

Instructor: Dr. Jared Kenworthy (kenworthy@uta.edu)
Office, Hours, & Tel.: LS 525, TUE/THU, 3.30 – 4.30 pm, or by appointment
Course location and time: LS 428, TUE/THU, 2.00 – 3.20 pm

Course description: 5322. Social Psychology (3-0) 3 hours credit. General survey of topics in social psychology. The theories and research dealing with individual behavior in the social environment. Social influence processes, interpersonal attraction, group behavior, aggression, conformity, and attitude formation and change.

Readings: See below

Course Business communication

The use of **webct** is required in this course. Occasional syllabus updates and course announcements will be communicated via webct. Exam and course grades are posted on webct only.

Go to <http://webct.uta.edu> and login with your usual UTA Net ID and password.

IMPORTANT: Send webct email to your normal email account. In the menu at the left side of the page (after logging in), click on “mail” and then on “message settings”. Click on the box for forwarding to an external account, and enter **your** email address. This should be the email account that you use daily, or most often.

COURSE GRADE:

(1) Discussion points and participation = 25%

This portion of the course grade consists of bringing neatly typed (and stapled, if applicable), one to two page novel research ideas based on a session’s topic/readings. Turn in ten (10) of these, but no more than one per class session. Papers on a given topic must be turned in at the beginning of class for that particular session – no papers will be accepted on topics that have already been covered.

Research ideas: Discuss the background and context of the idea, and briefly describe the hypotheses and methods for testing it. Your design can contain correlational factors, but must include at least one true experimental variable. Some class sessions may be group discussions of these ideas, so be prepared to discuss and defend your ideas. Ensure that you are not proposing an idea that has already been tested and published (i.e., do a literature search).

Participation also includes thoughtful and respectful responses to the readings and to others’ ideas. Demonstrate that you have spent some time thinking about the ideas, and that you have read the assigned papers. You are likely to be called on various times throughout the semester. Be prepared to talk about the topic, and show that you have read the material.

The 25 points for this portion of your grade will be an average of (a) the quality of the papers (out of 25 points each) and (b) the quality and quantity of your overall class participation (out of 25 points). Late (i.e., not handed in upon on-time arrival to class) or missing papers get zero credit. Points will be deducted for sloppy or unprofessional work as well.

Attendance is required for this course. Unexcused absences will count against your participation grade.

(2) Meta-analysis = 75%

Your primary assignment in this course is to find a topic in social psychology and push knowledge further. Meta-analysis will be the vehicle for this. The steps and procedures for conducting the quantitative aspects of the meta-analysis will be discussed in class.

Find a topic within social psychology that interests you. You may choose a health topic, a personality topic, a cognitive topic, an applied behavior topic, etc., as long as one of the main variables of interest is a social psychological construct. Discuss your possible topics with me individually, as soon as possible, for approval.

You will find a minimum of ten published studies that test your hypothesis of interest in some form or another, and conduct an average effect size of that hypothesized relationship. The final paper (due on the day of the scheduled final exam at 4:00 pm) will consist of the following (more details to follow):

1. Your hypothesis of interest and its importance to either theoretical or applied social psychology.
2. A five to seven page (approximately) review of the literature surrounding that topic.
3. A method section, detailing your literature search, your study inclusion criteria, and the number and nature of the studies included in your meta-analysis.
4. A results / discussion section, explaining the size and significance of the effect, and any moderator variable that you have included.
5. A general discussion section that again describes the rationale for the meta-analysis, but which also suggests and elaborates on future directions that research on that topic might take.
6. References: All studies meta-analyzed must be included here, as well as other studies you have cited in the introduction and elsewhere.
7. At least one table, illustrating the individual effect sizes, with summary and homogeneity statistics.
 - a. Optional: Another table might also show average effect sizes between moderator groups (e.g., between real and artificial groups, or between college students and children).

This paper will be graded on the following (25 points for each category):

- a) Development of the importance of your meta-analytic research question.
- b) Quality and thoroughness of literature review + writing style and adherence to APA style throughout (including tables, references, formatting, spelling, grammar, logical flow, etc.)
- c) Quality of elaboration of proposed ideas for future research on your topic, based on your findings.

