of Personality and Social Psychology, 84*, 485-497.

September 20   Cognitive Dissonance & the Self.1 I

Festinger, L. (1957). An introduction to the theory of dissonance. In L. Festinger (Ed.), *A theory of cognitive dissonance* (pp. 1-30). Stanford, CA: Stanford University Press.

Aronson, E. (1999). Self-justification. In E. Aronson (Ed.), *The social animal* (8th ed., pp. 179-251). New York: Worth Publishers.

Recommended: Thibodeau, R., & Aronson, E. (1992). Taking a closer look: Reasserting the role of the self-concept in dissonance theory. *Personality and Social Psychology Bulletin, 18*, 591-602.

September 22   Cognitive Dissonance & the Self.2

Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 21, pp. 261-302). San Diego, CA: Academic Press.

Stone, J., Weigand, A. W., Cooper, J., & Aronson, E. (1997). When exemplification fails: Hypocrisy and the motive for self-integrity. *Journal of Personality and Social Psychology, 72*, 54-65.

September 27   **<u>Take-home midterm handed out in class, due October 21, midnight</u>**

September 27   **Self-Motives**

Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American Psychologist, 35*, 603-618.

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

Swann, W. B. (1987). Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology, 53*, 1038-1051.

Related: Please see folder of readings on the positive illusions debate, which includes these three classic articles:

> Colvin, C. R., & Block, J. (1994). Do positive illusions foster mental health? An examination of the Taylor and Brown formulation. *Psychological Bulletin, 116*, 3-20.

> Taylor, S. E., & Brown, J. D. (1994). Positive illusions and well-being revisited: Separating fact from fiction. *Psychological Bulletin, 116*, 21-27.

> Colvin, C. R., Block, J., & Funder, D. D. (1995). Overly positive evaluations and personality: Negative implications for mental health. *Journal of Personality and Social Psychology, 68*, 1152-1162.

September 29   **Social Cognition & the Self**

Dunning, D. (2003). The zealous self-affirmer: How and why the self lurks so pervasively behind social judgment. In S. J. Spencer, S. Fein, M. P. Zanna and J. M. Olson (Eds.), *Motivated Social Perception. The Ontario Symposium* (Vol. 9, pp. 45-72). Mahwah, NJ: Lawrence Erlbaum Associates.

Murray, S. L., & Holmes, J. G. (1999). The (mental) ties that bind: Cognitive structures that predict relationship resilience. *Journal of Personality and Social Psychology, 77*, 1228-1244.

October 4   **The Social Self.1**

Background: Baumeister, R. F. (1995). Self and identity: An introduction. In A. Tesser (Ed.), *Advanced social psychology* (pp. 50-97). New York: McGraw-Hill.

Background: Leary. M. R. (2010). Affiliation, acceptance, and belonging: The pursuit of interpersonal connection. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 864-897). Hoboken, NJ: John Wiley and Sons.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Recommended: Buttrick, N., Moulder, R., & Oishi, S. (2020). Historical change in the moral foundations of political persuasion. *Personality and Social Psychology Bulletin, 46*(11), 1523-1537.

October 6   **The Social Self.2: Ostracism, Inclusion, and the Sociometer Model**

Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology, 68*, 518-530.

Dickerson, S. S. (2008). Emotional and physiological responses to social evaluative threat. *Social and Personality Psychology Compass, 2*, 1362-1368.

Baumeister, R. F., DeWall, C. N., Ciarocco, N. J., & Twenge, J. M. (2005). Social exclusion impairs self-regulation. *Journal of Personality and Social Psychology, 88*(4), 589-604.

Nezlek, J. B., Wesselmann, E. D., Wheeler, L., & Williams, K. D. (2012). Ostracism in everyday life. *Group Dynamics: Theory, Research, and Practice, 16(*2), 91-104.

Related: Slepian, M. L., & Jacoby-Senghor, D. S. (2021). Identity threats in everyday life: Distinguishing belonging from inclusion. *Social Psychological and Personality Science, 12*(3), 392-406.

Related: Pickett, C. L., Gardner, W. L., & Knowles, M. (2004). Getting a cue: The need to belong and enhanced sensitivity to social cues. *Personality and Social Psychology Bulletin, 30*(9), 1095-1107.

October 11 & 13   **Fall Break**

October 18   **Social Cognition.1 (with a focus on stereotyping, status & power)**

Background: Fiske, S. T., & Neuberg, S. L. (1990). A continuum of impression formation, from category-based to individuating processes: Influences of information and motivation on attention and interpretation. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology,* (Vol. 23, pp. 1-74). San Diego, CA: Academic Press.

Background: Fiske, S. T. (2010). Interpersonal stratification: Status, power and subordination. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 941-982). Hoboken, NJ: John Wiley and Sons.

Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist, 48*, 621-628.

Carrier, A., Dompnier, B., & Yzerbyt, V. (2019). Of nice and mean: The personal relevance of others' competence drives perceptions of warmth. *Personality and Social Psychology Bulletin, 45*(11), 1549-1562.

