

Psychology 870: Advanced Social Psychology
Autumn Quarter 2007
Monday 1:30 - 4:18
Lazenby Hall 120

Instructor

Russell Fazio
100c Lazenby Hall
Phone: 688-5408
E-mail: fazio.11@osu.edu

Course Overview

This course is intended to provide an introductory graduate-level survey of the content, theories, research paradigms, and findings of the field of social psychology. After completing this course, students should have a good understanding of the primary research traditions in social psychology, what types of questions social psychologists address, and current state of knowledge in the field. This course also serves as a “gateway” for enrollment in other graduate-level social psychology core courses and seminars.

The class will be conducted in a lecture/discussion format. Typically, class will open with a lecture aimed at providing an overview of some topic area or principle. The remainder of the session will be devoted to the discussion of related readings.

Course Textbook

Smith, E. R., & Mackie, D. M. (2007). *Social psychology* (3rd edition). New York: Psychology Press.

This is an excellent (and relatively advanced) text with a focus on basic thematic principles. It provides an outstanding overview of the field.

Course Requirements

Readings are assigned for each week, and are to be read by the Monday class with which they are associated. Each week's readings consists of: (a) chapters from the Smith & Mackie text, occasionally accompanied by a supplemental reading, and (b) a set of journal articles that are to form the focus of the class discussion and are aimed at providing illustrations of contemporary research. All the additional readings will be made available on the Carmen website, <http://carmen.osu.edu>.

Grades will be based on:

1. Midterm exam covering Weeks 2-5 of the syllabus and weighted 40% of the course grade. The midterm will be administered during class on October 29.
2. Final exam covering Weeks 7-9 of the syllabus and weighted 30%. The final will be administered during finals week. According to the Registrar's final exam schedule, the exam is scheduled for Wed, Dec. 5, 11:30 - 1:18.
3. Class participation weighted 30%. This includes contributions to the discussions in general, as well as the discussion(s) that each student will be leading. Each of the discussion articles will be assigned to a student, who will assume the responsibility of:
(a) preparing a single-page handout summarizing the reading for distribution to the class,
(b) presenting a brief overview of the article, (c) offering observations about the research, and (d) generating issues or questions for class discussion.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Suspected violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Students with disabilities

This syllabus is available in alternative formats upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

Tentative Schedule
(subject to change)

September 24: Course Introduction

October 1: Orientation and Overview; History and Basic Principles

Main Readings:

Smith & Mackie: Chapters 1 & 2

Jones, E. E. (1998). Major developments in five decades of social psychology. In D. L. Gilbert, S. T. Fiske, and G. Lindzey (Eds.), *The Handbook of Social Psychology* (pp. 3-57). New York: McGraw-Hill.

Discussion Focus and Readings: The power of language as an example of basic principles regarding accessibility and the construction of reality

Higgins, E. T., & Chaires, M. (1980). Accessibility of interrelational constructs: Implications for stimulus encoding and creativity. *Journal of Experimental Social Psychology, 16*, 348-361.

Stapel, D. A., & Semin, G. (2007). The magic spell of language: Linguistic categories and their perceptual consequences. *Journal of Personality and Social Psychology, 93*, 23-33.

October 8: Social Influence: Others as Sources of Arousal, Reward, and Information

Main Readings:

Smith & Mackie: Chapters 9 & 10, pp. 440 - 445, 517-524

Discussion Focus and Readings: Illustrations of the sometimes subtle power of norms

Epley, N., & Gilovich, T. (1999). Just going along: Nonconscious priming and conformity to social pressure. *Journal of Experimental Social Psychology, 35*, 578-589.

Hertel, G., & Kerr, N. L. (2001). Priming and in-group favoritism: The impact of normative scripts in the minimal group paradigm. *Journal of Experimental Social Psychology, 37*, 316-324.

Prentice, D., & Miller, D. (1993). Pluralistic ignorance and alcohol use on campus. *Journal of personality and social psychology, 64*, 243-256.

Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science, 12*, 105-109.

