
GRADUATE SEMINAR IN SOCIAL PSYCHOLOGY
Psychology 740
Spring 2008

"Start with a phenomenon" Roger Brown

SEMINAR SESSION: Mondays from 9:00 to 11:40 in Student Services East (SSE-2307I)

INSTRUCTOR: David Marx
OFFICE: SSE-2307E
TELEPHONE: 594-8708
E-MAIL: dmarx@sciences.sdsu.edu (email is the best way to reach me)
OFFICE HOURS: by appointment

COURSE DESCRIPTION AND GOALS: This seminar is designed to provide you with an overview of the major themes/topics in social psychology. Moreover you will have the opportunity to compare and contrast the many ideas contained in the seminar readings, practice critical thinking about theoretical and methodological issues related to the readings, and develop a testable research question.

SEMINAR FORMAT: Each week students will be expected to: (1) read all of the assigned articles, (2) write a 1-2 page response paper, (3) develop two discussion questions about that week's readings, and (4) be prepared to discuss that week's readings. For select weeks during the seminar one student will give a one-hour presentation of the week's readings, and then a different student will lead a discussion about those readings. The two students may work together to prepare for the presentation and discussion, but each student will present or lead the discussion separately.

ATTENDANCE AND PARTICIPATION: This seminar cannot be successful without a serious commitment from you; thus, you **must** attend all seminar sessions, arrive on time, and be prepared to discuss the readings. If you cannot attend class then please see me in advance to discuss how to make up the material (**NB:** having too much work is **not** an acceptable excuse). In most cases a 5-page paper will be assigned.

ASSIGNMENTS AND GRADING: Your grade will be based on six things: class participation, response papers, discussion questions, leading a seminar, research paper proposal, and your research paper. Below you will find more information about each of these assignments. The total points for this class is 200.

1. **Response papers (4 points x 10):** Each week you will be asked to write a 1 to 2 page commentary on the assigned readings. You do not need to submit a response paper the week that you will be leading a seminar. To receive full credit, you must provide a thoughtful, scholarly reaction to that week's readings (simply summarizing the readings is NOT sufficient). Feel free to elaborate on themes from the readings, to challenge or question the methods that were used, to highlight an interesting implication or application of the theory or research presented, or to discuss one or more specific questions that you felt the readings raised but did not address. Please email these papers to me no later than 5:00 PM on the Sunday before class.

2. **Discussion questions (2 points x 10):** Each week you will develop two questions that can be used to facilitate discussion about that week's readings. You do not need to submit discussion questions the week that you will be leading a seminar. These questions must be well thought out and should raise some issue or even challenge the interpretation of results or methods used, provided that you have an alternative interpretation or procedure in mind (just saying "I don't believe the results or I don't like how the authors conducted their study" is not sufficient). Your discussion questions should be emailed to me and to that week's seminar leaders no later than 5:00 PM on the Sunday before class.

3. **Leading a seminar (30 points):** You and a partner will be assigned to lead a seminar for one week. Your task will be to not only summarize the readings, but also to extract and clarify key ideas, to contrast different perspectives, and to integrate findings. Detailed descriptions of procedures or findings should be avoided unless critical to the point you are making. You should prepare a two-page handout with key points for the presentation. In addition to presenting the week's readings you and your partner will facilitate the group discussion. You may organize the discussion as you and your partner see fit. The format should be research-focused, and should stimulate discussion and promote critical thinking. You will be able to use the discussion questions that each student has developed to help you lead the discussion. Please note that we will take a 15-minute break in between the summary of readings and the class discussion.

4. **Class participation (4 points x 12):** Students are expected to have read the articles before class. All students should share their ideas and be constructive when responding to the ideas of others. Feel free to express your thoughts, to ask for further clarifications, or to be critical (but not negative). To receive full participation points, you must actively and meaningfully participate in class discussions, and demonstrate that you have done some thinking about the readings. Of course on the days that you are leading a seminar you will automatically earn 4 points in addition to the points you will receive for leading the seminar.

5. **Research proposal (12 points):** In this seminar, you will be asked to develop a research paper on a topic that interests you. Any topic is fine as long as it is related to the readings or issues that we have discussed in class. You should begin thinking about your research paper as soon as possible so that you have enough time to formulate a testable research question (if you are having trouble then come see me so that we can figure out a question together). Toward the end of term you will be asked to write a 2-page paper on your research question so that you can receive additional feedback from one of your classmates and me (I will randomly pair you with a classmate). For this paper just describing your research idea is not enough; you will want to provide some theoretical rationale.

6. **Research paper (50 points):** As you can see, the research paper plays a large role in your grade. The topic is up to you, as long as it conforms to the requirements of the seminar. Your paper should be between 15-20 pages long, not including references and should consist of a thorough and critical review of the literature that leads to and supports an original idea for an experiment. As the semester progresses we will talk more about the details of your paper, but of course you can always set up a time to talk to me outside of class. The research paper must be turned in to me (emailing it is okay) by **5:00 PM on Wednesday, May 14.**

To compute your final grade simply add up your total points and then refer to the grading scale below.

