

Instructor: Dr. Jared Kenworthy (kenworthy@uta.edu)
Office, Hours, & Tel.: LS 525, TUE/THU, 9.30 – 10.30 am, or by appointment
Course location and time: LS 420, TUE/THU, 8.00 – 9.20 am

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, paper, presentation, 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) Research ideas and participation = 33.3%

Research ideas: This portion of the course grade consists of composing 2 novel research ideas based on a session’s topic/readings. Turn in two (2) of these throughout the semester, but no more than one in any calendar month. Submit these as attachments via **via webct email** and include your last name and the assignment in the filename (e.g., Garfunkel_paper1.doc).

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 two independent variables, one of which must be a true experimental variable (i.e., with random assignment). You should propose hypotheses in the language of main effects and/or interactions. You are proposing novel research to test theory or advance knowledge in a given domain. Thus, you need to provide an explanation of your methodology in enough detail that a reader knows what participants will be experiencing when in your study. What are your independent variables? What is your dependent variable (or variables)? The introduction should be a brief, concise, logical rationale for why you expect your independent variables to impact the dependent variable. If you are using a previously-published study as a springboard, describe in your own words that study's authors' rationale for why the effects should be observed. Then, give a logical rationale for why your novel addition should change things. If you are starting from scratch (e.g., based on your own model), then each variable needs a conceptual definition and operationalization, along with the accompanying logic for why it should impact your dependent variable. Finally, why is your idea novel and important? Does it test a theory in some way, or offer a practical application? Or both? This last point can be included either in the introduction, or in a brief discussion at the end.

Ensure that you are not proposing an idea that has already been tested and published (i.e., do a thorough literature search). Use APA formatting throughout, and include a references page; exclude the cover page and abstract. Apart from the quality of the idea, papers are also evaluated on professionalism (formatting, grammar, spelling, logic). (Papers are worth 20 points each)

Participation includes (a) thoughtful and respectful responses to the readings and to others' ideas, and (b) two presentations on an assigned reading.

Class participation: 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 at various times throughout class sessions and throughout the semester. Be prepared to talk about the topics, and show that you have read the material. (10 points total)

Presentations: Two 15 - 20 minute oral presentations (using PowerPoint; dates to be determined later) of an original empirical/research article, which is not a required paper from the reading list for that session. It must also be published in the last 5-6 years, and be in a major social psychology journal (listed below). Include a theoretical background, hypothesis(es) justification and critique, methodology and results. Summarize findings and offer theoretical, methodological, analytical critique (or all of the above). (15 points each: 5 each for (a) background and hypotheses, (b) methodology and results, and (c) summary and critique)

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

(2) Two exams = 66.6% (33.3% each)

You will have two take-home exams in this course, each worth 80 points. I will supply the questions and instructions well in advance of any due dates. You must work alone on the exams, and submit them as attachments **via webct email** before the listed due dates. Include your last name and the assignment in the filename (e.g., BruceWayne_exam2.doc).

General comments regarding written assignments

Instances of academic dishonesty (e.g., collusion, plagiarism, etc.) will result in a score of zero for any assignment. It is **your** responsibility to know the definitions of any and all categories of academic dishonesty. "I didn't know that was plagiarism" is not an acceptable excuse, and you will learn your lesson the hard way.

Major social psychology journals: *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Personality and Social Psychology Review*, *Psychological Review*, *Psychological Bulletin*, *European Review of Social Psychology*, *Group Processes & Intergroup Relations*, *European Journal of Social Psychology*, *British Journal of Social Psychology*, *Journal of Applied Social Psychology*.

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
25 aug	1	Course overview Syllabus
27 aug	2	Intro and Research methods
01 sep	3	Research methods
03 sep	4	The self; Self-esteem and self-presentation
08 sep	5	The self; Self-esteem and self-presentation
10 sep	6	Attribution Theory
15 sep	7	Attribution Theory
17 sep	8	Social cognition
22 sep	9	Social cognition
24 sep	10	Emotions and related theories
29 sep	11	Emotions and related theories
01 oct	12	Attitudes and consistency theories
06 oct	13	Attitudes and consistency theories + Attitude measurement issues
08 oct	14	Prosocial behavior
13 oct	15	Prosocial behavior
15 oct	16	Aggression
17 OCT	SAT	First exam due by 11:59pm
20 oct	17	Aggression
22 oct	18	Attraction and exclusion
27 oct	19	Close relationships
29 oct	20	Close relationships
03 nov	21	Prejudice and intergroup relations
05 nov	22	Prejudice and intergroup relations
10 nov	23	Prejudice and intergroup relations
12 nov	24	Social influence & persuasion
17 nov	25	Social influence & persuasion
19 nov	26	Groups and group dynamics
24 nov	27	Groups and group dynamics
26 nov	28	HOLIDAY
01 dec	29	Groups and group dynamics
03 dec	30	Workday – no class
08 DEC	31	TUE 08 DECEMBER 2008 8.00 – 10.30 am – scheduled exam time Second exam due by noon

This schedule subject to change

Course readings: (+ optional / extra readings)

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 2 & 3:

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.

Sessions 4 & 5:

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 6 & 7:

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 8 & 9:

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 10 & 11:

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 12 & 13:

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 14 & 15:

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 16 & 17:

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 18—20:

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 21 – 23:

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 24 & 25:

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 26 & 29-30 (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.