

## SOP 5058 (U01): Proseminar in Social Psychology

Fall 2014

### 1. Basic Information

Instructor: Asia A. Eaton, Ph.D.  
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<http://faculty.fiu.edu/~aeaton>

Class: DM 144, Wednesdays, 1:00-3:45pm  
 Office: DM 208, Tel: 305-348-0229  
 Office Hours: 10:00-11:00 Wednesdays

### 2. Course Description

Welcome to Proseminar in Social Psychology at FIU! The area of social psychology focuses on the psychological processes involved with how individuals perceive, judge, remember, reason about, feel, and behave toward other people and among other people. This course provides an in-depth review of some of social psychology's foundational themes and research literatures. We will review key theories, concepts, and findings using classic and contemporary papers as well as review chapters. As an advanced graduate seminar, the success of this course depends on your thorough and conscientious participation. You must read assigned material closely enough to engage course topics with your peers/colleagues in an empirically grounded and theoretically sophisticated manner.

### 3. Learning Objectives

My goal is for each of you to develop:

- 1) familiarity with classic and current issues in social psychology
- 2) an understanding of major theories driving social psychological research
- 3) appreciation for the principal methods in social psychology
- 4) the ability to use social psychological methods and theories to answer questions across various fields of psychology and in the real world
- 5) critical thinking skills regarding research, theory, methods, and social problems

### 3. Course Materials

All course materials will be available electronically in PDF format through Dropbox links.

### 4. Assignments and Grades

Grades will be based on your **Critique Papers** (50%), your **Group Presentation** (20%), your **Final Paper** (20%), and **Class Participation** (10%).

All written assignments (the Critique Papers and Final Paper) should be submitted through [Turnitin.com](http://Turnitin.com) using the Class ID: 8100432 and Password: SOP5058 (the class name is "SOP 5058: Proseminar in Social Psychology FALL 2014").

#### **Critique Papers**

To assist you in preparing for weekly discussions, each week you will write a brief paper (roughly 2 pages) critiquing and analyzing the assigned readings. You must complete 8/13 of these papers.

Specifically, your Critique Papers should include the following elements:

- 1) A thorough critique of one of the assigned articles (including theoretical, logical/inferential, methodological, and analytic/statistical strengths & weaknesses, where applicable); the critique should be of an empirical article unless all articles for that week are review papers (e.g., for the week on theories)
- 2) A discussion question for class from each of the assigned readings (all readings- empirical and review)

In your critique of the journal article it is crucial that you mention both strengths and weaknesses, and that any criticisms are fully explained. Saying that the sample size in a study was "too small," for example, is meaningless without an explanation of what it was too small to accomplish and why that limitation is important. You must also

offer a discussion question from each reading, including the reading that you critiqued. Discussion questions may arise directly from each reading, or they may be broader questions that link the issues raised in a particular readings to other topics already considered in the course, to other research domains within psychology, or to real-world phenomena (e.g., politics, legal proceedings, public health). Critique Papers must be submitted via Turnitin in a Word or PDF document no later than midnight on the Monday preceding the Wednesday class where we will discuss the readings. Scores on Critique Papers will constitute 50% of your final grade. When students begin group presentations (see below for details) you will be required to submit your discussion questions directly to that week's group by that Monday at midnight in addition to putting those questions in your Critique Paper that is submitted via Turnitin.

### **Group Presentation**

Once during weeks 8-13, small groups of students (approximately 3) will be responsible for presenting the assigned readings and for leading class discussion on those readings. You will sign up for a presentation group and topic the second week of class. All students in a group will receive the same grade for their presentation and discussion facilitation, and this assignment will constitute 20% of your final grade.

In your group presentation you will need to engage your classmates with interesting questions, you will need to identify weaknesses and strengths in the readings, and you will need to make conceptual, factual, and theoretical links between the assigned readings for that week and class readings and discussions from previous weeks. The presentation and discussion facilitation should last the entire class period. Your group may present in any format you like –with handouts, with PowerPoint slides, by writing on the board, using class exercises, etc.

Your presentation should cover, in the very least, the following points:

- 1) What did the readings inquire about (i.e., main questions or themes)?
- 2) What evidence is offered as an answer to these questions or in support of the author's claims?
- 3) Is the evidence offered sufficient? What else might be useful to know? Could alternative accounts explain the results?
- 4) How does the paper relate to other readings and class lectures/discussions?
- 5) What do these readings suggest about the future of research in this area?

