

Psychology 5410/6410
Advanced Social Psychology
Fall 2024

Professor

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(please put "5410" or "6410"
in the subject header)

Office Hours: Wednesdays, 2-3 PM & Thursdays, 4-5 PM (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

Social psychology is the study of the influence people have on each other's thoughts, behaviors, and feelings. 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 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; and optionally, depending on student interests, 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 PM, Room 1715 Marriott Library.

Required Readings

Required weekly readings are available at no cost for individual educational use on the class Canvas website. Each week's readings will appear in a separate folder under "Modules." A detailed schedule of topics and readings begins on page 10 of this syllabus.

Class Website

Course materials (including all 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.

Belonging, Access, and Mutual Respect

One of my top priorities is 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 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 Access (CDA), (801) 581-5020 (V/TDD). CDA 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 CDA.

Critical Discourse

Our classroom community is an open space for free speech, critical discourse, and the civil exchange of ideas. Throughout this course, you may encounter some difficult discussions about contentious topics. Disagreement can be a valuable learning opportunity for all of us, and discussion of all views is a necessary part of the educational process. All members of our course are asked to do their part in creating an atmosphere of mutual respect and sensitivity toward others.

Disruptive behavior (e.g. harassment, defamatory or obscene speech, threats of violence, etc.) is strictly prohibited. As outlined in [Policy 1-007, Section III.E.1](#):

"...Students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student persists in behaving disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class and may refer the matter to the Office of the Dean of Students as described in [Policy 6-400](#)."

Students dismissed from classes may choose to [appeal the dismissal to the Office of the Dean of Students](#).

[Learn more about how your First Amendment rights apply to you as a student here at the U.](#)

A Note for Those Reviewing This Syllabus for HB 261 Compliance

Hello – For those reading this syllabus to assure its compliance to Utah State law HB 261 (Equal Opportunity Initiatives, 2024), I'd like to provide some context for the content of this advanced social psychology course.

Social psychology is the study of the influence people have on each other's thoughts, behaviors, and feelings. Since the 1930s, a cornerstone of the field of social psychology has been the study of intergroup relations, stereotyping and prejudice. These aspects of how people think about and respond to other people on the basis of their group membership are central to the field itself. Some of the methods of social psychology examine how the very nature of perceivable group differences may create intergroup disparities, even when the groups are

made up and therefore arbitrary, temporary, and meaningless. Of course, real social groups are not usually made up – they are important, with a rich and long-standing history of cultural, linguistic, and religious traditions. Thus, the study of social psychology – at its very core – examines how important group affiliations and identities influence social perceptions, social motives, and social behavior. It is important to understand that the readings in the syllabus do not advance a sociopolitical agenda of any kind – they don't tell people *what* they should think about other people or groups. Instead, they illustrate what social psychologists have learned over the past 90 years about *how* people think about other people (for example, what kinds of information do we notice and remember when we perceive someone as a member of a group?), the methods used to study these questions, and their utility for understanding events around the world. Important applications of this work include peacemaking and conflict reduction and workplace efforts to promote cohesion, productivity, and creativity.

Note also that the document of exceptions to HB 261 (53b-1-118, items 10b and 10c) in Utah Code specifically states that HB 261 does not apply to academic research (10b) and academic course teaching in the classroom (10c).

If you have any questions about the field of social psychology, please feel free to write to me directly at lisa.aspinwall@utah.edu.

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. *However, if you are not feeling well, please stay home and we will make arrangements for you to have equal, complete and timely access to all class activities.* Please provide as much advance notice as possible in such situations.

Lauren's Promise

Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes *Lauren's Promise* vows to:

1. Listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking;
2. Represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking, and;
3. Change campus culture that responds poorly to dating violence and stalking.

By making *Lauren's Promise*, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

Dignity & Belonging

I stand in support of compassion, dignity, value-of-life, fair treatment, belonging, and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more fair and compassionate for all individuals. I stand against discrimination in all its various forms.

Requirements of the Course & Grading

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. Students are also encouraged (but not required) to send the instructor any questions they may have before or after class, and to suggest questions or topics for class discussion (in person during class time or on the discussion boards in our Canvas page). Such activities definitely count as class participation.

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.

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 in a journal 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 Monday, October 21)

A take-home midterm examination will be distributed at the end of class on Tuesday, September 24 and due by e-mail at midnight on Monday, October 21. It is expected that you will spend one week preparing your answers – the larger window is intended to allow busy 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 no later than 5 PM Friday, December 13)

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 19, 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 19, 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.

The final paper is due on Friday, December 13, 5 PM, which represents a substantial extension of the university's final exam schedule (12/10/2024, 3 PM). Requirements continue on next page.

Final Paper Requirements, continued

- **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 at least 5 original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.
- **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 at least 8 original source journal articles. These journal articles may be reviews of the literature or new empirical contributions.
- **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 2-3 weeks of class, November 21, 26, and December 3 and 5. Please also reserve December 10, 1-3 PM (this is the time set aside for finals for our course in the university schedule. We don't have a final exam in this class, but we will use the finals time for the last set of student presentations). Presentations will be approximately 15 minutes each, followed by 5 min of class discussion (discussion will be led by US the presenter). There will be an opportunity for 1 or 2 students to present as early as November 19; however, no one will be required to present that early.

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 or useful 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 they don't. 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. Bottom line: Your call. Happy to discuss.

Important Administrative Details & Policies

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

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 in advance of the due date. 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 2 weeks 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, 2025.

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 written notice of days on which you will be unable to attend by the end of the second week of class.

