

SOP 6266:004

ADVANCED SOCIAL PSYCHOLOGY

Fall, 2003

Course location: PCD 2124

Course time: Tuesday 3:30 - 6:20

Instructor: Dr. Joe Vandello

Office: PCD 4135

Office hours: 2-3 Mondays and Tuesdays or by appointment

Email address: vandello@chuma1.cas.usf.edu

Phone: 974-0362

REQUIRED READINGS:

Text:

Fiske, S. T. (2003). *Social beings: A core motives approach to social psychology*. New York: Wiley. [ISBN #: 0471-145297. List price: \$48]

Supplemental readings:

There will be articles and/or chapters assigned each week. The readings are available in a coursepack at Pro-Copy, 5219 E. Fowler (813-988-5900). Readings may also be placed on electronic reserve through Blackboard or with the virtual library: (<http://www.lib.usf.edu/accsvc/ereserve/index.html>).

COURSE DESCRIPTION AND OBJECTIVES:

This course is a survey of contemporary theory and research in social psychology. We will cover both the "classics" of modern social psychology as well as recent trends, emerging perspectives, and cutting edge research (with an emphasis on more recent research). Social psychology has grown so large that it is impossible to cover all topics, even when focusing on very recent work. Consequently, the coverage of the course is somewhat selective. I've picked readings that I think represent some of the most interesting, important, or relevant research; these readings of course reflect my own biases and personal preferences. Because the course is intended as a broad overview of a very broad field, we will cover most topics in a rather cursory fashion. Students who find the material interesting and applicable to their doctoral work or future careers are encouraged to look for other, more advanced courses in social psychology or talk further with me.

COURSE FORMAT

An essential component of this course is active class participation. My hope is that the students themselves will help shape the content and direction of the class. To this end, it is very important that you complete the assigned weekly readings *before* class.

Class Attendance: Being a graduate course, class attendance is expected, but not required. If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class.

Each class will explore a different broad theme in social psychology. My intention (and because this is the first time I've taught the course, my intentions may change) is to spend the first hour or so of each class presenting a brief lecture on relevant theory and research on the day's topic. Then, in the remaining time, we will discuss the readings – their strengths and weaknesses, persuasiveness, gaps in the literature, implications, and so on. My hope is that class discussions will be loose, open, and lively. We should all feel free to stray from the specific material to discuss broader related issues. Students are expected to take a very active role in leading discussions.

This means coming to class prepared (e.g., reading the assigned chapter and articles, jotting down discussion questions and topics). To encourage class discussion everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (you'll get two free passes).

GRADING

Your final grade will be derived in equal proportions from your performance in the following three areas: Midterm (1/3), Final (1/3), Class Participation (1/3). Grades will be made on the plus/minus scale.

CLASS PARTICIPATION

Class participation is an essential part of this course. A good portion of each class will be spent in discussion, and you are expected to contribute. Try to come to class prepared with ideas, comments, and questions based on that week's readings. There are three components of class participation on which your participation grade will be based: general participation, discussion leading, and weekly thought papers.

Discussion Leading:

In addition to expected informal weekly class participation, you will also be assigned to lead one class discussion during the semester (with 1 or 2 others, depending on the size of the class). Each week, I have assigned readings (one or two per week) in addition to the chapter from the Fiske text. Most of these readings are empirical journal articles, some are chapters, and a few are readings from the popular press. Each week, a student will lead about one hour of the classroom session focused on the article(s) for that week. We'll divide the assignment of discussion leaders during the first class session. In their

presentation, students will be required to supply any handouts; they may also wish to prepare audio-visual aids. You may be as creative as you like, and you may even wish to bring in outside material to further the discussion.

Thought Papers:

A portion of your participation grade will come from weekly thought papers. To encourage class discussion, everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class (you'll get two free passes). These will be due at the end of each class period (no exceptions). *Content:* There are few constraints on how you can approach your thought papers. The primary purpose of these commentaries is to prepare you for class discussion. So, you might include in your commentaries interesting questions sparked by the readings, methodological issues, holes in the literature, implications of the research, links to other areas of psychology, etc. Basically, I'm looking for anything that will spur engaging class discussion.

EXAMS

There will be two equally-weighted three hour essay examinations. The first exam (Oct. 13) will cover material from the first half of the course, and the second exam will occur during finals week and will cover the second half of the course (non-cumulative).

POLICY ON RELIGIOUS OBSERVANCES

If you anticipate being absent from class due to a major religious observance, please provide notice of the date(s) to me, in writing, by the second class meeting.

NOTE TAKING AND RECORDING

You are encouraged to take notes on the lectures/discussions and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution.