Those students who are writing Critique Papers on the day of a Group Presentation will submit their discussion questions to the presenting group by Monday at midnight, as well as including those questions in their Critique Paper to be submitted to Turnitin by Monday at midnight.

### **Final Paper**

You will submit a Final Paper to Turnitin that proposes and “tests” a research question related to one or more of the class topics by Wednesday, December 10<sup>th</sup> at midnight. The paper should be roughly 10-12 pages (not counting references) and will include a review of the relevant psychological literature from refereed psychology journals, the development of clear and testable research hypotheses and/or a model(s), proposed analyses, a description of data collection and findings (which you can make up), and a discussion of the theoretical and practical implications of your proposed research. Tables, graphs, or time-consuming descriptions of data and findings are not needed.

The paper must be in APA style and must fully describe your study. Prior to writing the paper, you will have to briefly present your idea in front of the class by or on November 12<sup>th</sup> (this informal presentation will not be graded). Your Final Paper will comprise 20% of your final grade.

I will permit students to use existing in-progress proposals or ideas (not completed projects) for the final paper only if social psychology is included as a prominent piece of the proposal submitted for this class. Social psych theory, concepts, and findings must be used to support your project predictions and design. Even if this means modifying your existing idea in a way you will not ultimately use, it is critically important to incorporate and highlight the utility of social psychology in the proposal for this class.

### Class Participation

Please come to class prepared for a productive discussion. In addition to reading material closely, you will need to spend time contemplating the material, integrating or contrasting it with other material covered in the course or elsewhere in your graduate training. Come prepared with questions or observations intended to stimulate discussion. Coming to class and conscientiously participating in discussions constitutes 10% of your final grade.

**Critique Papers** = 120 points max (for the best 8 papers) = 50% of your final grade

**Group Presentation** = 48 points max = 20% of your final grade

**Final Paper** = 48 points max = 20% of your final grade

**Class Participation** = 24 points max = 10% of your final grade

- 90% or above = A range
- 80-89% = B range
- 70-79% = C range
- 60-69% = D range
- 59% and below = F

### 5. Scholarly Conduct and Academic Integrity

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create an environment that is conducive to learning. It should be noted that arriving in class late or leaving early is disruptive, and therefore strongly discouraged. Additionally, students should refrain from using electronic devices that disrupt class. This includes making or receiving phone calls, texting, e-mailing, online chatting or browsing during class.

Academic Integrity: All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person with respect to examinations, course assignments... examination papers or course materials, whether originally authorized or not” (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>

Specific Accommodations: Students who need accommodations for their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability or need information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible.

### 6. Course Outline

This calendar is a tentative schedule of what we will be covering in each class. The exact schedule may change.

Class Dates (Wednesdays)	Topic	Assignments
Week 1: August 27	Introduction	
Week 2: September 3	Some Overarching Theories in Social Psychology	<i>Critique Paper 1</i> due Monday September 1, midnight
Week 3: September 10	Methodological Challenges	<i>Critique Paper 2</i> due Monday September 8, midnight
Week 4: September 17	Automaticity and Control	<i>Critique Paper 3</i> due Monday September 15, midnight

Week 5: September 24	Attitudes and Persuasion	<i>Critique Paper 4</i> due Monday September 22, midnight
Week 6: October 1	Belonging and Rejection	<i>Critique Paper 5</i> due Monday September 29, midnight
Week 7: October 8	Social Cognition	<i>Critique Paper 6</i> due Monday October 6, midnight
Week 8: October 15	Prejudice, Stereotyping, and Discrimination	<i>Critique Paper 7</i> due Monday October 13, midnight <i>Group Presentation 1</i>
Week 9: October 22	Goal Pursuit and Self-Regulation	<i>Critique Paper 8</i> due Monday October 20, midnight <i>Group Presentation 2</i>
Week 10: October 29	The Self	<i>Critique Paper 9</i> due Monday October 27, midnight <i>Group Presentation 2</i>
Week 11: November 5	Intimate Relationships	<i>Critique Paper 10</i> due Monday November 3, midnight <i>Group Presentation 4</i>
Week 12: November 12	Social Power	<i>Critique Paper 11</i> due Monday November 10, midnight <i>Group Presentation 5</i>
Week 13: November 19	Group behavior	<i>Critique Paper 12</i> due Monday November 17, midnight <i>Group Presentation 6</i>
Week 14: November 26	NO CLASS	THANKSGIVING HOLIDAY
Week 15: December 3	Culture	<i>Critique Paper 13</i> due Monday December 1, midnight
December 10	NO CLASS	<i>Final Paper</i> due Wednesday, December 10, midnight

