

Advanced Social Psychology (PSCL 409)
Fall 2007
Tentative Syllabus (Subject to change at instructor's discretion)

Professor: Dr. Julie Exline
Office: Mather Memorial 140
Phone: 216-368-8573
Office hours: Wed Thu 9:00-9:45AM

Class times: Wed. 10AM-12:30PM
Class location: Mather Memorial 143
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Primary Aims

- * to provide a broad, graduate-level overview of the field of social psychology
- * to help you learn basic principles of human nature that can be applied to your daily life, research, and clinical/applied work

Readings

Textbook: Elliot Aronson's *The Social Animal*, 9th edition. New York: Worth Publishers, 2004.

To supplement the textbook, readings for each week will include research articles. To avoid photocopying hassles, all articles will be available in electronic form from KSL library.

Lectures, Discussion, and Presentations

Class periods will focus on a combination of lecture and discussion of readings. The class may be split into 2 discussion groups depending on size. Discussion will be shortened on quiz days so that approximately 30 minutes can be allocated for the quiz.

Each week, you should bring in 3 written (or typed) comments or questions about the readings. Turn these in at the end of class. This exercise should facilitate class discussion while helping you to keep up with the reading. The questions will not be returned to you, but you will receive points for turning them in.

Active participation in class discussions is important. People often have strong emotions about topics raised in this course. Please take extra care to respect one another's rights and feelings, even if you strongly disagree.

I will ask each of you to co-lead one or two class discussions (again, this depends on class size). Topics will be assigned based on your interests, which I will ask you to rank order on the first day of class.

Thought Papers

To encourage you to think more deeply about class topics that are of greatest interest to you, I will ask you to turn in three brief thought papers of approximately 2 pages in length (double-spaced, 11 or 12-point font). Each of these short papers should focus on an issue from the readings or lecture, and it should strive to make one main point. Your essay might take a "basic science" approach, focusing on a methodological or conceptual critique, an important question or broad issue raised by the readings, or an idea for future study. It might also be a more applied paper that applies social psychological concepts to current events, your research, applied or clinical work, or your personal experience.

Each paper will be graded on a 10-point scale on the basis of creativity, depth (i.e., how thoughtful versus superficial is this idea?), and how well you have communicated your idea. Note that problems with sentence construction, spelling, grammar, etc. can make communication unclear and may result in a lowered grade. Although you are only required to turn in 3 thought papers, you have the option of turning in 1 or 2 additional papers. Your top 3 scores will be retained. Thought papers are due on the dates indicated on the syllabus. Late papers will be docked two points per day, unless the instructor has granted approval for an extension.

Quizzes

To test your overall comprehension of the reading and lecture material, two short multiple-choice quizzes will be given, one at mid-semester and one at the end. These quizzes will focus on conceptual issues, central themes, and primary findings rather than picky details of the articles.

Grading System

Three thought papers (10 points each)*	30 points
Quiz 1 (20 multiple-choice questions on reading and lecture)	20 points
Quiz 2 (same format)	20 points
Class participation, which consists of:	30 points
Co-leading one discussion with instructor	10 points
Attendance and participation in discussions	10 points
Turning in weekly discussion questions (10 sets at 1 point each)	

TOTAL	100 points

* You can turn in up to five papers total, if you choose, and the top 3 scores will be retained.

Grades will be based on percentages of this 100-point total (*not* on a curve):

A = 89% or above	= 89 points
B = 79% or above	= 79 points
C = 69% or above	= 69 points
D = 59% or above	= 59 points
F = below 59	points

Please note that I adhere to this scale strictly and that it has already been rounded down to adjust for borderline grades. Assuming that there have been no errors in computing your points, please don't make after-the-fact requests for grade changes based on borderline performance, good intentions, etc. Such requests have not been successful in the past.

Other Important Policies

I do not give out copies of lecture notes. If you miss class, you should get notes from another student.

The syllabus is tentative and is subject to revision during class. You are responsible for all material covered in class, including announcements, discussion and lecture material, and changes to the syllabus.

I encourage you to come to office hours and to speak with me before or after class. If you can't reach me in either of these ways, please leave a clear, detailed phone or e-mail message. Messages may not be checked every day. Last-minute attempts to reach me by e-mail or phone may fail. Because I provide many ways to get in touch, please do not use strategies that are much more disruptive to me (e.g., drop-in visits outside office hours; phone calls at home).

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work outlined here or will require extra time for exams, please notify me within the first two weeks of the course so that we can make alternate arrangements. Students with disabilities or special needs should register with Educational Services for Students (ESS; 368-5230).

Class Calendar

INTRODUCTION

Aug 29 Introduction

UNIT I: THE SELF AND SOCIAL COGNITION

Sept 5 Social cognition

12 Self-justification and self-enhancement

19 Social comparison
First thought paper due

26 Self-presentation

Oct 3 Automatic and unconscious thought; **Quiz I**

UNIT II: SOCIAL BEHAVIOR & RELATIONSHIPS

Oct 10 Close relationships
Second thought paper due

Oct 17 Aggression

24 Coping with transgression
Third thought paper due

31 Altruism and prosocial behavior

Nov 7 The social psychology of religion
Fourth thought paper due (opt.)

UNIT III: GROUPS

Nov 14 Group behavior and social influence

21 * NO CLASS* Enjoy Thanksgiving!

