

**Psychology 847 – Advanced Social Psychology (Core Course)**  
**Dr. Andy Karpinski**  
**Spring 2006**

**Office:** 520 Weiss Hall  
**Email:** andykarp@temple.edu  
**Phone:** 215-204-3102

**Office Hours** Tu/Th 10-11 am  
W 1:30-3:30 pm  
and by appointment

I am happy to meet with you to go over lecture material, journal readings, tests, assignments, or to address any questions you have about the class – just stop by during office hours or make an appointment.

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**Class Meets:** Wednesday, 10:30 am -1:30 pm, 642 Weiss Hall

**Prerequisites:** A reasonable understanding of statistics and research design.

**Required Books:** One of the following:

- Gladwell, M. (2002). *The Tipping Point: How Little Things Can Make a Big Difference*. Back Bay Books.
- Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little, Brown & Co.
- Simmons, R. (2003). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. Harvest Books.
- Surowiecki, J. (2004). *The Wisdom of Crowds: Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations*. Anchor Books.

**Course Website:** Blackboard

With the exception of the required books, all required journal and book readings will be available from the course website on Blackboard.

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**Why are we here???**

This course will provide you with a graduate level introduction to the theoretical perspectives, research methods, and empirical findings in contemporary social psychology. Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are affected by the real or imagined presence of others. More specifically, the three main goals of this course are for you to learn:

- 1) The major concepts, research findings, issues, and controversies in the field of social psychology,
- 2) How social psychologists derive and test their theories and hypotheses through research, and
- 3) How to think critically about social psychological findings

**Class Structure**

The first two hours of class will be a lecture/discussion format. I will lecture on the material covered in that week's readings and moderate a discussion around those topics. In the last hour of class, two students will lead a debate on a topic related to that week's materials.

**For you to get the most out of this class, it is essential that you:**

- 1) *Read*. There is a heavy reading load for this class. I expect you to have critically read all of the readings before you come to class.
  - 2) *Think*. It will not be sufficient for you to memorize key theories and empirical findings. You must think critically about the readings, lectures, and discussions.
  - 3) *Write*. You will have to write weekly discussion questions and two brief papers (a 4-5 page debate paper and a 4 page book commentary).
  - 4) *Participate*. I expect you to be an active participant in the class discussions and to lead a class debate once during the semester.
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**Grading:**

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|------------------------------|-----|
| • Midterm Exam               | 25% |
| • Final Exam                 | 35% |
| • Reaction Comments/Thoughts | 10% |
| • Debate Paper/Debate        | 20% |
| • Book Commentary            | 10% |

**Exams**

There will be an in-class midterm and an in-class final exam. Details on the format and content of the exam will be provided in class.

**Reaction Comments/Thoughts**

Each week you must email me your thoughts/comments/questions on that week's readings (approximately 1 page; no more than 2 pages). These comments should be a springboard for class discussion on the readings. You can comment on common themes, contradictions, important factors that were omitted by the authors or areas in which the authors appeared to be confused. Comments must be emailed 24 hours before class meets (10:30 am on Tuesday) in the text of a message (not as an attachment), and they will be graded on a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ ,  $\sqrt{-}$ , primarily on the basis of depth of thought. You do not need to email comments on the week that you will be leading the debate.

**Debate Papers/Discussion**

During the last hour of class, two students will lead the class in a debate on a topic that is at least loosely related to that week's topic. You will be assigned a topic and a position to defend regarding that topic. Before class, you must turn in a 4-5 page paper in which you defend your position. This paper should include outside references. You should prepare a 15-minute presentation defending your position that you will present in class. After the presentations, we will have 30 minutes for questions, comments, and discussion. Your grade will be determined by the quality of your paper, your presentation, and your ability to engage the class in your position. You must email me your paper and also turn in a hard copy.

