

**Psychology 5410/6410**  
**Advanced Social**  
**Psychology Fall, 2020**

Instructor: Dr. Carol Sansone  
Office: 810 SBSB  
Phone: 801-581-3667  
E-mail: [carol.sansone@psych.utah.edu](mailto:carol.sansone@psych.utah.edu)  
(Office hours: Mon, 3:00-4, or by appointment)

Overview. This course is intended as a graduate level [and advanced undergraduate] core course that surveys the field of social psychology and provides foundational knowledge of a very large field. As such, we will be covering a range of topics that samples from most of the major areas of study in social psychology. Not all areas are covered, of course, but the topics we will discuss were selected to highlight how different core areas can connect to each other, and provide insights for understanding many of the intriguing and perplexing phenomena we see and experience in everyday life! We will start with the focus on the individual, and work our way out to his or her social and environmental context. However, as we go along we'll see that from its beginning, social psychology has considered the distinction between the person and the context as problematic, because people are embedded in social contexts.

**Primary Objectives:** I want you to come away from the course thinking like a social psychologist. That means developing a perspective that allows you to observe behavior on a variety of levels and think about how the social world in which we all exist is integral to understanding and predicting that behavior. Hopefully, you will also come away with some motivation to answer questions in the context of your own interests.

Because this course is a foundational course, with students from a variety of backgrounds (ranging from no previous courses in social psychology to having had several courses and research experience), many of the **readings are older “classics”, or secondary sources that review and explain these classics.** The readings will likely be differentially challenging each week depending on your background. I will plan to briefly review some of the points of the readings and describe some new work at the beginning of each class period; however, it would be helpful for you to send me any questions about the readings ahead of class to guide what I talk about at the beginning of the class.

In addition to reading about some of the essential background knowledge and content of the field, however, I also want you to actively try to use that knowledge to understand ‘real-life’ behavior. It is when we try to use that knowledge that we begin to really understand it, what it can help us to know, as well as its limitations. Thus, the class is structured **to apply the knowledge from readings and lecture to “slices” of real-life people in real-life situations.**

The class is also structured so that you take an active role in your own and your peers’ learning. Thus, part of the **class will entail your working with other students to guide discussion. You will also be expected to take an active role in discussion every week,** contributing points informed by the readings and potentially raising new questions.

Finally, you will also **develop a research proposal of your own (if you are enrolled in Psy6410),** where you take something from the field of social psychology and apply it to whatever topic you are interested in. These proposals are the final projects in the class, and as such represent an opportunity to showcase your cumulative

[NOTE: The university requires that students registered for 6410 (typically graduate students) must be “held to a higher standard or do additional work” than students registered for 5410 (typically advanced undergraduate students). Students registered for **5410 are not required to do the research proposal, but have an alternative final project of selecting and summarizing two journal articles (see details below).**]

### Applications to ‘slices of life’

For most topics, there are brief newspaper articles that describe or discuss thoughts, feelings, and/or actions of a variety of real people in real situations. These articles were chosen because they appeared to be good examples that reflect many of the concepts or questions that we will cover under particular topics.

We will use these articles to focus our class discussions. That is, we will discuss the readings each week in light of how they address questions sparked by thinking about the real-life issues or questions illustrated in the article.

Each week (starting with week 3) thus begins with reading the slice-of-life article, and considering the implications for that’s week topic; you will be asked to jot down some ideas, and then go on to learn about the topic. **Working in groups, for two of the topics** you will be responsible for identifying issues or questions for the class to discuss, and leading the discussion. Your group should have the discussion questions for the class ready to post the week before the topic is covered. **For four other topics, you will submit an individually prepared two-page paper** that address one of the discussion questions for that topic. (See below for details). *At least one of these individual papers should be submitted prior to Oct. 7 (when the VP debate will occur).*

### Weekly discussion and participation

For the class to work well, it is essential that every student take an active role in thinking about the topic, doing the reading, and thinking about how the knowledge applies to the slice-of-life article. One way to participate and contribute to the discussion is to read the slice-of-life article first, jot down some ideas or questions, and then consider whether the readings and class discussion help to address the things you noted.

