

**PSYCHOLOGY 680**  
**ADVANCED SOCIAL PSYCHOLOGY**  
**FALL 2006**

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Psychology 680 is designed to provide an introduction to the major issues and topics in social psychology. The readings will provide examples of classic and current approaches to areas of great interest to social psychologists. Topics to be covered include: fundamental human needs, group and situational influence, the self and self-esteem, motivation, close relationships, cognitive dissonance and self-justification, stigma, stereotyping and prejudice, intergroup relations, emotions, gender, culture, and applications to mental and physical health.

My philosophy of graduate education is that we benefit most when everyone plays an active role in class. We are all here to learn and to learn from each other. One way to facilitate this process is to have everyone come to class each week fully prepared and fully present. This means reading all the assigned articles before class, posing insightful questions and sharing your observations with the rest of class, and overall, being an active participant in shaping the success of this course. In the spirit of keeping our classroom a stimulating learning environment, I will keep the lecture portion of the class to introductory comments on the history of an area of research and the major themes of research within the area. The remainder of the class will consist of lively discussion led by students (see below).

Overall evaluation in this course will be based on 1) weekly reaction papers; 2) student-led discussion; 3) in-class participation; and 4) the final take-home paper.

**Student Learning Outcomes:** This course is designed to help you achieve the following learning outcomes:

**Knowledge:** Become familiar with major theories and research findings in social psychology.

**Comprehension:** Understand and differentiate between various theories and findings in social psychology.

**Application:** Apply social psychological theories and research findings to personal experiences and to real-world events.

**Analysis:** Develop critical thinking skills by questioning theories, research findings, and methodologies.

**Synthesis:** Make broader connections across theories and findings in the social psychological literature.

To this end, grades in this course will be based on a combination of weekly thought papers, in-class participation, and a final paper designed to cultivate these learning objectives and to improve your overall thinking, writing, and communication skills.

## Readings

There is no textbook for this course. Instead, each week you will be assigned 4 articles to read on a given topic. All articles will be available in electronic form via the UB Library's electronic reserve system where you can print them directly from the Internet. Another way of obtaining the articles online is to look up the article directly from the library's electronic journal listing (e.g., PSYCINFO).

**1. Weekly Reaction Papers.** To encourage engagement with the material and stimulate class discussion, each week you will be responsible for writing a 1-page, single-spaced reaction paper on the readings for that week. The reaction paper should raise thoughtful observations, questions, and responses to the theoretical ideas, methods, and results of the readings. Do not just summarize the readings; this is your chance to really think about what you have read and *respond* and *react* to the ideas presented. What do you see as the major contributions and/or limitations of the ideas or studies? What links can be made across the studies, and why is that important? What questions remain? What future studies are needed? What are the real-world applications and broader implications of the theory or research findings? I will grade the reaction papers on a 10-point scale (1= poor; 10 = excellent). **Reaction papers are due in my mailbox (206 Park Hall) or via email to [lorapark@buffalo.edu](mailto:lorapark@buffalo.edu) every Wednesday by 12pm. Papers will be docked 1 point for every day it is late.**

**2. Student-led Discussion.** Each week, one student in the class will be responsible for leading class discussion. When it is your week to lead discussion, you should first give a **very brief** overview of the articles, then have a concrete plan of how you will lead the discussion. Here are some ways to facilitate discussion:

You could identify the major empirical and conceptual strengths and weaknesses of the papers and orient your discussion around those themes. You could raise specific issues or questions concerning commonalities or differences across the articles assigned for that week; address intriguing contradictions or topics you think the authors have omitted; consider aspects of the theory, methodology or analysis that you find convincing or not convincing; discuss aspects of the theory, methodology, etc. that you think make the results particularly compelling. You could have the class participate in an exercise to illustrate some point; design a study, generate research ideas that you think represents the next direction for research on that topic, or set an agenda for future research by outlining the moderators or mediators of a particular effect that might be considered. You could raise specific critiques, making sure to justify your criticisms and suggesting alternatives that would improve the article.

In sum, I am giving you lots of room for creativity to design and shape your own class discussion. I will moderate and facilitate the discussion and be actively involved, but I want to give each of you the chance to prepare for and lead a class discussion, which will help you and the other students be more fully engaged with the material. Remember, do not spend most of the presentation just summarizing the findings of the article. Everyone in the class has already read the articles, so we are interested in hearing your thoughts about it. Your overall performance as a student discussion leader will be evaluated on a 10-point scale (1 = poor; 10 = excellent).