## 7. Readings

### Week 2: **Some Overarching Theories in Social Psychology** (N=4)

- Cooper, J. (2012). Cognitive dissonance theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology*, Volume 1 (pp. 377-397), Los Angeles, CA: Sage.
- Corcoran, K., Crusius, J., & Mussweiler, T. (2011). Social comparison: Motives, standards, and mechanisms. In D. Chadee (Ed.) *Theories in social psychology* (pp. 119-139). Oxford, UK: Wiley-Blackwell.
- Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2, 204-222.
- Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology*, 25(6), 881-919.

#### Optional Article

- Van Lange, P. A. M. (2013). What we should expect from theories in social psychology: Truth, abstraction, progress, and applicability as standards (TAPAS). *Personality and Social Psychology Review*, 17(1), 40-55.

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 Week 3: **Methodological Challenges** (N=5)  
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Classic/Seminal Articles

Mook, D. G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Sears, D. O. (1986). College sophomores in the laboratory: Influence of a narrow database on social psychology's view of human nature. *Journal of Personality and Social Psychology*, 51, 515-530.

Contemporary Articles

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851.

Pashler, H., & Harris, C. R. (2012). Is the replicability crisis overblown? three arguments examined. *Perspectives on Psychological Science*, 7(6), 531-536.

Stroebel, W., & Strack, F. (2014). The alleged crisis and the illusion of exact replication. *Perspectives on Psychological Science*, 9(1), 59-71.

Optional Chapter

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 51-81). Hoboken NJ: Wiley.

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 Week 4: **Automaticity and Control** (N=3)  
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Classic/Seminal Articles

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71, 230-244.

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50, 179-211.

Contemporary Articles

Payne, B. K. (2005). Conceptualizing control in social cognition: How executive control modulates the expression of automatic stereotyping. *Journal of Personality and Social Psychology*, 89, 488-503.

Optional Chapter

Dijksterhuis, A. J. (2010). Automaticity and the unconscious. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 228-267). Hoboken NJ: Wiley.

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 Week 5: **Attitudes and Persuasion** (N=4)  
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Classic/Seminal Articles

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.

Contemporary Articles

Gawronski, B., & LeBel, E. P. (2008). Understanding patterns of attitude change: When implicit measures show change, but explicit measures do not. *Journal of Experimental Social Psychology*, 44(5), 1355-1361.

Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, 35, 472-482.

Optional Chapter

Banaji, M. R., & Heiphetz, L. (2010). Attitudes. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 353-393). Hoboken NJ: Wiley.

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 Week 6: **Belonging and Rejection** (N=3)  
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Classic/Seminal Articles

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*, 497-529.

Contemporary articles

MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, *131*, 202-223.

Twenge, J. M., Baumeister, R., DeWall, C. N., Ciarocco, N. J., & Bartels, M. J. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, *92*, 56-66.

Optional Chapter

Leary, M. R. (2010). Affiliation, Acceptance, and Belonging. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 864-897). Hoboken NJ: Wiley.

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Week 7: **Social Cognition** (N=3)  
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Classic/Seminal Articles

Fiske, S. T. (1992). Thinking is for doing: Portraits of social cognition from daguerreotype to laser photo. *Journal of Personality and Social Psychology*, *63*, 877-889.

Contemporary articles

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: Warmth, then competence. *Trends in Cognitive Sciences*, *11*, 77-83.

Willis, J., & Todorov, A. (2006). First impressions: Making up your mind after a 100-ms exposure to a face. *Psychological Science*, *17*, 592-598.

Optional Chapter

Macrae, C. N., & Quadfleig, S. (2010). Perceiving people. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 428-463). Hoboken NJ: Wiley.

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Week 8: **Prejudice, Stereotyping, and Discrimination** (N=4)  
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Classic/Seminal Articles

Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology*, *67*, 808-817.

Steele, C. M. & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*, 797-811.

Contemporary articles

Brescoll, V. L., Uhlmann, E. L., & Newman, G. E. (2013). The effects of system-justifying motives on endorsement of essentialist explanations for gender differences. *Journal of Personality and Social Psychology*, *105*(6), 891-908.

Schultz, J. R., & Maddox, K. B. (2013). Shooting the messenger to spite the message? Exploring reactions to claims of racial bias. *Personality and Social Psychology Bulletin*, *39*(3), 346-358.

