



**Advanced Seminar in Social Psychology
Psychological and Brain Sciences
Tuesday-Thursday: 3:30-4:45
Room: Gore Hall Room 219**

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<http://ifsnlab.org/>
Office Hours: By appointment

Overview: The aim of this course is to provide an advanced level introduction to the field of social psychology. It is not a survey of the field, and we will sacrifice some breadth for deeper consideration of core themes. We will review key theories and findings, focusing on topics that have long been central to the field, on classic papers that lay the foundation for contemporary work, and on current pressing issues.

Format: This course is an advanced seminar and, as such, it will be taught in a discussion format. Instead of passively receiving information in a lecture, your learning will come from thoughtfully reading the selected material and actively exchanging thoughts and ideas with your classmates.

Course Requirements: You will be required to submit weekly reactions papers to readings, actively participate in class discussions, and submit a final paper.

1) Class Discussion: The success or failure of this course depends critically on your active participation in our weekly discussions. It is imperative that you come to class prepared for a productive discussion. This does not simply mean that you've done the readings – you must also have spent time contemplating the material, integrating or contrasting it with other material we've covered in the course or that you have encountered elsewhere.

You must come with questions or observations designed to stimulate discussion.

To prepare for the discussion, I urge you to be an active reader – take notes, jot down questions that occur to you as you're reading, highlight passages that you find particularly interesting/troubling/surprising/hard to swallow/worthy of discussion. Really engage with the material, and bring your marked-up copies of the readings to class with you.

2) Reaction Papers: To assist you in preparing for our weekly discussion, each week you will write brief papers (roughly half a page) reacting to the readings. Do not summarize the readings, and do not simply provide global evaluations. I'm interested in your own thoughtful assessment of and reactions to the readings. The papers must conclude with one or two "thought questions" for discussion during the following class period. These questions may arise directly from one or more of the readings, or they may be broader questions that link the issues raised in the readings to other topics already considered in the course, to other research domains within psychology, or to real-world phenomena (e.g., politics, legal proceedings, public health). The thought that you put into these papers will form the backbone of this course. The papers are brief, but they should reflect a good deal of time, energy and thought. They needn't be formal but they must be concise, clear, thoughtful, well-reasoned. You should submit your papers to me by email by 12 PM on the Sunday before each week of classes. If you were not able to complete Thursday's reading, you can focus your paper on Tuesday's reading but you will be expected to bring "thought questions" about the reading on Thursday.

3) Final Paper: You will submit a final paper, roughly 7-10 pages including references, related to one or more of the topics discussed in class. Like the weekly responses, this paper should represent your own thoughtful reactions to the material, but the longer format will allow you to delve more completely into the question(s) that you find particularly interesting.

Grading:

Reaction Papers/Thought Questions: 40%

Participation in Discussion: 40%

Final Paper: 20%

Readings

Week 1a (Aug 28): Introduction to the class

Week 1b (Aug 30): An Introduction and Invitation (1)

Fiske, S. T. (2004). *Social beings: A core motives approach to social psychology*. John Wiley & Sons. (Chapter 1: Introduction: Situations and Motives, Adaptation and Culture)

Week 2a (Sept 4): An Introduction and Invitation (2)

Miller, D. T. (2006). *An invitation to social psychology: Expressing and censoring the self*. Thomas Wadsworth. (Chapter 1: Introduction)

Week 2b (Sept 6): An Introduction and Invitation (3)

Ross, L., & Nisbett, R. E. (1991). *The person and the situation: Perspectives of social psychology*. New York: McGraw Hill. (Chapter 1: Introduction)

Week 3a (Sept 11): Cognitive Dissonance

Aronson, E. (1992). The return of the repressed: Dissonance theory makes a comeback. *Psychological Inquiry*, 3, 303-311.

*Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-211.

Week 3b (Sept 13): The Self (1)

Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 21, pp. 261–302). San Diego, CA: Academic.

Week 4a (Sept 18): The Self (2)

Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American Psychologist*, 35, 603-618.

Week 4b (Sept 20): The Self (3)

Gillihan, S. J., & Farah, M. J. (2005). Is the self special? A critical review of evidence from experimental psychology and cognitive neuroscience. *Psychological bulletin*, 131(1), 76.

Week 5a (Sept 25): The Social Self (1)

Tajfel, H., & Turner, J. C. (1986). The social-identity theory of inter- group behavior. In S.

Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Chicago: Nelson-Hall.

Week 5b (Sept 27): The Social Self (2)

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

Week 6a (Oct 2): Making Sense of Experience (1)

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 1977, 84, 231-259.

Week 6b (Oct 4): Away at a conference

Week 7a (Oct 9): Away at a conference

Week 7b (Oct 11): Making Sense of Experience (2)

Darley, J.M., Gross, P.H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology*, 44, 20-33

Week 8a (Oct 16): Making Sense of Experience (3)

Roese, N. J. (1997). Counterfactual thinking. *Psychological Bulletin*, 121, 133-148.

Week 8b (Oct 18): Making Sense of Experience (4)

Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. *Journal of Personality and Social Psychology*, 60, 181-192.

Week 9a (Oct 23): “Automatic” & Consciously Controlled Processes (1)

Bargh, J. A. (1994). The Four Horsemen of automaticity: Awareness, efficiency, intention, and control in social cognition. In R. S. Wyer, Jr., & T. K. Srull (Eds.), *Handbook of social cognition* (2nd ed., pp. 1-40). Hillsdale, NJ: Erlbaum.

Week 9b (Oct 25): “Automatic” & Consciously Controlled Processes (2)

Wegner, D. M. (2005). Who is the controller of controlled processes? In R. Hassin, J. S. Uleman, & J.A. Bargh (Eds.), *The new unconscious* (pp. 19-36). New York: Oxford University Press.

Week 10a (Oct 30): Social Categorization and Stereotyping (1)

Devine, P. G. (1989). Stereotypes and prejudice: their automatic and controlled components. *Journal of personality and social psychology*, 56(1), 5.

Week 10b (Nov 1): Social Categorization and Stereotyping (2)

Fiske, S. T., Lin, M., & Neuberg, S. (1999). The continuum model. *Dual-process theories in social psychology*, 321-254.

Week 11a (Nov 6): Election day

Week 11b (Nov 8): Attribution & Social Judgments (1)

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 10. NY: Academic Press.

Week 13a (Nov 12): Attribution & Social Judgments (2)

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of behavior and physical attractiveness. *Journal of Personality & Social Psychology*, 64, 431-441.

Week 13b (Nov 15): Attribution & Social Judgments (3)

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.

Thanksgiving break**Week 14a (Nov 27): Can Neuroscience Inform Social Psychology (and vice-versa) (1)**

Todorov, A., Harris, L. T., & Fiske, S. T. (2006). Toward socially inspired social neuroscience. *Brain research*, 1079(1), 76-85.

Week 14b (Nov 29): Can Neuroscience Inform Social Psychology (and vice-versa) (2)

Cacioppo, J. T. (2002). Social neuroscience: understanding the pieces fosters understanding the whole and vice versa. *American Psychologist*, 57(11), 819.

Week 15a (Dec 4): Potential Challenges and Improvements for the Field

Nelson, Simmons, & Siminsohn (2018). Psychology's Renaissance. *Annual Review of Psychology*, 69, 511-534.

Week 15b (Dec 6): Workshop to help with final paper**Attendance**

Absences on religious holidays listed in university calendars is recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hüllihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hüllihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dsoffice@udel.edu

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For inquiries or complaints related to non-discrimination policies, please contact:

Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu

Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)