28 Prejudice & ingroup/outgroup phenomena
Fifth thought paper due (opt.)

Dec 5 Persuasion; **Quiz II**

Tentative Reading List
Advanced Social Psychology
Dr. Julie Exline

UNIT I: THE SELF AND SOCIAL COGNITION

Introduction to Social Psychology

Aronson, Ch. 1 (What Is Social Psychology?) and 9 (Social Psychology as a Science)

Social Cognition

Aronson, Ch. 4 (Social Cognition)

Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, 80, 572-584.

Gilovich, T., & Medvec, V. H. (1995). The experience of regret: What, when, and why. *Psychological Review*, 102, 379-395.

Self-Justification and Self-Enhancement

Aronson, Ch. 5 (Self-Justification)

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

Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-101.

Social Comparison

Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73, 91-103.

Smith, R. H., Turner, T. J., Garonzik, R., Leach, C. W., Urch-Druskat, V., & Weston, C. M. (1996). Envy and schadenfreude. *Personality and Social Psychology Bulletin*, 22, 158-168.

Wert, S. R., & Salovey, P. (2004). A social comparison account of gossip. *Review of General Psychology*, 8, 122-137.

Self-Presentation

Exline, J. J., & Lobel, M. (1999). The perils of outperformance: Sensitivity about being the target of a threatening upward comparison. *Psychological Bulletin*, 125, 307-337.

Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance. *Journal of Personality and Social Psychology*, 78, 221-222.

Kowalski, R. M. (1996). Complaints and complaining: Functions, antecedents, and consequences. *Psychological Bulletin*, 119, 179-196.

Automaticity, Intuition, and Unconscious Thought

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.

Pyszczynski, T., Greenberg, J., & Solomon, S. (1999). A dual-process model of defense against conscious and unconscious death-related thoughts: An extension of terror management theory. *Psychological Review*, 106, 835-845.

UNIT II: SOCIAL BEHAVIOR AND RELATIONSHIPS

Close Relationships

Aronson, Ch. 8 (Liking, Loving, and Interpersonal Sensitivity)

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.

Van Lange, P. A. M., Rusbult, C. E., Drigotas, S. M., Arriaga, X. B., Witcher, B. S., & Cox, C. L. (1997). Willingness to sacrifice in close relationships. *Journal of Personality and Social Psychology*, 72, 1373-1395.

Aggression

Aronson, Ch. 6 (Human Aggression)

Baumeister, R. F., Smart, L., & Boden, J. M. (1996). Relation of threatened egotism to violence and aggression: The dark side of high self-esteem. *Psychological Review*, 103, 5-33.

Anderson, C. A., Carnagey, N. L., & Eubanks, J. (2001). Exposure to violent media: The effects of songs with violent lyrics on aggressive thoughts and feelings. *Journal of Personality and Social Psychology*, 84, 960-971.

Coping with Transgression

Baumeister, R. F., Stillwell, A., & Wotman, S. R. (1990). Victim and perpetrator accounts of interpersonal conflict: Autobiographical narratives about anger. *Journal of Personality and Social Psychology*, 59, 994-1005.

Exline, J. J., Worthington, E. L., Jr., Hill, P., & McCullough, M. E. (2003). Forgiveness and justice: A research agenda for social and personality psychology. *Personality and Social Psychology Review*, 7, 337-348.

Wohl, M. J. A., & Branscombe, N. R. (2005). Forgiveness and collective guilt assignment to historical perpetrator groups depend on level of social category inclusiveness. *Journal of Personality and Social Psychology*, 88, 288-303.

Altruism and Prosocial Behavior

Mikulincer, M., Shaver, P. R., Gillath, O., & Nitzberg, R. A. (2005). Attachment, caregiving, and altruism: Boosting attachment security increases compassion and helping. *Journal of Personality and Social Psychology*, 89, 817-839.

Batson, C. D., Klein, T. R., Highberger, I., & Shaw, L. L. (1997). Immorality from empathy-induced altruism: When compassion and justice conflict. *Journal of Personality and Social Psychology*, 68, 1042-1058.

Becker, S. W., & Eagly, A. H. (2004). The heroism of women and men. *American Psychologist*, 59, 163-178.

The Social Psychology of Religion

McIntosh, D. N., Silver, R. C., & Wortman, C. B. (1993). Religion's role in adjustment to a negative life event: Coping with the loss of a child. *Journal of Personality and Social Psychology*, 65, 812-821.

Pargament, K. I. (2002). The bitter and the sweet: An evaluation of the costs and benefits of religiousness. *Psychological Inquiry*, 13, 168-181.

Cohen, A. B., & Rozin, P. (2001). Religion and the morality of mentality. *Journal of Personality and Social Psychology*, 81, 697-710.

UNIT III: GROUPS

Group Behavior and Social Influence

Aronson, Ch. 2 (Conformity)

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

Arndt, J., Schimel, J., Greenberg, J., & Pyszczynski, T. (2002). The intrinsic self and defensiveness: Evidence that activating the intrinsic self reduces self-handicapping and conformity. *Personality and Social Psychology Bulletin*, 28, 671-683.

Prejudice and Ingroup/Outgroup Phenomena

Aronson, Ch. 7 (Prejudice)

Roccas, S., & Brewer, M. B. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6, 88-106.

Doosje, B., Branscombe, N. R., Spears, R., & Manstead, A. S. R. (1998). Guilty by association: When one's group has a negative history. *Journal of Personality and Social Psychology*, 75, 872-886.

Persuasion

Aronson, Ch. 3 (Mass Communication, Propaganda, and Persuasion)