October 15: Attitudes: Formation and Persuasion*Main Readings:*

Smith & Mackie: Chapter 7

Discussion Focus and Readings: Illustrations of the influence of attitudes on perception and categorization

Balcetis, E., & Dunning, D. (2006). See what you want to see: Motivational influences on visual perception. *Journal of Personality and Social Psychology, 91*, 612-625.

Fazio, R. H., Ledbetter, J. E., & Towles-Schwen, T. (2000). On the costs of accessible attitudes: Detecting that the attitude object has changed. *Journal of Personality and Social Psychology, 78*, 197-210.

Shook, N. J., Fazio, R. H., & Eiser, J. R. (2007). Attitude generalization: Similarity, valence, and extremity. *Journal of Experimental Social Psychology, 43*, 641-647.

Kermer, D. A., Driver-Linn, E., Wilson, T. D., & Gilbert, D. T. (2006). Loss aversion is an affective forecasting error. *Psychological Science, 17*, 649-653.

October 22: Attitudes and Behavior*Main Readings:*

Smith & Mackie: Chapter 8, pp. 384-390

Discussion Focus and Readings: Illustrations of the potential cumulative effects of attitudes and social influence

Sweeney, P. D., & Gruber, K. L. (1984). Selective exposure: Voter information preferences and the Watergate affair. *Journal of Personality and Social Psychology, 46*, 1208-1221.

Baron, R. S. (2000). Arousal, capacity, and intense indoctrination. *Personality and Social Psychology Review, 4*, 238-254.

Cooper, J. (2007). *Cognitive dissonance: Fifty years of a classic theory*. Los Angeles: Sage Publications. [Read pages 157-177, which focus on dissonance-based social influence.]

October 29: Midterm

November 5: Self and Social Identity*Main Readings:*

Smith & Mackie: Chapters 4 & 6

Discussion Focus and Readings: Illustrations of some interesting phenomena related to self-evaluation, self-regulation, and self-handicapping

Stapel, D. A., & Blanton, H. (2004). From seeing to being: Subliminal social comparisons affect implicit and explicit self-evaluations. *Journal of Personality and Social Psychology*, 87, 468-481.

Vohs, K., & Heatherton, T. (2000). Self-regulatory failure: A resource-depletion approach. *Psychological Science*, 11, 249-254.

Landau, M. J., Solomon, S., Greenberg, J., Cohen, F., Pyszczynski, Arndt, J., Miller, C.H., Ogilvie, D. M., & Cook, A. (2004). Deliver us from evil: The effects of mortality salience and reminders of 9/11 on support for President George W. Bush. *Personality and Social Psychology Bulletin*, 30, 1136-1150.

Stone, J. (2002). Battling doubt by avoiding practice: The effects of stereotype threat on self-handicapping in white athletes. *Personality and Social Psychology Bulletin*, 28, 1667-1678.

November 19: Social Perception*Main Readings:*

Smith & Mackie: Chapters 3 & 5

Discussion Focus and Readings: Illustrations of the power and influence of stereotypes and impressions of others

Todorov, A., Mandisodza, A., Goren, A., & C. Hall. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.

Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26, 1329-1342.

Payne, B. K. (2006). Weapon Bias: Split-Second Decisions and Unintended Stereotyping. *Current Directions in Psychological Science*, 15, 287-291.

Shelton, J. N., & Richeson, A. (2005). Intergroup Contact and Pluralistic Ignorance. *Journal of Personality and Social Psychology*, 88, 91-107.

November 26: Social Relationships*Main Readings:*

Smith & Mackie: Chapters 11, 12, & 13

Discussion Focus and Readings: Illustrations of recent research on the consequences of social exclusion and on the development and maintenance of close relationships

Zadro, L., Williams, K. D., & Richardson, R. (2004). How low can you go? Ostracism by a computer is sufficient to lower self-reported levels of belonging, control, self-esteem, and meaningful existence. *Journal of Experimental Social Psychology*, 40, 560-567.

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.

Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The benefits of positive illusions: Idealization and the construction of satisfaction in close relationships. *Journal of Personality and Social Psychology*, 70, 79-98.

Scinta, A. & Gable, S. L. (2007). Automatic and self-reported attitudes in romantic relationships. *Personality and Social Psychology Bulletin*, 33, 1008-1022.