A = 200 - 180	A- = 185 - 166	B+ = 165 - 152	B = 151 - 136	B- = 135 - 116
C+ = 115 - 102	C = 101 - 86	C- = 85 - 66	D+ = 65 - 84	D = 64 and below

SEMESTER SCHEDULE AND READINGS

January 28: Course Introduction and General Overview (What's it all about?)

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

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

February 4: Some Classic Studies in Social Psychology (Laying the groundwork)

Clark, K. B., & Clark, M. P. (1947). Racial identification and preference in Negro children. In T. M. Newcomb, & E. L. Hartley (Eds.), *Readings in social psychology*, (pp. 169-178). New York, NY: Henry Holt.

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

Latané, B., & Darley, J. (1968). Group inhibition of bystander intervention in emergencies. *Journal of Personality and Social Psychology*, 10, 215-221.

Ross, L. D., Amabile, T. M., & Steinmetz, J. L. (1977). Social roles, social control, and biases in social-perception processes. *Journal of Personality and Social Psychology*, 35, 485-494.

Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

February 11: Ethics in Social Psychological Research (How far can we go?)

Clark, R. D., & Hatfield, E. (1989). Gender differences in receptivity to sexual offers. *Journal of Psychology and Human Sexuality*, 2, 39-55.

Gergen, K. J. (1973). The codification of research ethics: Views of a doubting Thomas. *American Psychologist*, 28, 907-912.

Middlemist, R. D., Knowles, E. S., & Matter, C. F. (1976). Personal space invasions in the laboratory: Suggestive evidence for arousal. *Journal of Personality and Social Psychology*, 33, 541-546.

Piliavin, J. A., & Piliavin, I. M. (1972). Effect of blood on reactions to a victim. *Journal of Personality and Social Psychology*, 23, 353-361.

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, 250-258.

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, February 10

February 18 The Power of the Situation (It affects us more than we know)

- Asch, S. E. (1958). Effects of group pressure upon the modification and distortion of judgments. In E. Maccoby, T. M. Newcomb & E. L. Hartley (Eds.), *Readings in social psychology* (pp. 174-183). New York: Holt.
- Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 60, 218-228
- Kim, H., & Markus, H. R. (1999). Deviance or uniqueness? Harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, 77, 785-800.
- Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human Relations*, 18, 57-76.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, February 17

February 25 Gender Issues (He said, she said)

- Eagly, A. H., & Mladinic, A. (1989). Gender stereotypes and attitudes toward women and men. *Personality and Social Psychology Bulletin*, 15, 543-558.
- Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, 54, 408-423.
- Harris, C. R. (2002). Sexual and romantic jealousy in heterosexual and homosexual adults. *Psychological Science*, 13, 7-12.
- Kiefer, A. K., & Sekaquaptewa, D. (2007). Implicit stereotypes, gender identification, and math-related outcomes: A prospective study of female college students. *Psychological Science*, 18, 13-18.
- Ko, S. J., Muller, D., Judd, C. M., & Stapel, D. A. (in press). Sneaking in through the back door: How category-based stereotype suppression leads to rebound in feature-based effects. *Journal of Experimental Social Psychology*.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, February 24

March 3 The Self and Social Identity (I am what I am)

- Banaji, M. R., & Prentice, D. A. (1994). The self in social contexts. *Annual Review of Psychology*, 45, 297-332.
- Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.
- Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology*, 71, 83-93.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, March 2

March 10 Self Processes (Everything involves me)

- Baumeister, R. F., Heatherton, T. F., & Tice, D. M. (1993). When ego threats lead to self-regulation failure: Negative consequences of high self-esteem. *Journal of Personality and Social Psychology*, *64*, 141-156.
- Snyder, M., & Simpson, J. A. (1984). Self-monitoring and dating relationships. *Journal of Personality and Social Psychology*, *47*, 1281-1291.
- Taylor, S. E., & Brown, J. D. (1988). Illusion and well being: A social-psychological perspective on mental health. *Psychological Bulletin*, *103*, 193-210.
- Twenge, J. M., Baumeister, R. F., DeWall, C. N., Ciarocco, N. J., & Bartels, J. M. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, *92*, 56-66.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, March 9

March 17 Stereotyping and the Self (What do you think of me?)