Recommended: Yu, S., & Blader, S. L. (2020). Why does social class affect subjective well-being? The role of status and power. *Personality and Social Psychology Bulletin, 46*(3), 331-348.

Recommended: Goodwin, S. A., Fiske, S. T., Rosen, L. D., & Rosenthal, A. M. (2002). The eye of the beholder: Romantic goals and impression biases. *Journal of Experimental Social Psychology, 38*, 232-241.

Recommended: Stevens, L. E., & Fiske, S. T. (2000). Motivated impressions of a powerholder: Accuracy under task dependency and misperception under evaluation dependency. *Personality and Social Psychology Bulletin, 26*, 907-922.

October 20   Social Cognition.2: Implicit Processes -- Guest lecture by Yun Tang

Bargh, J. A. (1999). The cognitive monster. In Chaiken, S., Trope, Y. (Eds.), Dual-process theories in social psychology (pp. 361-382). New York, NY: Guilford Press.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*, 4-27.

TBD – reading to be selected by guest lecturer

Recommended: Anything by Becca Levy (see folder and her new book, *Breaking the age code: How your beliefs about aging determine how long and well you live*, New York, William Morrow: 2022).

October 25   Stereotyping & Prejudice.1

Background: Devine, P.G. (1995). Prejudice and out-group perception. In A. Tesser (Ed.), *Advanced social psychology* (**pp. 485-499 only**). New York: McGraw-Hill.

Dovidio, J. E. (2001). On the nature of contemporary prejudice: The third wave. *Journal of Social Issues, 57*, 829-849.

Greenberg, J., & Kosloff, S. (2008). Terror management theory: Implications for understanding prejudice, stereotyping, intergroup conflict, and political attitudes. *Social and Personality Psychology Compass, 2/5*, 1881-1894.

Please be ready to discuss your ideas about contemporary forms of prejudice and discrimination.

**Oct. 27 & Nov. 1   Stereotyping & Prejudice.2 & 3: Stigma & Its Management;
                                  Effects on Stereotyping & Prejudice on Targets**

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96*, 608-630.

Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 34, pp. 379-440). San Diego, CA: Academic Press.

Becker, J. C. (2012). The system-stabilizing role of identity management strategies: Social creativity can undermine collective action for social change. *Journal of Personality and Social Psychology, 103*(4), 647-662.

Wellman, J. D., Wilkins, C. L., Newell, E. E., & Stewart, D. K. (2019). Conflicting motivations: Understanding how low-status group members respond to ingroup discrimination claimants. *Personality and Social Psychology Bulletin, 45*(8), 1170-1183.

Readings continue on next page.

Oct. 27 & Nov. 1   Continued

Related: West, K. (2019). Testing hypersensitive responses: Ethnic minorities are not more sensitive to microaggressions, they just experience them more frequently. *Personality and Social Psychology Bulletin, 45*(11), 1619-1632.

Related: Special Issue: Microaggressions. (2021). Perspectives on Psychological Science, 16(5) 879-1098. (All 14 articles are available in the subfolder Special Issue: Microaggressions)

Please be ready to discuss your ideas about the design of interventions to support people who anticipate and/or experience stereotyping and prejudice.

November 3   Intergroup Processes.1

Background: Devine, P. G. (1995). Prejudice and out-group perception. In A. Tesser (Ed.), *Advanced social psychology* (**pp. 467-485 & 499-513 only**). New York: McGraw-Hill.

Background: Dovidio, J. F. & Gaertner, S. L. (2010). Intergroup bias. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 1084-1121). Hoboken, NJ: John Wiley and Sons.

Tajfel, H., Billig, M. G., Bundy, R. P., & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology, 1*, 149-178. [***Read for arguments & method, but not necessarily details of results***.]

Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues, 55*(3), 429-444.

Hamley, L., Houkamau, C. A., Osborne, D., Barlow, F. K., & Sibley, C. G. (2020). Ingroup love or outgroup hate (or both)? Mapping distinct bias profiles in the population. *Personality and Social Psychology Bulletin, 46*(2), 171-188**.**

Ho, A. K., Kteily, N. S., & Chen, J. M. (2020). Introducing the sociopolitical motive X intergroup threat model to understand how monoracial perceivers' sociopolitical motives influence their categorization of multiracial people. *Personality and Social Psychology Review, 24*(3), 260-286.

Morgenroth, T. & Ryan, M. K. (2021). The effects of gender trouble: An integrative theoretical framework of the perpetuation and disruption of the gender/sex binary. Perspectives on Psychological Science, 16(6), 1113-1142.

November 8 & 10   Intergroup Processes.2 & 3: Prejudice Reduction in the Real World

Sherif, M. (1956). Experiments in group conflict. In L. A. Peplau, D. O. Sears, S. E. Taylor and J. L. Freedman (Eds.) *Readings in social psychology: Classic and contemporary contributions* (Second edition, pp. 209-213). Englewood Cliffs, NJ: Prentice Hall. Reprinted from *Scientific American*, *195*, 54-58.

Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In C. N. Macrae, C. Stangor and M. Hewstone (Eds.), *Stereotypes & Stereotyping* (pp. 323-368). New York: The Guilford Press.

Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: what works? A review and assessment of research and practice. *Annual Review of Psychology, 60*, 339-367.

Celeste, L., Baysu, G., Phalet, K., Meeussen, L., & Kende, J. (2019). Can school diversity policies reduce belonging and achievement gaps between minority and majority youth? Multiculturalism, colorblindness, and assimilationism assessed. *Personality and Social Psychology Bulletin, 45*(11), 1603-1618.

Recommended: 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*, 1767-1769.

Please be ready to discuss your ideas about interventions to reduce prejudice, discrimination, and intergroup conflict and to promote liking and cooperation between groups.

November 15   Attitudes & Persuasion: Functional & Symbolic Approaches to Attitudes

Background: Petty, R. E. (1995). Attitude change. In A. Tesser (Ed.), *Advanced social psychology* (pp. 195-255). New York: McGraw-Hill.

Background: Wood, W. (2000). Attitude change: Persuasion and social influence. *Annual Review of Psychology, 51*, 539-570.

Background: Banaji, M. R. & Heiphetz, L. (2010). Attitudes. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 353-393). Hoboken, NJ: John Wiley and Sons.

Background: Eagly, A. H., & Chaiken, S. (2005). Attitude research in the 21st Century: The current state of knowledge. In D. Albarracin, B. J. Johnson, and M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 743-767). Mahwah, NJ: Lawrence Erlbaum Associates.

Kruglanski, A.W., Jasko, K., Webber, D., Chernikova, M. & Molinario, E. 2018. "The Making of Violent Extremists." *Review of General Psychology*, *22*: 107-20. http://psycnet.apa.org/record/2018-12102-002

https://www.start.umd.edu/
(National Consortium for the Study of Terrorism and Responses to Terrorism)

Brandt, M. J., Sibley, C. G., & Osborne, D. (2019). What is central to political belief system networks? *Personality and Social Psychology Bulletin, 45*(9), 1352-1364.

https://www.cnn.com/interactive/2019/05/europe/finland-fake-news-intl/
McIntosh, E (2019). Finland is winning the war on fake news. What it's learned may be crucial to Western democracy. Article and video.

Recommended: Herek, G. M. (1986). The instrumentality of attitudes: Toward a neofunctional theory. *Journal of Social Issues, 42(2)*, 99-114.

November 17 Group Processes

Background: Levine, J. M., & Moreland, R. L. (1995). Group processes. In A. Tesser (Ed.), *Advanced social psychology* (pp. 418-465). New York: McGraw-Hill.

Nemeth, C.J., & Staw, B.M. (1989). The tradeoffs of social control and innovation in groups and organizations. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 22, pp. 175-210). New York: Academic Press.

Werner, C. M., Sansone, C., & Brown, B. B. (2008). Guided group discussion and attitude change: The roles of normative and informational influence. *Journal of Environmental Psychology, 28*, 27-41.

Sieber, J., & Ziegler, R. (2019). Group polarization revisited: A processing effort account. *Personality and Social Psychology Bulletin, 45*(10), 1482-1498.

November 22   **Attraction, Attachment, & Interdependence:**
                      From Liking to Close Relationships

Reminder: **November 22 is the deadline for clearing your final paper topic with the instructor.**

Background: Clark, M. S., & Pataki, S. P. (1995). Interpersonal processes influencing attraction and relationships. In A. Tesser (Ed.), *Advanced social psychology* (pp. 282-331). New York: McGraw-Hill.

Background: Clark, M. S. & Lemay, Jr., E. P. (2010). Close relationships. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, pp. 898-940). Hoboken, NJ: John Wiley and Sons.

Rusbult, C. E., & Van Lange, P. A. M. (1996). Interdependence processes. In E. T. Higgins and A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 564-596). New York: The Guilford Press.

Pagani, A. F., Parise, M., Donato, S., Gable, S. L., & Schoebi, D. (2020). If you shared my happiness, you are part of me: Capitalization and the experience of couple identity. *Personality and social Psychology Bulletin, 46*(2), 258-269.

TBD

Recommended: Holmes, J. G. (2002). Interpersonal expectations as the building blocks of social cognition: An interdependence theory analysis. *Personal Relationships, 9*, 1-26.

Recommended: Aron, A., Mashek, D., McLaughlin-Volpe, T., Wright, S., Lewandowski, G., & Aron, E. N. (2005). Including close others in the cognitive structure of the self. In M. W. Baldwin (Ed.), *Interpersonal cognition* (pp. 206-232). New York: Guilford Press.

Recommended: Pietromonaco, P. R., Uchino, B., & Dunkel Schetter, C. (2013). Close relationship processes and health: Implications of attachment theory for health and disease. *Health Psychology, 32*, 499-513.

November 29   **Final paper presentations**

December 1   **Final paper presentations**

December 6   **Final paper presentations**
December 8   **Final paper presentations**
                      May need to extend class time to accommodate all students.

December 16   **Final papers due by e-mail at 5 pm. (There is no final exam.)**
                      Additional student presentations may be scheduled 3-5 p.m.