First submission due by 5:00pm on Tuesday, November 11th. This electronic submission (in Microsoft Word format, via email to kenworthy@uta.edu) will be reviewed as a (mock) journal submission. I will provide specific feedback concerning the quality of the submission, and the likelihood of publishing the paper. (80 points total)

Final submission due by 5:00pm on Tuesday, December 9th, 2008. This revision must address any and all issues raised in the initial review letter. Missing the deadline will result in a score of zero for the revision. The revision must also be submitted electronically via email. (80 points total)

Final paper grades (80 points) will be computed as an average of the two individual submission scores. Missing either deadline will result in a score of zero. This is a true mathematical zero that will be added to the other score to compute an average.

Social Psychology

Goals: The general course goal is to understand the scientific study of human behavior across social contexts, including intrapersonal, interpersonal, intragroup, and intergroup. The focus will be on experimental methods as the vehicle to drawing valid conclusions about social behavior, and on meta-analysis as a vehicle to evaluating theories and generating new research.

Lecture Schedule:

| date | session | topics |
|---------------|---------|---|
| 26 aug | 1 | Course overview Syllabus |
| 28 aug | 2 | --No class-- |
| 02 sep | 3 | Intro and Research methods |
| 04 sep | 4 | Research methods: meta-analysis |
| 09 sep | 5 | The self; Self-esteem and self-presentation |
| 11 sep | 6 | The self; Self-esteem and self-presentation |
| 16 sep | 7 | Attribution Theory |
| 18 sep | 8 | Attribution Theory |
| 23 sep | 9 | Social cognition |
| 25 sep | 10 | Social cognition |
| 30 sep | 11 | Emotions and related theories |
| 02 oct | 12 | Emotions and related theories |
| 07 oct | 13 | Attitudes and consistency theories |
| 09 oct | 14 | Attitudes and consistency theories + Attitude measurement issues |
| 14 oct | 15 | Prosocial behavior |
| 16 oct | 16 | Prosocial behavior |
| 21 oct | 17 | Aggression |
| 23 oct | 18 | Aggression |
| 28 oct | 19 | Attraction and exclusion |
| 30 oct | 20 | Close relationships |
| 04 nov | 21 | Close relationships |
| 06 nov | 22 | Prejudice and intergroup relations |
| 11 nov | 23 | Prejudice and intergroup relations |
| 13 nov | 24 | Prejudice and intergroup relations |
| 18 nov | 25 | Social influence & persuasion |
| 20 nov | 26 | Social influence & persuasion |
| 25 nov | 27 | Groups and group dynamics |
| 27 nov | 28 | HOLIDAY |
| 02 dec | 29 | Groups and group dynamics |
| 04 dec | 30 | Workday – no class |
| 09 DEC | 31 | TUE 09 DECEMBER 2008 No class – no exam – paper due at 5:00 pm |

This schedule subject to change

Course readings: (+ optional / extra readings)

Lipsey & Wilson: Practical meta-analysis → <http://www.netlibrary.com/Details.aspx?ProductId=63274>

Fiske, S. (2004). *Social Beings: Core motives in social psychology*. Wiley. → This book is on print reserve at the central library. It may be checked out for one day.

Sessions 3 & 4:

Fiske, S. (2004). Chapter 1 in *Social Beings: Core motives in social psychology*. Wiley.

Richard, F. D., Bond, C. F., & Stokes-Zoota, J. J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology*, 7, 331-363.

Aronson, E., Wilson, T. D., & Brewer, M. (1998). Experimentation in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 99-142). New York: McGraw-Hill.

Lipsey & Wilson → chapters 1—3

Jamie DeCoster meta-analysis notes → available on webct

Sessions 5 & 6:

Fiske, S. (2004). Chapter 5 in *Social Beings: Core motives in social psychology*. Wiley.

Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 680-740). New York: McGraw-Hill.

Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38, 299-337.

+Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94, 319-340.

