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Office hrs by appointment

### **Objective**

The core graduate courses of the psychology department are designed to give students broad exposure to the field. PY600G is consistent with this purpose and emphasizes the fundamentals of social psychology. The major themes that we discuss are: 1) individual level processes such self-perception, attitudes, and behaviors; 2) interpersonal processes such as influence, aggression and persuasion; and 3) group processes and application including behavior within and between groups, culture, social issues and the law.

### **Requirements & Grades**

Your grade for the course will be determined by two exams (midterm 25%, final 25%), participation & discussion leadership (25%), and an individual paper (25%; description below). 90%=A, 80%=B, 70%=C, 60%=D, and 50%=F.

Students are required to read all readings for the date assigned. Readings will form the bases of class discussions, and will be asked about on exams. Readings include handbook chapters, classics and contemporary research. Because this is a broad overview course, there is not enough time to review and discuss every topic within social  $\Psi$ . Therefore, to capture the important topic areas, I surveyed a broad review of texts, syllabi and major journals of social  $\Psi$ .

### *Exams*

Exams will be in-class essays and cover the readings, class lectures and discussions; integration of materials is expected. Exams are comprised of some questions that will be required and others where you will choose one of two or three. Students will be assessed on the adequacy, accuracy and completeness of their answers.

### *Participation & Discussion Leadership*

Groups of 2-3 students will lead discussions for articles at each class period, and each student must sign-up to lead at least two class discussions. The goal of class discussions is to involve students in active debate and conversation about the readings. Students will choose which discussion days they will lead and sign-up for them on the first day of class.

The participation grade is divided between a) how well one leads and generates discussion, and b) how much one participates in the class discussions when others lead. Leadership will be assessed by how well each student presents, shares leadership with other students, facilitates discussion, builds on the ideas and comments of other students and organizes group discussion. Participation as a non-leader will be assessed by how actively the student engages in the group discussion, offers own ideas and relevant comments, and builds on the ideas and comments of other students.

How you lead the discussion is up to you. You can generate and disseminate, in advance, a list of questions for the articles for that class. You may also choose to “present” the articles through debate. Leaders in past classes have utilized the videos to encourage discussion, divided the class in half for debates, or found relevant news paper articles to generate discussion of theories or findings presented in the assigned articles. You are not required to produce handouts or summaries of the articles. The goal of class discussions is to involve students in active debate and conversation about the social psychological principles reviewed in the readings.

You should anticipate leading for about 1 hour (first portion of class). Leaders are required to share with the instructor their plan for presentation, at least 2 days before their assigned day. Sharing can be done via a 10-minute conversation with the instructor, or via an email message (verify the message has been received).

### *Paper*

You must apply social psychological principles and theories, from any topic area of social  $\Psi$ , to their area of expertise or focus of research/training. Simply reviewing or describing social psychological principles, without applying them, is not sufficient; nor is a paper focused strictly on the student’s research with little focus on social psychology. The paper is not a resuscitation of class lecture and readings.

This paper provides you with an opportunity to delve into a social psychological topic in depth, think critically about theories and principles, and apply them to their research or training interests. The paper can be a thorough research proposal styled after a thesis or dissertation, or review paper styled after a *Psychological Bulletin* article or book chapter.

Students will submit a one page memo of intent (not graded) by **2-10-04**, indicating what kind of paper will be written and what it will be about. You may work together collecting articles/books, discussing research or reviewing each other’s papers; however, the final product must be independently written.

The overall evaluation of the paper is styled after journal and chapter reviews and will, therefore, be based on the following criteria:

- 1) appropriateness of the topic (e.g., is it social psychology)
- 2) adequacy and accuracy of application of social psychological principles and theories
- 3) quality and clarity of writing
- 4) conceptual adequacy and mastery of the literature
- 5) quality of argument or presentation of topic

Each paper is to be 12-17 pages long (no longer than 25; not including references, abstract, or title page), double-spaced, typed, stapled, and must adhere to the APA 5<sup>th</sup> edition publication manual. Papers are due in class on **4-20-2004**.

### **Administrative**

The course syllabus, schedule for discussion leaders, grades and other key communications can be found on WebCT. Each student for the course can use his or her eID to login and view this course. Students are encouraged to do so, on a fairly regular basis. There is a chat room facility on WebCT for the course. The URL for WebCT is: <http://www.webct.colostate.edu>

The instructor reserves the right to make changes to the syllabus, should the need arise.