SCHEDULE:

DATE	TOPIC	READING ASSIGNMENT
Aug. 26	Introduction	Fiske, Ch. 1
Sept. 2	The Self	Fiske, Ch. 5; Brewer (1991)
Sept. 9	Social Cognition	Fiske, Ch. 4; Norenzayan & Nisbett (2000) <i>Optional: Gladwell (2003)</i>
Sept. 16	Social Perception	Fiske, Ch. 3; Gilbert, Pelham, & Krull (1988)
Sept. 23	Attitudes & Persuasion	Fiske, Ch. 6; Strahan, Spencer, & Zanna (2002) <i>Optional: Walker (2003)</i>
Sept. 30	Social Influence/Social Norms	Fiske, Ch. 13; Cialdini, Reno, & Kallgren (1990)
Oct. 7	Interpersonal Attraction	Fiske, Ch. 7; Li, Bailey, Kenrick, & Linsenmeier (2002)
Oct. 14	MIDTERM	
Oct. 21	Close Relationships	Fiske, Ch. 8; Murray, Holmes, & Griffin (1996) <i>Optional: Peplau (2003)</i>
Oct. 28	Groups	Fiske, Ch. 12; Pickett (2001) <i>Optional: Gladwell (2002)</i>
Nov. 4	Stereotyping, Prejudice, Discrimination	Fiske, Ch. 11; Monin & Miller (2001) <i>Optional: Steele (2002)</i>
Nov. 11	No Class (?) Veteran's Day	
Nov. 18	Prosocial Behavior	Fiske, Ch. 9; Holmes, Miller, & Lerner (2002) <i>Optional: Batson & Thompson (2001)</i>
Nov. 25	Aggression	Fiske, Ch. 10; Cohen, Vandello, & Rantilla (1998) <i>Optional: Anderson & Bushman (2000)</i>
Dec. 2	Conflict and Cooperation	Axelrod (1984) Miller & Prentice (1999) Dovidio, Gaertner, Kawakami (2003)
Dec. 7-13	Finals Week	

SUPPLEMENTAL READINGS:

Note: Readings with a * are optional, but try to at least skim them.

Aug 26: Introduction

(No readings)

Sept 2: The Self

Brewer, M. (1991). The social self: On being the same and different at the same time. Personality and Social Psychology Bulletin, 17, 475-482.

Sept 9: Social Cognition

Norenzayan, A., & Nisbett, R. E. (2000). Culture and causal cognition. Current Directions in Psychological Science, 9, 132-135.

*Gladwell, M. (2003, March 10). Connecting the dots: The paradox of intelligence reform. The New Yorker, 83-88.

Sept 16: Social Perception/Social Inference/Attributions

Gilbert, D. T., Pelham, B. W., & Krull, D. S. (1988). On cognitive busyness: When person perceivers meet persons perceived. Journal of Personality and Social Psychology, 54, 733-740.

Sept 23: Attitudes and Persuasion

Strahan, E. J., Spencer, S. J., & Zanna, M. P. (2002). Subliminal priming and persuasion: Striking while the iron is hot. Journal of Experimental Social Psychology, 38, 556-568.

*Walker, R. (2003, June 22). The marketing of no marketing. The New York Times Magazine.

Sept 30: Social Influence/Social Norms

Cialdini, R., Reno, R., & Kallgren, C. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. Journal of Personality and Social Psychology, 58, 1015-1026.

Oct 7: Interpersonal Attraction

Li, N. P., Bailey, J. M., Kenrick, D. T., & Linsenmeier, J. A. (2002). The necessities and luxuries of mate preference. Journal of Personality and Social Psychology, 82, 947-955.

Oct 14: MIDTERM

Oct 21: Close Relationships

Murray, S. L., Holmes, J. G., Griffin, D. W. (1996). The self-fulfilling nature of positive illusions in romantic relationships: Love is not blind, but prescient. Journal of Personality and Social Psychology, 71, 1155-1180.

*Peplau, L. A. (2003). Human sexuality: How do men and women differ? Current Directions in Psychological Science, 12, 37-40.

Oct 28: Groups

Pickett, C. L. (2001). The effects of entitativity beliefs on implicit comparisons between group members. Personality and Social Psychology Bulletin, 27, 515-525.

*Gladwell, M. (2002, Dec. 2). Group think: What does Saturday Night Live have in common with German philosophy? The New Yorker, pp. 102-107.

Nov 4: Stereotypes, Prejudice, & Discrimination

Monin, B., & Miller, D. T. (2001). Moral credentials and the expression of prejudice. Journal of Personality and Social Psychology, 81, 33-43.

*Steele, S. (2002, November). The age of white guilt and the disappearance of the black individual. Harper's, pp. 33-42.

Nov 11: NO CLASS

Nov 18: Prosocial Behavior

Holmes, J. G., Miller, D. T., & Lerner, M. J. (2002). Committing altruism under the cloak of self-interest: The exchange fiction. Journal of Experimental Social Psychology, 38, 144-151.

*Batson, C. D., & Thompson, E. R. (2001). Why don't moral people act morally? Motivational considerations. Current Directions in Psychological Science, 10(2), 54-57.

Nov 25: Aggression

Cohen, D., Vandello, J., & Rantilla, A. (1998). The sacred and the social: Cultures of honor and violence. In P. Gilbert & B. Andrews (Eds.) Shame: Interpersonal behavior, psychopathology, and culture (pp. 261-282). New York: Oxford University Press.

*Anderson, C. A., & Bushman, B. J. (2002). The effects of media violence on society. Science, 295, 2377-2379.

Dec 2: Conflict & Cooperation

Axelrod, R. (1984). The evolution of cooperation (Ch. 1: The problem of cooperation, pp. 3-24). New York: Basic Books.

Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and the future. Group Processes and Intergroup Relations, 6, 5-21

Miller, D. T., & Prentice, D. A. (1999). Some consequences of a belief in group essence: The category divide hypothesis. In D. A., Prentice & D. T. Miller (Eds.) Cultural divides: Understanding and overcoming group conflict (pp. 213-238). New York: Russell Sage.

Dec 9: Final Exam