- Adams, G., Tormala, T. T., & O'Brien, L. T. (2006). The effect of self-affirmation on perception of racism. *Journal of Experimental Social Psychology*, *42*, 616-626.
- Fein, S., Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, *73*, 31-44.
- Govorun, O., Fuegen, K., & Payne, B. K. (2006). Stereotypes focus defensive projection. *Personality and Social Psychology Bulletin*, *32*, 781-793.
- Steele, C. M., & Aronson, J. (1995). Stereotype vulnerability and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*, 797-811.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, March 16

March 24 Explicit and Implicit Stereotyping (Now you see it, now you don't)

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, *56*, 5-18.
- Devine, P. G., & Elliot, A. J. (1995). Are racial stereotypes really fading? The Princeton trilogy revisited. *Personality and Social Psychology Bulletin*, *21*, 1139-1150.
- Moskowitz, G. B., Gollwitzer, P. M., & Wasel, W. (1999). Preconscious control of stereotype activation through chronic egalitarian goals. *Journal of Personality and Social Psychology*, *77*, 167-184.
- Wittenbrink, B., Judd, C. M., & Park, B. (1997). Evidence for racial prejudice at the implicit level and its relationship with questionnaire measures. *Journal of Personality and Social Psychology*, *72*, 262-274.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, March 23

April 7 **Context, Primes, and Mindsets (What and where you think matters)**

Chartrand, T. L., Bargh, J. A. (1999). The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*, 76, 893-910.

Holland, R. W., Hendriks, M., & Aarts, H. (2005). Smells like clean spirit: Nonconscious effects of scent on cognition and behavior, *Psychological Science*, 16, 689-693.

Marx, D. M., Stapel, D. A. (2006). It depends on your perspective: The role of self-relevance in stereotype-based underperformance. *Journal of Experimental Social Psychology*, 42, 768-775.

Most, S. B., Simons, D. J., Scholl, B. J., Jimenez, R., Clifford, E., & Chabris, C. F. (2001). How not to be seen: The contribution of similarity and selective ignoring to sustained inattentive blindness. *Psychological Science*, 12, 9-17.

Mussweiler, T. (2006). Doing is for thinking! Stereotype activation by stereotypic movements. *Psychological Science*, 17, 17-21.

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, April 6

April 14 **Attitudes and Attitude Change (I'm having second thoughts)**

Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. *Journal of Experimental Social Psychology*, 22, 453-474.

Briñol, P., Petty, R. E., Valle, C., Rucker, D. D., & Becerra, A. (2007). The effects of message recipients' power before and after persuasion: A self-validation analysis. *Journal of Personality and Social Psychology*, 93, 1040-1053.

Lundgren, S. R., & Prislun, R. (1998). Motivated cognitive processing and attitude change. *Personality and Social Psychology Bulletin*, 24, 715-726.

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, April 13

April 21 **Attraction and Close Relationships (I know someone who likes you)**

Berscheid, E., Dion, K., & Walster, E. (1971). Physical attractiveness and dating choice: A test of the matching hypothesis. *Journal of Experimental Social Psychology*, 7, 173-189.

DePaulo, B. M., & Kashy, D. A. (1998). Everyday lies in close and casual relationships. *Journal of Personality and Social Psychology*, 74, 63-79.

Rusbult, C. E., van Lange, P. A. M., Wildschut, T., Yovetich, N. A., & Verette, J. (2000). Perceived superiority in close relationships: Why it exists and persists. *Journal of Personality and Social Psychology*, 79, 521-545.

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, April 20

April 28 Intergroup Relations (Why can't we all get along?)

- Bernstein, M., & Crosby, F. (1980). An empirical examination of relative deprivation theory. *Journal of Experimental Social Psychology, 16*, 442-456.
- Cook, S. W. (1985). Experimenting on social issues: The case of school desegregation. *American Psychologist, 40*, 452-460.
- Sherif, M. (2001). Superordinate goals in the reduction of intergroup conflict. In M. A. Hogg & D. Abrams (Eds.), *Intergroup relations: Essential readings* (pp. 64-70). New York: Psychology Press.
- Tajfel, H., & Billig, M. (1974). Familiarity and categorization in intergroup behavior. *Journal of Experimental Social Psychology, 10*, 159-170.
- Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science, 16*, 951-957.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, April 27

May 5 Aggression (Taking it out on others and the self)

- Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. *Psychological Science, 12*, 353-359.
- Bartholow, B. D., Anderson, C. A., Carnagey, N. L., Benjamin, A. J., Jr. (2005). Interactive effects of life experience and situational cues on aggression: The weapons priming effect in hunters and nonhunters. *Journal of Experimental Social Psychology, 41*, 48-60.
- Bartholow, B. D., & Heinz, A. (2006). Alcohol and aggression without consumption: Alcohol cues, aggressive thoughts, and hostile perception bias. *Psychological Science, 17*, 30-37.
- Carnagey, N. L., Anderson, C. A., & Bushman, B. J. (2007). The effect of video game violence on physiological desensitization to real-life violence. *Journal of Experimental Social Psychology, 43*, 489-496.
- Johnson, J. D., Trawalter, S., & Dovidio, J. F. (2000). Converging interracial consequences of exposure to violent rap music on stereotypical attributions of blacks. *Journal of Experimental Social Psychology, 36*, 233-251.
-

DUE: Response Paper and Discussion Questions by 5:00 PM, Sunday, May 4