## Schedule and Readings PY600G Spring 2004

Date	Topic	Readings
1-20	Intro	No readings assigned.
1-27	History and Methods	<p>Jones, E. E. (1998). Major developments in 5 decades of social psychology. In G. Lindzey &amp; E. Aronson (Eds.), <i>The handbook of social psychology</i>, (4<sup>th</sup> Ed., Vol. 1, pp.1-57).</p> <p>Aronson, E., Wilson, T. D., &amp; Brewer, M. B. (1998). Experimentation in social psychology. In D. T. Gilbert, S. T. Fiske, &amp; G. Lindzey (Eds.), <i>The Handbook of Social Psychology</i>, (4<sup>th</sup> Ed., Vol. 1, pp. 99-142). New York: McGraw-Hill.</p>
2-3	Perceiving Self	<p>Bem, D. (1972). Self-perception theory. In L. Berkowitz (Ed.), <i>Advances in experimental social psychology</i>, (vol 6, pp. 1-62). New York, NY: Academic Press. (pdf)</p> <p>Deaux, K. (1996). Social identification. In E. T. Higgins &amp; A. W. Kruglanski (Eds.), <i>Social Psychology Handbook of Basic Principles</i>, (pp.777-798).</p> <p>Festinger, L. (1954). Theory of social comparison processes. <i>Human Relations</i>, 7, 117-140. (pdf)</p>
2-10	<p><b>Memo of intent due</b></p> <p>Perceiving Others</p>	<p>Weary, G., Stanley, M. A., &amp; Harvey, J. H. (1989). <i>Attribution</i>. Chapter 1: Introduction to basic attribution theories (pp.3-25). New York, NY: Springer-Verlag.</p> <p>Taylor, S. E., &amp; Fiske, S. T. (1975). Point of view and perceptions of causality. <i>Journal of Personality and Social Psychology</i>, 32, 439-445.</p> <p>Ross, L., Amabile, T. M., &amp; Steinmetz, J. L. L. (1977). Social roles, social control, and biases in social perception processes. <i>Journal of Personality and Social Psychology</i>, 35, 485-494.</p> <p>Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), <i>Advances in experimental social psychology</i>, (vol. 10, pp.173-220). Orlando, FL: Academic Press. (pdf)</p>
2-17	Social Cognition	<p>Fiske, S. T. &amp; Taylor, S. E. (1991). Social categories and schemas. <i>Social cognition</i> (2<sup>nd</sup> Ed; pp. 96-141). New York, NY: McGraw-Hill.</p> <p>Tversky, A. &amp; Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. <i>Science</i>, 1124-1131. (pdf)</p> <p>Medvec, V. H., Madley, S. F., &amp; Gilovich (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. <i>Journal of Personality and Social Psychology</i>, 69, 603-610. (pdf)</p> <p>Loftus, E. F., &amp; Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of interaction between language and memory. <i>Journal of Verbal Learning and Verbal Behavior</i>, 13, 585-589.</p> <p>Markus, H. (1977) Self-schemas and processing information about the self. <i>Journal of Personality and Social Psychology</i>, 35, 63-78.</p>

2-24	Social Influence, Conformity	<p>Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i>, 67, 371-378. (pdf)</p> <p>Asch, S.E. (1955). Opinions and social pressure. <i>Scientific American</i>, 193, 31-35.</p> <p>Miller, A. G., Collins, B. E., &amp; Brief, D. E. (1995). Perspectives on obedience to authority: The legacy of the Milgram experiments. <i>Journal of Social Issues</i>, 51(3), 1-19.</p> <p>Levine, J. M., &amp; Russo, E. M. (1987). Majority and minority influence. In C. Hendrick (Ed.), <i>Group processes</i> (Vol 8, Review of Personality and Social Psychology, Ch. 1, pp. 13-54). Newbury Park, CA: Sage.</p>
3-2	Persuasion	<p>Chaiken, S., Wood, W., &amp; Eagly, A.H. (1996). Principles of Persuasion. In E.T.Higgins &amp; A.W. Kruglanski (Eds.), <i>Social Psychology Handbook of Basic Principles</i>, (pp.702-744). New York, NY: Guilford Press.</p> <p>Petty, R. E., &amp; Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In L. Berkowitz (Ed.), <i>Advances in Experimental Psychology</i> (Vol. 19, pp. 123-205). New York, NY: Academic Press.</p>
3-9	<b>MIDTERM</b>	<p>Midterm during first half of class</p> <p>Second half of class – discussion of articles from 3-2-2004</p>
3-16	<b>SPRING BREAK</b>	
3-23	<p><b>Outline or draft due</b></p> <p>Groups, conflict</p>	<p>Sundstrom, E., McIntyre, M., Halfhill, T., &amp; Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. <i>Group Dynamics: Theory, Research &amp; Practice</i>, 4, 44-67. (pdf)</p> <p>Kozlowski, S. W. J., Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman &amp; D. R. Ilgen (Eds.), <i>Handbook of psychology: Industrial and organizational psychology</i>, (Vol. 12, pp. 333-375). New York, NY: Wiley &amp; Sons. (pdf)</p> <p>Baron, R. S., Kerr, N.L., &amp; Miller, N. (1992). <i>Group process, group decision, group action</i>. Chapter 4: Social influence and conformity, pp. 61-90. Pacific Grove, CA: Brooks/Cole.</p> <p>Sherif, M. (1956). Experiments in group conflict. <i>Scientific American</i>, 195 (5).</p>
3-30	Attitudes	<p>Festinger, L. (1962). Cognitive dissonance. <i>Scientific American</i>, 207(4), 93-107.</p> <p>Festinger, L., &amp; Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. <i>Journal of Abnormal and Social Psychology</i>, 58, 203-210. (pdf)</p> <p>Tesser, A. (1978). Self-generated attitude change. In L. Berkowitz (Ed.), <i>Advances in experimental social psychology</i>, (vol.11, pp. 289-338). New York, NY: Academic Press. (pdf)</p>