Optional Chapter

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

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Week 9: **Goal Pursuit and Self-Regulation** (N=3)  
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Classic/Seminal Articles

Crowe, E., & Higgins, E. T. (1997). Regulatory focus and strategic inclinations: Promotion and prevention in decision-making. *Organizational Behavior and Human Decision Processes*, *69*(2), 117-132

Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trötschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, *81*, 1014-1027.

Contemporary articles

Gailliot, M. T., Baumeister, R. F., DeWall, C. N., Maner, J. K., Plant, E. A., Tice, D. M., . . . Schmeichel, B. J. (2007). Self-control relies on glucose as a limited energy source: Willpower is more than a metaphor. *Journal of Personality and Social Psychology*, *92*(2), 325-336.

Optional Chapter

Bargh, J. A., Gollwitzer, P. M., & Oettingen, G. (2010). Motivation. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 286-316). Hoboken NJ: Wiley.

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Week 10: **The Self** (N=3)  
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Classic/Seminal Articles

Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology*, *71*(1), 83-93.

Leary, M. R., Haupt, A. L., Strausser, K. S., & Chokel, J. T. (1998). Calibrating the sociometer: The relationship between interpersonal appraisals and the state self-esteem. *Journal of Personality and Social Psychology*, *74*(5), 1290-1299.

Contemporary articles

McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. *Personality and Social Psychology Review*, *15*, 3-27.

Optional Chapter

Swann, W. B., & Bosson, J. K. (2010). Self and identity. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 589-628). Hoboken NJ: Wiley.

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Week 11: **Intimate Relationships** (N=4)  
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Classic/Seminal Articles

Clark, M. S. (1984). Record keeping in two types of relationships. *Journal of Personality and Social Psychology*, *47*(3), 549-557.

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.

Contemporary articles

Ratliff, K. A., & Oishi, S. (2013). Gender differences in implicit self-esteem following a romantic partner's success or failure. *Journal of Personality and Social Psychology*, *105*(4), 688-702.

Katz, J., Kuffel, S. W., & Brown, F. A. (2006). Leaving a sexually coercive dating partner: A prospective application of the investment model. *Psychology of Women Quarterly*, *30*(3), 267-275.

Optional Chapter

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

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Week 12: **Social Power** (N=4)  
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Classic/Seminal Articles

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

Contemporary articles

Goodwin, S. A., Gubin, A., Fiske, S. T., & Yzerbyt, V. Y. (2000). Power can bias impression processes: Stereotyping subordinates by default and by design. *Group Processes & Intergroup Relations*, *3*(3), 227-256.

Galinsky, A. D., Gruenfeld, D. H., & Magee, J. C. (2003). From power to action. *Journal of Personality and Social Psychology*, *85*, 453-466.

Overbeck, J. R., & Droutman, V. (2013). One for all: Social power increases self-anchoring of traits, attitudes, and emotions. *Psychological Science*, *24*(8), 1466-1476.

Optional Chapter

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

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 Week 13: **Group Behavior** (N=3)  
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Classic/Seminal Articles

Myers, D. G., & Lamm, H. (1975). The polarizing effect of group discussion. *American Scientist*, 63(3), 297–303.

Contemporary articles

Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: How social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin*, 31, 443-455.

Pronin, E., Berger, J., & Molouki, S. (2007). Alone in a crowd of sheep: Asymmetric perceptions of conformity and their roots in an introspection illusion. *Journal of Personality and Social Psychology*, 92, 585-596.

Optional Chapter

Hackman, J. R., & Katz, N. (2010). Group behavior and performance. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 1208-1251). Hoboken NJ: Wiley.

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 Week 14: **NO CLASS: THANKSGIVING**  
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 Week 15: **Culture** (N=3)  
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Classic/Seminal Articles

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

Contemporary articles

Balcutis, E., Dunning, D., Miller, R. L. (2008). Do collectivists know themselves better than individualists? Cross-cultural studies of the holier than thou phenomenon. *Journal of Personality and Social Psychology*, 95, 1252-1267.

Siy, J. O., & Cheryan, S. (2013). When compliments fail to flatter: American individualism and responses to positive stereotypes. *Journal of Personality and Social Psychology*, 104(1), 87-102.

Optional Chapter

Heine, S. J. (2010). Cultural psychology. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 1423-1464). Hoboken NJ: Wiley.