**3. In-class Participation.** Each student should read ALL the assigned articles for the

week and actively contribute to the class discussion. There are many ways of participating in this class. Active participation involves being fully present in class, asking thoughtful questions, building on others' comments, actively listening, raising interesting observations or issues about the material, drawing links between the material and real-world or personal events, and relating the ideas to your own experiences. The key is to have everyone on board; we are all here to learn from each other, so view class participation as a way to enhance your learning and understanding of the material and to make the most of this class.

**4. Final Paper.** For your final paper, you will have a choice of writing one of the following:

- a) A 15-20 page (double-spaced) **integrative paper**: The goal of this assignment is to encourage you to think about each of the topics we have covered this semester not as separate topics, but as interconnected parts of a larger picture of social behavior. You can use this opportunity to think more deeply about a specific topic or phenomenon that is of particular interest to you in your graduate studies. Specifically, consider 1) how that phenomenon is related to people's fundamental needs, self-systems, motivations, goals, emotions, cognitions, and behavioral self-regulation, and 2) how that phenomenon is influenced by social contexts such as interpersonal, relationship, intergroup, gender, and cultural contexts. The paper is not a research paper, so you do not need to propose a series of studies or rely on outside sources. Rather, the assignment is to integrate the various issues and topics of the semester based on the articles you have read for the class. Your paper will be graded on how deeply, thoughtfully, and convincingly you can position your own research interest in the context of the readings and topics covered this semester, as well as your ability to link them together to provide a compelling and coherent account of your phenomenon.

OR,

- b) A 15-20 page (double-spaced) **research proposal**: The goal of this assignment is to encourage you to come up with a study or series of studies you would like to conduct based on specific readings, topics, and issues of interest to you that we covered this semester. The research proposal should include a detailed background/theoretical rationale section, drawing upon ideas and topics covered this semester; it should also include specific hypotheses logically following from your theoretical background section; a detailed method section (including who the participants would be, materials to be used, procedure); a brief description of the data analysis strategy and expected pattern of results, and a conclusion (what your results, if confirmed, or not, would suggest); and finally, the potential scientific contributions and/or implications of the findings to the field of psychology and to society in general. Ideas for the research proposal should draw upon specific themes and readings from the semester, and will be graded on how deeply, thoughtfully, and convincingly you can position your own research ideas in the context of the readings and topics covered this semester, and your ability to link various ideas together to propose a compelling and coherent set of studies.

All final papers are due in my mailbox (206 Park) by **Thursday, December 14<sup>th</sup> by 5pm.**

Final grades for the course will be based on 1) your weekly reaction papers, 2) your student-led discussion performance, 3) your contributions to class discussion, and 4) the final take-home paper. I will calculate your final grade using the following formula:

Class participation:	15%
Student-led discussion:	15%
Reaction papers:	30%
Final paper:	<u>40%</u>
	100%

### **Office of Disability Services**

If you have a disability (physical or psychological) and require reasonable accommodations to enable you to participate in this course, such as note takers, readers, or extended time on exams and assignments, please contact me and the Office of Disability Services, 25 Capen Hall, 645-2608, during the first two weeks of class. ODS will provide you with information and review appropriate arrangements for reasonable accommodations.

**WEEK 1****August 31: Introduction to the Class****WEEK 2****September 7: Fundamental human needs**

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*, 497-529.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68-78.

Sheldon, K. M., Elliot, A. J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality and Social Psychology*, *80*, 325-339.

Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin*, *130*, 435-468.

**WEEK 3****September 14: The person in the situation**

Milgram, S. (1963). Behavioral Study of obedience. *Journal of Abnormal Psychology*, *67*, 371-378.

Darley, J. M., & Batson, C. D. (1973). From Jerusalem to Jericho: A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, *27*, 100-108.

Crandall, C. S. (1988). Social contagion of binge eating. *Journal of Personality and Social Psychology*, *55*, 588-598.

Ross, L., & Nisbett, R. E. (1991). *The power of the situation*. Chapter 2.

**WEEK 4****September 21: The self and self-esteem**

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.

Baumeister, R.F., Bratslavsky, E., Muraven, M., & Tice, D.M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, *74*, 1252-1265.

Baldwin, M. W., & Sinclair, L. (1996). Self-esteem and "If-Then" contingencies of interpersonal acceptance. *Journal of Personality and Social Psychology*, *71*, 1130-1141.

Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, *130*, 392-414.

**WEEK 5****September 28: The motivated person**

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.

Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality & Social Psychology*, 82, 804-818.