+Ochsner, K.N., Beer, J.S., Robertson, E.A., Cooper, J., Gabrieli, J. D. E., Kihlstrom, J. F., & D'Esposito, M. (2005). The neural correlates of direct and reflected self-knowledge. *Neuroimage*, 28, 797-814.

Sessions 7 & 8:

Fiske, S. (2004). Chapter 3 in *Social Beings: Core motives in social psychology*. Wiley.

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

Malle, B. (2006). The actor-observer asymmetry in attribution: A (surprising) meta-analysis. *Psychological Bulletin*, 132, 895-919.

Sessions 9 & 10:

Fiske, S. (2004). Chapter 4 in *Social Beings: Core motives in social psychology*. Wiley.

Macrae, C., & Bodenhausen, G. (2001). Social cognition: Categorical person perception. *British Journal of Psychology*, 92, 239-255.

Bargh, J. A. (1994). The four horsemen of automaticity: Awareness, efficiency, intention, and control in social cognition. In R. S. Wyer, Jr., & T. K. Srull (Eds.), *Handbook of social cognition* (2nd ed., pp. 1-40). Hillsdale, NJ: Erlbaum.

Sessions 11 & 12:

Zajonc, R. (1998). Emotions. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology, 4th edition* (vols. 1 & 2, pp. 591-632). New York: McGraw-Hill.

Lazarus, R. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, *46*, 819-834.

Elfenbein, H., & Ambady, N. (2002). On the universality and cultural specificity of emotion recognition: A meta-analysis. *Psychological Bulletin*, *128*, 203-235.

Davidson, R., Jackson, D., & Kalin, N. (2000). Emotion, plasticity, context, and regulation: Perspectives from affective neuroscience. *Psychological Bulletin*, *126*, 890-909.

Sessions 13 & 14:

Fiske, S. (2004). Chapter 6 in *Social Beings: Core motives in social psychology*. Wiley.

(chapter 1 in →) Harmon-Jones, E., & Mills, J. (Eds.) (1999). *Cognitive dissonance: Progress on a pivotal theory in social psychology*. Washington, DC: American Psychological Association.

(chapter 5 in →) Aronson, E. (1999). Dissonance, hypocrisy, and the self-concept. In E. Harmon-Jones, & J. Mills, (Eds.) *Cognitive dissonance: Progress on a pivotal theory in social psychology* (pp. 103-126). Washington, DC: American Psychological Association.

+Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, *58*, 203-210.

Sessions 15 & 16:

Fiske, S. (2004). Chapter 9 in *Social Beings: Core motives in social psychology*. Wiley.

Carlson, M., & Miller, N. (1987). Explanation of the relation between negative mood and helping. *Psychological Bulletin*, *102*, 91-108.

Carlson, M., Charlin, V., & Miller, N. (1988). Positive mood and helping behavior: A test of six hypotheses. *Journal of Personality and Social Psychology*, *55*, 211-229.

+Eisenberg, N., Miller, P., Schaller, M., & Fabes, R. (1989). The role of sympathy and altruistic personality traits in helping: A reexamination. *Journal of Personality*, *57*, 41-67.

+Eagly, A., & Crowley, M. (1986). Gender and helping behavior: A meta-analytic review of the social psychological literature. *Psychological Bulletin*, *100*, 283-308.

Sessions 17 & 18:

Fiske, S. (2004). Chapter 10 in *Social Beings: Core motives in social psychology*. Wiley.

Berkowitz, L. (1990). On the formation and regulation of anger and aggression: A cognitive-neoassociationistic analysis. *American Psychologist*, 45, 494-503.

Anderson, C., & Bushman, B. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51.

Wood, W., Wong, F., & Chachere, J. (1991). Effects of media violence on viewers' aggression in unconstrained social interaction. *Psychological Bulletin*, 109, 371-383.

+Berkowitz, L. (1989). Frustration-aggression hypothesis: Examination and reformulation. *Psychological Bulletin*, 106, 59-73.

+Archer, J. (2000). Sex differences in aggression between heterosexual partners: A meta-analytic review. *Psychological Bulletin*, 126, 651-680.