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.

Content-related accommodations. All content provided has been carefully selected to guide you toward achievement of the learning objectives established for this course. Class topics are discussed for the sole purpose of expanding your personal knowledge and engagement. With that, there may be some content some students find to be in conflict with their sincerely-held core beliefs.

If applicable, you may choose to request a content accommodation to modify the reading, writing, viewing, listening, or performance requirements in the course. Be aware that instructors are not required to grant content accommodations. As per [Policy 6-100, Section III.Q.3](#):

"Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major."

It is your responsibility to determine if the course content is in conflict with your sincerely-held core beliefs. If so, please consider dropping the course. If you choose to drop the course, please be aware of the drop/withdrawal deadlines listed on the [Academic Calendar](#).

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.**

No group projects, no AI use. Although it is often helpful to discuss the paper assignments and course materials with other students, no group projects are allowed; your presentations, your final paper, and your take-home midterm exam must represent your own individual and original work. **Similarly, ChatGPT and other Artificial Intelligence apps may not be used in whole or in part in the preparation of papers or presentations in this class.** 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/or other materials available on the Internet (including AI-generated text) 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 August 30. Following this period, instructor approval for course withdrawal up until the deadline of October 18 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 optional background articles and then required, recommended, and related articles.**
- An article labeled “background” is optional and 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.**
- Students are invited to send articles they may find in the context of their own reading and research to the instructor for posting on the website to stimulate class discussion

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 20 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.

Selected pages will be handed out in class.

August 22 Social Comparison Theory/Normative Influence.1

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.

August 27 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.

Tesser, A. (1988). Toward a self-evaluation maintenance model of social behavior. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 21. *Social psychological studies of the self: Perspectives and programs* (pp. 181–227). Academic Press.

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.

August 29 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.

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 3 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 5 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 10 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.

Related: 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 12 Favorite Theory Day

Students should either a) choose 2 of the 4 journal articles below to read or b) read 1 of the articles of their choice and then find and read 1 more article that either tests or uses some aspect of the theory. Be ready to share what you've learned in small groups, and come with a list of questions about the theory and/or ideas for its application.

Dweck, C. S., & Yaeger, D. S. (2019). Mindsets: A view from 2 eras. *Perspectives in Psychological Science*, 14(3), 481-496.

Kruglanski, A. W. (1990). Lay epistemic theory in social-cognitive psychology. *Psychological Inquiry*, 1(3), 181-197.

See also: [Theory of Lay Epistemics: How Do Persons Know?](#)

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

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

September 17 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 19 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 24 Take-home midterm handed out in class, due October 21, midnight

September 24 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. [if you didn't already read this for favorite theory day]

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 26 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 1 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 3 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 8 & 10 Fall Break (no class)

October 15 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 17 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.

Torrez, B., Hollie, L., Richeson, J. A., & Kraus, M. W. (2024). The misperception of organizational racial progress toward diversity, equity, and inclusion. *American Psychologist*, 79(4), 581-592.

Recommended: See table of contents for American Psychologist special issue in module and additional materials.

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

Oct. 22 & Oct. 24 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.

Recommended: Quinn, D. M., & Chaudoir, S. R. (2009). Living with a concealable stigmatized identity: The impact of anticipated stigma, centrality, salience, and cultural stigma on psychological distress and health. *Journal of Personality and Social Psychology*, 97(4), 634-651.

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 of any group who anticipate and/or experience stereotyping and prejudice.

October 29 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.

Related: 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.

Oct. 31 & Nov. 5 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 7 Attitudes & Persuasion.1: Functional & Symbolic Approaches

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. Albarracín, B. J. Johnson, and M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 743-767). Mahwah, NJ: Lawrence Erlbaum Associates.

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

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.

**November 12 Attitudes & Persuasion.2: Social Media & Media Literacy;
Social Influence, Group Polarization, & Attitude Extremity**

<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.

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)

TBD and student choice articles (content to be determined depending on student interests)

November 14 Student Choice Day (see list of potential options and readings, pp. 18-19)

November 19 Student Choice Day & Early Final Paper Presentations

Reminder: November 19 is the deadline for clearing your final paper topic with the instructor. Students wishing to present on their final papers early may be scheduled on this day.

November 21 Student Choice Day & Early Final Paper Presentations

Student Choice Options for November 14, 19, & 21

Option A: Social Cognition.2: Implicit Processes: Theories & Methods, Critiques, & Applications

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.

Student choice -- Students can select their own reading that draws from – or critiques – either of these traditions.

Recommended: Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist*, 61(1), 27–41. <https://doi.org/10.1037/0003-066X.61.1.27>

Recommended: Greenwald, A. G., Nosek, B. A., & Sriram, N. (2006). Consequential validity of the Implicit Association Test: Comment on Blanton and Jaccard (2006). *American Psychologist*, 61(1), 56–61. <https://doi.org/10.1037/0003-066X.61.1.56>

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

Option B: 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.

Option C: Attraction, Attachment, & Interdependence: From Liking to Close Relationships

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.

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.

Option D: Favorite Theory Day.2 (Student Choice)

Option E: Other Topics (Student Choice)

November 26 **Final paper presentations**

November 28 **Thanksgiving Holiday (no class)**

December 3 **Final paper presentations**

December 5 **Final paper presentations**

December 10 **Final paper presentations, 1-3 PM**
(Final exam block scheduled by University; note that there is no final exam but we will use the time for the last presentations).
May need to extend class time to accommodate all students.

December 13 **Final papers due to Canvas at 5 PM (There is no final exam).**