**Book Commentary**

You will be assigned one of four non-scientific books about a social psychological topic. For the final class (April 26), you should write a brief (no more than 4 pages) paper in which you critique and evaluate the book. What I am particularly interested in is your views on how the author presents social psychological information to a general audience. In class, you and your fellow bookmates will have 30 minutes to lead a lecture/class discussion on the content and merits of the book (4-6 students will be assigned to each book). The presentation should be a joint effort with your bookmates, but each person must turn in an individually written paper. You must email me your paper and also turn in a hard copy.

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**Plagiarism:** Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class. I will not hesitate to bring the matter to the college.

**Classroom Needs:** If you have any specific needs (e.g., related to vision, hearing, learning, or medical conditions) or any religious or cultural practices, *please let me know by the second week of class* so that I can make the appropriate arrangements.

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## Class Schedule

### Week 1: Jan 18

#### History of Social Psychology

- Jones, E. E. (1985). Major developments in social psychology during the past five decades. In G. Lindzey & E. Aronson (Eds.), *Handbook of social psychology* (3rd ed., Vol. 1, pp. 47-107). New York: Random House.
- Pepitone, A. (1981). Lessons from the history of social psychology. *American Psychologist*, 36, 972-985.

### Week 2: Jan 25

#### The Person in the Situation

- Ross, L., & Nisbett, R. E. (1980). *The person and the situation: Perspectives of social psychology* (Chapters 1 & 2, pp. 1-58; Chapter 4, pp. 90-118). New York: McGraw Hill.
- Darley, J. M., & Batson, C. D. (1973). "From Jerusalem to Jericho": A study in situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, 27, 100 - 108.
- Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.
- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

*Debate topic:* Are repressed memories real?

### Week 3: Feb 1

#### Automaticity of social processes

- Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.
- Bargh, J., 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.
- Gilbert, D. T. (1991). How mental systems believe. *American Psychologist*, 46, 107-119.
- Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, 64, 431-441.

*Debate Topic:* Do people have free will?

### Week 4: Feb 8

#### Cognitive Consistency/Dissonance

- Heider, F. (1958). *The Psychology of Interpersonal Relations* (Ch. 7, pp. 174-217). Hillsdale, NJ: Erlbaum.
- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.
- Bem, D. (1972). Self-perception theory. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol 6, pp. 1-62). New York: Academic Press.
- Heine, S. J., & Lehman, D. R. (1997). Culture, dissonance, and self-affirmation. *Personality and Social Psychology Bulletin*, 23, 389-400.

*Debate Topic:* Is deception of human participants ethical?

### Week 5: Feb 15

#### Attribution and Person Perception

- Fiske, S. T., & Taylor, S. E. (1991). *Social Cognition*, 2nd Edition (Chapters 2 & 3, pp 22 -95). New York: McGraw-Hill.
- 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.
- Lau, R.R., & Russell, D. (1980). Attributions in the sports pages. *Journal of Personality and Social Psychology*, 39, 29-38.
- Kammrath, L.K., Mendoza-Denton, R., & Mischel, W. (2005). Incorporating if...then... signatures in person perception: Beyond the person-situation dichotomy. *Journal of Personality and Social Psychology*, 88, 605-618.

*Debate Topic:* Are people rational perceivers of the social world?

**Week 6: Feb 22****Attitudes & Behavior**

- LaPierre, R. T. (1934). Attitudes vs. Actions. *Social Forces*, 13, 230-237.
- Eagly, A. H., & Chaiken, S. (1998). Attitude structure and function. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 1, pp. 269-322). Boston, MA: McGraw-Hill.
- Schwarz, N., & Bohner, G. (2001). The construction of attitudes. In A. Tesser & N. Schwarz (Eds.), *Blackwell handbook of social psychology: Intrapersonal processes* (pp. 436-457). Oxford, UK: Blackwell.
- Madden, T. J., Ellen, P. S., & Ajzen, I. (1992). A comparison of the theory of planned behavior and the theory of reasoned action. *Personality and Social Psychology Bulletin*, 18, 3-9.
- Karpinski, A., & Hilton, J. L. (2001). Attitudes and the implicit association test. *Journal of Personality and Social Psychology*, 81, 774-788.