Session 19—21:

Fiske, S. (2004). Chapter 8 in *Social Beings: Core motives in social psychology*. Wiley.

Berry, D. S. (2000). Attractiveness, attraction, and sexual selection: Evolutionary perspectives on the form and function of physical attractiveness. In M.P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 32, pp. 273-342).

Williams, K. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452.

Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does Rejection Hurt? An fMRI Study of Social Exclusion. *Science*, 302, 290-292.

Rusbult, C. E., & Arriaga, X. B. (1997). Interdependence theory. In S.W. Duck, K. Dindia, W. Ickes, R. Milardo, R. Mills, & B. Sarason (Eds.), *Handbook of personal relationships, second edition* (pp. 221-250). Chichester, UK: Wiley.

Decety, J., Jackson, P.L. (2006). A social-neuroscience perspective on empathy. *Current Directions in Psychological Science*, 15, 54-58.

Gottman, J. M., & Levenson, R.W. (1992). Marital processes predictive of later dissolution: Behavior, physiology, and health. *Journal of Personality and Social Psychology*, 63, 221-234.

Miller, P., & Rempel, J. (2004). Trust and partner-enhancing attributions in close relationships. *Personality and Social Psychology Bulletin*, 30, 695-705.

Sessions 22 – 24:

Fiske, S. (2004). Chapter 11 in *Social Beings: Core motives in social psychology*. Wiley.

Fiske, S. T. (1998). Stereotyping, prejudice, and discrimination. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 2, pp. 357-414). New York: McGraw-Hill.

Brewer, M. B., & Brown, R. J. (1998). Intergroup relations. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 2, pp. 554-594). New York: McGraw-Hill.

Hewstone, M., Rubin, M. & Willis, H. (2002). Intergroup bias. *Annual Review of Psychology*, 53, 575-604.

+Harris, L.T., & Fiske, S.T. (2006). Dehumanizing the lowest of the low: Neuroimaging responses to extreme

outgroups. *Psychological Science*, 17, 847-853.

+Kenworthy, J. B., Turner, R. N., Hewstone, M., & Voci, A. (2005). Intergroup contact: When does it work, and why? In J. Dovidio, P. Glick, and L. Rudman (Eds.), *Reflecting on the Nature of Prejudice* (pp. 278-292). Malden, MA: Blackwell.

+Krendl, A.C., Macrae, C.N., Kelley, W.M., Fugelsang, J.A., & Heatherton, T.F. (2006). The good, the bad, and the ugly: An fMRI investigation of the functional anatomic correlates of stigma, *Social Neuroscience*, 1, 5-15.

Sessions 25 & 26:

Fiske, S. (2004). Chapter 13 in *Social Beings: Core motives in social psychology*. Wiley.

Chaiken, S., Wood, W., & Eagly, A. H. (1996). Principles of persuasion. In E.T. Higgins and A. Kruglanski (Eds.), *Social psychology: Handbook of basic mechanisms and processes*. New York: Guilford Press.

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.

Crano, W. D. (2000). Milestones in the psychological analysis of social influence. *Group Dynamics: Theory, Research, and Practice*, 4, 68-80.

+Abrams, D., & Hogg, M. A. (1990). Social identification, self-categorization and social influence. *European Review of Social Psychology*, 1, 195-228.

Sessions 27 & 29 (session 28 = holiday):

Fiske, S. (2004). Chapter 12 in *Social Beings: Core motives in social psychology*. Wiley.

Baron, R. S. (2005). So right it's wrong: Groupthink and the ubiquitous nature of polarized group decision making. In M. P. Zanna (Ed.) *Advances in Experimental Social Psychology* (Vol. 37, pp. 219-253). San Diego, CA: Elsevier.

Paulus, P. B., et al. (2002). Social and cognitive influences in group brainstorming: Predicting production gains and losses. In W. Stroebe & M. Hewstone (Eds.). *European Review of Social Psychology*, 12, 299-325.

Levine, J. M., & Thompson, L. (1996). Conflict in groups. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*, (pp. 745-776). New York: Guilford Press.