This can help you respond to the discussion questions during class. That is, a **second way to contribute to the class is to come to class prepared to discuss at least one of the discussion questions in depth, informed by the readings.** Even if you have not prepared a written paper for that week, therefore, you should be familiar with the slice of life article and the psychology readings for that week, and be prepared to contribute to the discussion.

You will receive points every week based on your participation (except for the two weeks when your group is leading the discussion). Your two lowest scores will be dropped when calculating final grades (calculated out of 50 total possible points). Points will be awarded per week as follows:

- 7 – recorded relevant thought/question in response to initial reading of slice-of-life article, and made at least two informed comment during class discussion
- 5 -- either recorded relevant thought/question, *or* made at least two informed comment during class discussion, but not both
- 4 -- did not record thought/question, but made one good informed comment during class discussion
- 3 – recorded relevant thought/question, but did not make any good informed comments during class

discussion

1 -- did not record relevant thought/question or contribute good informed comments, but did respond to discussion generally

0 – did not contribute

### Individually Prepared Discussion Papers

For 4 out of 10 topics, you will submit a two-page paper that addresses one of the discussion questions for that topic (at least one of the papers should be submitted prior to Oct. 7, the scheduled VP debate). These papers should be completed individually, and **are due by 5:00 p.m. on the Tuesday before class (submit in Canvas). You may also submit a revised paper by 5:00 p.m. on Friday, if you choose to do so after the class discussion; if you submit a revised paper, your grade will be based on that version.** Your papers will be graded in terms of how accurately you described the field's knowledge as presented in the readings and how accurately you applied it to the question. Points (out of possible total of 50 points per paper) will be awarded as follows:

50 = outstanding; accurately described and defined relevant constructs/findings from the readings, made clear connections to the slice of life article; *brought in multiple readings/past readings, and/or identified new questions or limitations of the readings*

46 = very good; accurately described and defined relevant constructs/findings from the readings; made clear connection to the slice of life article.

42 = satisfactory for advanced class; mentioned some relevant constructs from the readings, but omitted some that were relevant or did not clearly define the constructs after listing them; made connection to slice of life article

38 = Ok, but some clearly relevant constructs from reading are missing, or inaccurately defined (grade range reflects judgment about how wide the problem is)

35 or below = unsatisfactory

### Group Work:

Your group should sign up for 2 of the topics that will be covered during the semester. Your group will be responsible for generating 4-5 discussion questions that will be distributed to the rest of the class the week before that topic is discussed. **You should plan to touch base with me at least 10 days before your group will lead the discussion** so that we can work through the questions and plan for discussion.

It is important that you work *as a group*, not a collection of individuals. Working in groups can help you learn the material better and more deeply, provoke new ideas (particularly when the group is more diverse), and make the process more enjoyable, so I encourage you to identify times you can get together as a group (either in person or electronically) and use those times when it's your group's turn to lead discussion.

To aid in the positive aspects of working together, groups are constructed randomly, sampling from individuals from different backgrounds and levels. **To provide a check that all individuals are contributing, members of each group will also provide a grade regarding effort levels of other members of the group (0-100%).** If you believe all members contributed equally, you would give each 100%; if you believe a group member contributed less than other group members, you should adjust in increments of 5% (e.g., if person did not do the reading by the time the group is generating potential questions; if person did not help to generate any questions). These grades should be mindful of legitimate barriers to a person providing that effort (e.g., scheduling time for group meeting that the person cannot attend because of other commitments; sudden illness or family problem; etc.); if there are legitimate barriers, the group should work out how the person can contribute in other ways. These effort grades will be averaged across group members to create an overall effort score for each of the two group assignments, which will be used to adjust the group grade that each person

***How to generate discussion questions and lead group discussion***—being able to generate good discussion questions is an important skill for teaching, as well as learning. It helps to think about the process as a case of **reverse engineering**—that is, start with what points you want people to think about and consider given the set of readings, and then work backwards to develop questions that can guide them in that direction.