4-6	Prosocial Behavior, Altruism	<p>Darley, J.M., &amp; Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility, <i>Journal of Personality and Social Psychology</i>, 377-383.</p> <p>Latané, B., &amp; Darley, J.M. (1968). Group inhibition of bystander intervention in emergencies. <i>Journal of Personality and Social Psychology</i>, 10, 215 – 221.</p> <p>Cialdini, R. B., Schaller, M., Houlihan, D., Arps, K., Fultz, J., Beaman, A. L. (1987). Empathy-based helping: Is it selflessly or selfishly motivated? <i>Journal of Personality and Social Psychology</i>, 52, 747-758.</p> <p>Penner, L. A., &amp; Finkelstein, M. A. (1998). Dispositional and structural determinants of volunteerism. <i>Journal of Personality and Social Psychology</i>, 74, 525-537. (pdf)</p>
4-13	Prejudice	<p>Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. <i>American Psychologist</i>, 52, 613 – 629. (pdf)</p> <p>Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In S. Plous (Ed.), <i>Understanding prejudice and discrimination</i>. (pp. 3-48). Boston, MA: McGraw-Hill.</p>
4-20	Paper Due Aggression	<p>Anderson, C. A., &amp; Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. <i>Journal of Personality and Social Psychology</i>, 78, 772-790. (pdf)</p> <p>Anderson, C. A., Carnagey, N. O., &amp; Eubanks, J. (2000). Exposure to violent media: The effects of songs with violent lyrics on aggressive thoughts and feelings. <i>Journal of Personality and Social Psychology</i>, 84, 960-971. (pdf)</p> <p>Cohen, D., Nisbett, R. E., Bowdle, B. F., &amp; Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An “experimental ethnography”. <i>Journal of Personality and Social Psychology</i>, 70, 945-960. (pdf)</p>
4-27	Culture, Environment, Social Issues	<p>Markus, H.R., Kitayama, S., &amp; Heiman, R.J. (1996). Culture and basic psychological principles. In E.T.Higgins &amp; A.W. Kruglanski (Eds.), <i>Social Psychology Handbook of Basic Principles</i>, (pp.857-913). New York, NY: Guilford Press.</p> <p>Alpert, S. A. (2003). Protecting medical privacy: Challenges in the age of genetic information. <i>Journal of Social Issues</i>, 59, 301-322. (pdf)</p> <p>Esses, V. M., Dovidio, J. F., Jackson, L. M., &amp; Armstrong, T. L. (2002). The immigration dilemma: The role of perceived group competition, ethnic prejudice, and national identity. <i>Journal of Social Issues</i>, 57, 389-412. (pdf)</p>
5-4	Law	<p>Carroll, J.S., &amp; Wiener, R. L. (1982). Cognitive social psychology in court and beyond. In A. Hastorf &amp; A. M. Isen (Eds.), <i>Cognitive social psychology</i>, (pp.213-253). Amsterdam, Netherlands: Elsevier Science.</p> <p>Ellsworth, P.C. &amp; Mauro, R. (1998). Psychology and Law. In D. T. Gilbert, S. T. Fiske, &amp; G. Lindzey (Eds.), <i>The Handbook of Social Psychology</i>, (4<sup>th</sup> Ed., Vol. 2, pp. 684-732). New York: McGraw-Hill.</p>
5-11	11:20-1:20	<b>FINAL EXAM</b>