*Debate Topic:* Is subliminal persuasion a myth?

**Week 7: March 1****Exam 1****March 8: Spring Break****No Class****Week 8: March 15****The Social Self**

- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140.
- Tesser, A., Millar, M., & Moore, J. (1988). Some affective consequences of social comparison and reflection processes: The pain and pleasure of being close. *Journal of Personality and Social Psychology*, 54, 49-61.
- Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being. A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.
- Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, 68, 518-530.

*Debate topic:* Are self-esteem improvement programs misguided?

**Week 9: March 22****Social Interactions**

- Merton, R. K. (1948). The self-fulfilling prophecy. *Antioch Review*, 8, 193-210.
- Snyder, M., & Stukas, A. A. (1999). Interpersonal processes: The interplay of cognitive, motivational, and behavioral activities in social interaction. *Annual Review of Psychology*, 50, 273-303.
- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.
- Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology*, 33, 541-560.
- DePaulo, B. M. (1992). Nonverbal behavior and self-presentation. *Psychological Bulletin*, 111, 203-243.

*Debate topic:* Are girls at a disadvantage to boys in a school setting?

## **Week 10: March 29**

### **Stereotyping and Prejudice**

- Allport, G. W. (1954). *The nature of prejudice* (Ch. 2, pp. 17-28; Ch. 10, pp. 165-177). Reading, MA: Addison-Wesley.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, *56*, 5-18.
- Dovidio, J. F., & Gaertner, S. L. (2004). Aversive racism. In Mark P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 36, pp. 1-52). San Diego, CA: Academic Press.
- 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.

*Debate Topic:* Is affirmative action a good solution to race problems?

## **Week 11: April 5**

### **Relationships & Attraction**

- Brehm, S. S. (1992). *Intimate Relationships*. (Chapter 3, pp. 59-91; Chapter 6, pp. 153-176). New York: McGraw-Hill.
- Walster, E., Walster, G. W., Piliavin, J. A., & Schmidt, L. (1973). Playing hard-to-get: Understanding an elusive phenomenon. *Journal of Personality and Social Psychology*, *26*, 113-121.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524.
- Jones, J. T., Pelham, B. W., Carvalho, M., & Mirenberg, M. C. (2004). How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. *Journal of Personality and Social Psychology*, *87*, 665-683.

*Debate Topic:* Is evolutionary psychology a useful framework for understanding gender differences in attraction/mating?

## **Week 12: April 12**

### **Aggression**

- Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal and Social Psychology*, *66*, 3-11.
- Berkowitz, L. (1989). The frustration-aggression hypothesis: An examination and reformulation. *Psychological Bulletin*, *106*, 59-73.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, *78*, 772-790.
- Malamuth, N. M., Addison, T., & Koss, M. (2000). Pornography and sexual aggression: Are there reliable effects and can we understand them? *Annual Review of Sex Research*, *11*, 26-91.

*Debate topic:* Does media violence cause aggression?

## **Week 13: April 19**

### **Group Processes**

- Levine, J. M., & Moreland, R. L. (1995). Group processes. In A. Tesser (Ed.), *Advanced social psychology* (pp. 419-465). New York: McGraw-Hill.
- Zajonc, R. B. (1965). Social facilitation. *Science*, *149*, 269-274.
- Latane, B., Williams, K., & Harkins, S. (1979). Many hands make light work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, *37*, 822-832.
- 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. 219-255). NY: Academic Press.
- Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science*, *302*, 290-292.

*Debate Topic:* Is social neuroscience the future of social psychology?

**Week 14: April 26**

**Popular Social Psychology** (Read only one book; No discussion questions)

Gladwell, M. (2002). *The Tipping Point: How Little Things Can Make a Big Difference*. Back Bay Books.

Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little, Brown & Co.

Simmons, R. (2003). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. Harvest Books.

Surowiecki, J. (2004). *The Wisdom of Crowds: Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations*. Anchor Books.

**Week 15: May 3**

**Final Exam**