So, here's suggestions for how to go about this process:

1. Read slice of life article, and at least skim all the assigned readings for the topic
2. Identify at least 4 points you want students to get from the readings
3. Think about how these points are (or are not) illustrated by something in the slice of life article associated with that topic
4. Generate draft questions; all readings should be used, though each reading does not need to be relevant for every question. For example:
  - Compare/contrast how two different articles might explain the same thing in the slice of life article
  - Identify how some construct explained in reading could help understand something in the slice of life article
  - Identify something in the slice of life article that readings cannot address, or address well
5. Send me draft questions for feedback; your group should plan to meet with me in person or electronically to go over the questions.
6. Revise the questions, send final version for me to post
7. During class, briefly summarize the slice of life article, and then go through discussion questions. If students are not responding, think about other questions that could get them started. For example, if a discussion question is "Compare/contrast how theory x and theory y would explain Harry's lashing out at Draco in the men's bathroom", start with "Do you think Harry was justified?" or "Why do you think Harry did that? Would [person who proposed theory x] agree?"

Once discussion starts, the specific answers to the questions are less important than if students understand and consider the points you identified as important. It's even better if they go beyond the initial points and bring up other points that are also important!

EVALUATION of group work: Points will be awarded (out of 75 total possible points per group discussion) using the following guidelines:

75 -- if all of the following are strong:

- Group knows the readings and slice of life article, can identify at least 4 points they want to come out in discussion
- Sent draft questions to me ahead of time that covered all the readings
- Revises and finalizes discussion questions taking into account feedback
- Leads discussion during class, following up questions or suggestions, helping lead to insights and potentially new questions that arise as part of the discussion

70 -- If one of the above is relatively weaker (e.g., group is not familiar with some of the readings; group does not incorporate feedback when revising questions; group does not follow up student comments or further class discussion when discussing a question )

65 -- If two of these are relatively weaker, or one is missing

60 -- If more severe problems with two or more, or more than one is missing

55 -- If problems are consistent across all 4 items

50 or below -- Not acceptable group discussion assignment

This group grade will be multiplied by percent effort grade from others in the group (e.g., if group grade is 75, and person got an 85% average effort grade from others in the group, then that person's group grade is 85% of 75 = 63.75; if the person got a 100% average from others, the person's group grade is 100% of 75=75).

### **Final Research Proposal (For students in psy6410 only):**

Students are to come up with a research proposal applying a social psychological perspective/issue to their own area of interest. The research proposal should be no longer than 10 pages, and include at least two **social psychology journal articles** not on the class reading list. (Examples of relevant journals would be the Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, Journal of Experimental Social Psychology, Basic and Applied Social Psychology, Social Psychology and Personality Science, etc. If you are not sure whether an article qualifies, check with me.) The purpose is to have you actually apply some aspect of social psychology to the area of research you are most interested in, and allow you to really think about social psychological issues conceptually and methodologically in that context. My hope is that it will turn out to be useful (and interesting) for you! Essentially, the research proposal should look similar to the intro and methods sections of an APA-style paper.

Students will present their proposals to the rest of the class during the last week of classes (Dec. 2nd). Hopefully, this will give us an idea of the different kinds of research people are interested in, as well as how social psychological issues can be examined in a variety of research contexts.

Points for research proposals (out of 100 total possible) will be awarded according to the following guidelines:

45 points

- whether the literature reviewed is relevant (please turn in to me copies of cited articles, in case I am not familiar with them)
- whether the literature is appraised and applied accurately

45 points

- your design
- your predictions

10 points -- limitations and implications of potential findings (1-2 paragraphs should suffice)

Your written research proposal should be submitted in Canvas by midnight on Dec. 7th.

I encourage you to be thinking about potential areas in social psychology as we go along, and come to me early on if you have any questions, problems, etc. I also strongly encourage you to meet with me at least once to make sure that your idea for your research proposal is appropriate for the assignment.

### **Final Project (for those registered in Psy5410 only)**

You will identify, read and summarize two **social psychology journal articles** not on the class reading list that are either relevant to one of the class topics, or to another social psychology topic not covered in class that you may be interested in reading more about. For either a class topic or a new topic, you should start by first clearly defining the topic you are addressing. Then, you will provide a one-page summary for each of the 2 articles, using the template for presenting articles to the class (**however, you will not be required to present these to the class**). You should also provide 1-2 paragraphs about why you selected these two articles, from the perspective of a budding social psychologist! For example, do they raise questions about

what was presented in the main readings (e.g., challenge of replication, or something that calls into question the previous interpretation of similar findings) or extend the previous findings to other populations or cultures, or to other contexts or settings, etc. –and why you found that interesting and important.