Lockwood, P., Jordan, C. H., & Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. *Journal of Personality and Social Psychology*, 83, 854-864.

Shah, J. (2003). The motivational looking glass: How significant others implicitly affect goal appraisals. *Journal of Personality and Social Psychology*, 85, 424-439.

**WEEK 6****October 5: The self-justifying person**

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

Aronson, J., Blanton, H., & Cooper, J. (1995). From dissonance to disidentification: Selectivity in the self-affirmation process. *Journal of Personality and Social Psychology*, 68, 986-996.

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.

Norton, M. I.; Monin, B., Cooper, J., & Hogg, M. A. (2003). Vicarious dissonance: Attitude change from the inconsistency of others. *Journal of Personality and Social Psychology*, 85, 47-62.

**WEEK 7****October 12: NO CLASS****WEEK 8****October 19: The relationship context**

Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*, 35, 656-666.

Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58, 644-663.

Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The benefits of positive illusions: Idealization

and the construction of satisfaction in close relationships. *Journal of Personality & Social Psychology*, 70, 79-98.

Downey, G., Freitas, A. L., Michaelis, B., & Khouri, H. (1998). The self-fulfilling prophecy in close relationships: Rejection sensitivity and rejection by romantic partners. *Journal of Personality and Social Psychology*, 75, 545-560.

## **WEEK 9**

### **October 26: The stigmatizing context**

Frable, D. E. S., Blackstone, T., & Scherbaum, C. (1990). Marginal and mindful: Deviants in social interactions. *Journal of Personality and Social Psychology*, 59, 140-149.

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

Smart, L., & Wegner, D. M. (1999). Covering up what can't be seen: Concealable stigma and mental control. *Journal of Personality and Social Psychology*, 77, 474-486.

Quinn, D. M., & Crocker, J. (1999). When ideology hurts: Effects of belief in the Protestant Ethic and feeling overweight on the psychological well-being of women. *Journal of Personality And Social Psychology*, 77, 402-414.

## **WEEK 10**

### **November 2 : The stereotyping context**

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Greenwald, A. G., Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102, 4-27.

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.

Bargh, J. A., 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.

## **WEEK 11**

### **November 9: The intergroup context**

Mikulincer, M., & Shaver, P. R. (2001). Attachment theory and intergroup bias: Evidence that priming the secure base schema attenuates negative reactions to out-groups. *Journal of Personality and Social Psychology*, 81, 97-115.

Dovidio, J. F., Gaertner, S. L., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, 8, 88-102.

Sidanius, J., Van Laar, C., Levin, S., & Sinclair, S. (2004). Ethnic enclaves and the dynamics of social identity on the college campus: The good, the bad, and the ugly. *Journal of Personality and Social Psychology*, *87*, 96-110.

Shelton, N. J., & Richeson, J. A. (2005). Intergroup contact and pluralistic ignorance. *Journal of Personality And Social Psychology*, *88*, 91-107

## **WEEK 12**

### **November 16: The emotional person**

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

Tangney, J. P., Wagner, P. E., Hill-Barlow, D., Marschall, D., E., & Gramzow, R. (1996). Relation of shame and guilt to constructive versus destructive responses to anger across the lifespan. *Journal of Personality and Social Psychology*, *70*, 797-809.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and build theory of positive emotions. *American Psychologist*, *56*, 218-226.

Harker, L.A., & Keltner, D. (2001). Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. *Journal of Personality and Social Psychology*, *80*, 112-124.

## **WEEK 13**

### **November 23: NO CLASS (Thanksgiving recess)**

## **WEEK 14**

### **November 30: Gender and Cultural contexts**

Heine, S. J., Lehman, D. R., Markus, H. R., & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological Review*, *106*, 766-794.

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An "experimental ethnography". *Journal of Personality and Social Psychology*, *70*, 945-960.

Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, *21*, 173-206.

Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, *54*, 408-423.

## **WEEK 15:**

### **December 7: Social psychology and health**

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, *103*, 193-210.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & Updegraff, J. A. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review*, *107*, 411-429

Cohen, S. (2004). Social relationships and health. *American Psychologist*, *59*, 676-684.

Lyubomirsky, S., Sousa, L., & Dickerhoof, R. (2006). The costs and benefits of writing, talking, and think about life's triumphs and defeats. *Journal of Personality and Social Psychology*, *90*, 692-708.

## **WEEK 16**

**No Class; Final papers due in my mailbox by 5pm Thursday Dec. 14<sup>th</sup>**