Points for final projects (out of possible 100 total) will be awarded according to the following guidelines:

- 15 points -- Whether the topic is clearly defined
- 15 points -- Whether the two articles are relevant to the topic
- 50 points -- Whether the articles are summarized correctly and meaningfully
- 20 points -- Whether you clearly articulate your reasoning for selecting these articles

Your written final project should be submitted in Canvas by midnight on Dec. 7th.

### **Evaluation for students signed up for 6410**

There are four sources of evaluation, totaling 500 points possible:

- Group work (leading discussion) (2 @ 75) = 150 total possible
- Individual discussion papers (4 @ 50) = 200 total possible
- Weekly discussion and participation = 50 total possible
- Research Proposal = 100 total possible

### **Evaluation for students signed up for 5410:**

There are four sources of evaluation, totaling 500 points possible:

- Group work (leading discussion) (2 @ 75) = 150 total possible
- Individual discussion papers (4 @ 50) = 200 total possible
- Weekly discussion and participation = 50 total possible
- Final Project = 100 total possible

Because expectations are higher for advanced core courses than the typical undergraduate courses, the expected average grade in these core courses is a B+. If you receive a grade above a B+, that means you have performed at a level that is above the average (good) performance; if you score below a B+, that means you have performed at a level that is lower than the average (good) performance. For Psychology graduate students, students need a grade of B or higher for the course to count toward requirements.

### **Final grade distribution:**

- A = 470 points and above
- A- = 440 - 469 points
- B+ = 410 - 439 points
- B = 390 - 409 points
- B- or below = Below 390 points (prorated if needed)

### **Americans with Disabilities Act Policy**

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 the class, reasonable prior notice needs to be given to the Center for Disability Services (<http://disability.utah.edu/>), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

### **Student Rights and Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the

Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed 7 in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Student Rights and Responsibilities:  
<http://www.regulations.utah.edu/academics/6-400.html>

### **Student Support & Accommodations**

#### **Americans with Disabilities Act (ADA) Statement**

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 the 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 information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

More information can be found in the CDS Student Handbook: <http://disability.utah.edu/documents/CDS-Student-Handbook.pdf>.

### **Content Accommodations.**

There will be no content accommodations in this class. Please review the syllabus and topics carefully and be sure that you are able to engage all of the topics we will be covering this semester.

### **Drop/Withdrawal**

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

### **Veterans Center**

If you are a **student veteran**, The U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

### **University Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message.

**For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu) (Links to an external site.).**

### **Addressing Sexual Harassment**

University Safety Statement Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## **OUTLINE OF TOPICS**

1. August 26—Introduction and History
2. September 2--Methodology
3. September 9—The Self
4. September 16—Self-motives and self-regulation
5. September 23—Stigmatized self
6. September 30—Emotion/Affect
7. October 7—Person Perception [AT LEAST ONE DISCUSSION PAPER HAS BEEN SUBMITTED]
8. October 14—Attribution (and attributional) theories and biases
9. October 21—Attitudes and Attitude-Behavior relationship
10. October 28—Attitude Change and Persuasion
11. November 4—Interpersonal attraction and relationships
12. November 11--Social influence in groups and group dynamics
13. November 18—Intergroup relations and group conflict
14. November 25—No Class—work on research proposals or final projects
15. December 2—Student presentations

**FINAL PROPOSALS/PROJECTS DUE December 7th by midnight**



Readings (copies on Canvas class site)

## 1. HISTORY

- Lewin, K. (1951). Formalization and progress in psychology. In K. Lewin, *Field Theory in Social Science* (pp. 1-29). NY: Harper & Row.
- Taylor, S. E. (1998). The social being in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of Social Psychology* (4<sup>th</sup> ed., Vol. I, pp. 58-95). Boston, MA: McGraw-Hill.
- Festinger, L. (1980). Looking backward. In L. Festinger (Ed.), *Retrospections on Social Psychology*. New York: Oxford University Press.

## 2. METHODOLOGY

- Sansone, C., Morf, C.C., & Panter, A.T. (2004). The research process: Of big pictures, little details, and the social psychological road in between. In C. Sansone, C.C. Morf, & A.T. Panter (Eds.), *Handbook of Methods in Social Psychology* (pp. 3-16). Thousand Oaks, CA: Sage.
- Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Sansone, C., Vazire, S., & West, S. G. (2014). [Improving the dependability of research in personality and social psychology: Recommendations for research and educational practice](#). *Personality and Social Psychology Review*, 18, 3-12.
- Reis, H. T., & Gosling, S. D. (2010). Social psychological methods outside the laboratory. *Handbook of social psychology* (5<sup>th</sup> edition, pp. 82-114). Hoboken, NJ: John Wiley & Sons, Inc.
- Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. *Handbook of social psychology* (5<sup>th</sup> edition, pp. 51-81). Hoboken, NJ: John Wiley & Sons, Inc.

## 3. THE SELF

- Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38, 299-337.
- Cooley, C. H. (1902). Excerpt from *Human Nature and the Social Order*. NY: Scribner. Reprinted in Halberstadt & Ellyson (Eds.) *Social Psychology Readings*. NY: McGraw-Hill (pp.61-67).
- James, W. (1890). The self in principles of psychology. New York: Holt. Reprinted in R. F. Baumeister (Ed.) *The self in social psychology. Key readings in social psychology*, (pp. 69-77). Philadelphia: PA Psychology Press/Taylor & Francis.
- Markus, H.R. (2017). American=Independent? *Perspectives on Psychological Science*, 12, 855-866.

## 4. SELF-MOTIVES AND SELF-REGULATION

- Festinger, L. (1954). A theory of social comparison processes. Reprinted from *Human Relations*, 7, pp. 238-261.
- Greenwald, A. (1980). The totalitarian ego. *American Psychologist*.

- Leary, M.R. (1999). Making sense of self-esteem. *Current Directions in Psychological Science*, 8, 32- 35.
- Kwang, T., & Swann, W. B. (2010). Do people embrace praise even when they feel unworthy? A review of critical tests of self-enhancement versus self-verification. *Personality and Social Psychology Review*, 14(3), 263-280.
- Higgins, E.T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.

## 5. STIGMATIZED SELF

- 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.
- Levy, B. (1996). Improving memory in old age through implicit self-stereotyping. *Journal of Personality and Social Psychology*, 71, 1092-1107.
- Crocker & Major (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.
- Major, B. & O'Brien, L.T. (2005). The social psychology of stigma. *Annual Review of Psychology*, 56, 393-421.

## 6. EMOTION/AFFECT

- Schachter, S., & Singer, J.E. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2, 300-319.
- Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13 (5), 505-521.
- Gendron, M., Crivelli, C., & Barrett, L.F. (2018). Universality reconsidered: Diversity in making meaning of facial expressions. *Current Directions in Psychological Science*, 27, 211-219.

## 7. PERSON PERCEPTION AND SOCIAL COGNITION:

- 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.
- Bargh, J.A., & Chartrand, T. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- Chen, J. M. (2019). An integrative review of impression formation processes for multiracial individuals. *Social and Personality Psychology Compass*, 13(1), e12430.
- Halberstadt, A. G., Castro, V.L., Chu, Q., Lozada, F.T., & Sims, C.M. (2018). Preservice teachers' racialized emotion recognition, anger bias, and hostility attributions. *Contemporary Educational Psychology*, 54, 125-138.

## 8. ATTRIBUTION (AND ATTRIBUTIONAL) THEORIES AND BIASES

- Kelley, H.H., & Michela, J.L. (1980). Attribution theory and research. *Annual review of psychology*, 31, 457-501.

- Nisbett, R., & Ross, L. (1980). Causal analysis. In Nisbett & Ross's *Human inference: Strategies and shortcomings of social judgment*. pp. 113-138.
- Taylor, S. E., & Brown, J.D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.
- Noranzayan, A., & Nisbett, R.E. (2000). Culture and causal cognition. *Current Directions in Psychological Science*, 9, 132-135.
- Gilbert, D. T. (1989). Thinking lightly about others: Automatic components of the social inference process. In J. Uleman & J. Bargh (Eds.), *Unintended thought* (pp. 189-211). New York: Guilford Press.

## 9. ATTITUDES AND ATTITUDE-BEHAVIOR RELATIONSHIP

- Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.
- Jost, J. T. (2019). The IAT Is Dead, Long Live the IAT: Context-Sensitive Measures of Implicit Attitudes Are Indispensable to Social and Political Psychology. *Current Directions in Psychological Science*, 28(1), 10–19.
- Rudman, L.A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13, 79-82.
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The Reasoned Action approach* (pp. 37-64). New York: Psychology Press.
- Fazio, R. H., & Roskos-Ewoldsen, D. R. (2005). Acting as we feel: When and how attitudes guide behavior. In T. C. Brock & M. C. Green (Eds.), *Persuasion: Psychological insights and perspectives* (pp. 41-62). Thousand Oaks, CA, US: Sage Publications, Inc.

## 10. ATTITUDE CHANGE AND PERSUASION

- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *The Journal Of Abnormal And Social Psychology*, 58(2), 203-210. doi:10.1037/h0041593
- Fazio, R. H., Zanna, M. P., & Cooper, J. (1977). Dissonance and self-perception: An integrative view of each theory's proper domain of application. *Journal of Experimental Social Psychology*, 13, 464-479.
- Petty, R. E. & Briñol, P. (2015). Processes of social influence through attitude change. In E. Borgida & J. Bargh (Eds.), *APA Handbook of Personality and Social Psychology (Vol.1): Attitudes and social cognition* (pp. 509-545). Washington, D. C.: APA Books.
- Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, 21, 261-301.
- Rydell, R. J., McConnell, A. R., & Mackie, D. M. (2008). Consequences of discrepant explicit and implicit attitudes: Cognitive dissonance and increased information processing. *Journal of Experimental Social Psychology*, 44, 1526-1532. doi:10.1016/j.jesp.2008.07.006

## 11. INTERPERSONAL ATTRACTION AND RELATIONSHIPS

- Reis, H.T., Collins, W.A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126, 844-872.
- Reis, H.T., Aron, A., Clark, M.S., & Finkel, E.J. (2013). Ellen Berscheid, Elaine Hatfield, and the emergence of relationship science. *Perspectives on Psychological Science*, 8, 558-572. doi: 10.1177/1745691613497966.
- Murray, S.L., Holmes, J.G., & Griffin, D.W. (2003). Reflections on the self-fulfilling effects of positive

illusions. *Psychological Inquiry*, 14, 289-295.

Fletcher, G.J.O., Simpson, J.A., Campbell, L., & Overall, N.C. (2015). Pair-bonding, romantic love, and evolution: The curious case of *homo sapiens*. *Perspectives on Psychological Science*, 10, 20-36. DOI: <https://doi.org/10.1177/1745691614561683>

Joel, S., Eastwick, P.W., & Finkel, E.J. (2017). Is romantic desire predictable? Machine learning applied to initial romantic attraction. *Psychological Science*, 28, 1478-1489.  
<https://doi.org/10.1177/0956797617714580>

## 12. SOCIAL INFLUENCE IN GROUPS AND GROUP DYNAMICS

Zajonc, R.B. (1965). Social facilitation. *Science*, 16, pp. 269-274.

[Reprinted in Cartwright & Zander (Eds.), *Group Dynamics* (3rd ed., 1967). NY: Harper & Row, pp. 63-73.]

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.

Milgram, S. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology*, 67, 371-378. <http://dx.doi.org/10.1037/h0040525>

[Optional: Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.]

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

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). New York: Academic Press, pp. 175-210.

## 13. INTERGROUP RELATIONS AND GROUP CONFLICT

Allport, G.W. Excerpted from *The nature of prejudice*, 1954, Reading, MA: Addison-Wesley.

Reprinted pp. 258-270. Reprinted in A.G. Halberstadt & S.L. Ellyson (Eds.), *Social psychology readings: A century of research*, 1990, NY, McGraw-Hill.

Sherif, M. Experiments in group conflict. Reprinted from *Scientific American*, 1956, 195, pp. 54-58. Reprinted pp. 209-213.

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

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109-118.  
doi:10.1037/0003-066X.56.2.109

Devine, P.G., Forscher, P.S., Austin, A.J., & Cox, W. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48, 1267-1278. doi:10.1016/j.jesp.2012.06.003

## 14. NO CLASS—work on research proposals or final projects

## 15. STUDENT PRESENTATIONS