



PSY 589.001 Social Psychology
COURSE SYLLABUS: Fall 2013

Professor: Dr. Stephen Reysen
Class Location: TBA
Class Hours: TBA
Office Location: Binnion 213
Office Hours: by appointment
Office Phone: 903-886-5197
Office Fax: 903-886-5780
Email Address: Stephen.Reysen@tamuc.edu (*email is the best way to reach me*)

COURSE INFORMATION

Course Description: In this course we will cover the fundamental theories and research conducted in social psychology. We will cover both classic and modern social psychological research. There is no textbook for this class. Instead we will read journal articles and book chapters each week. I will have these available on ecollege. There are no lectures. Instead we will discuss the readings that are assigned each week. The purpose of the readings is to give you an understanding of (1) the beginnings of social psychology, (2) major areas within social psychology, and (3) how social psychological research is conducted. Due to the breadth of the research that has been conducted in social psychology it is impossible to cover every theoretical contribution. Therefore, I have selected what I believe to be key writings in the field.

COURSE REQUIREMENTS

Grading: Grades will be based on (1) reaction papers, and (2) a final research proposal paper. There are 10 weeks of readings, write a reaction paper for each week (1 page, single space, 12-point times new roman font, .rtf or .doc). The reactions papers should include your reaction to the readings (e.g., thoughts, ideas, application to your own research or life). The final research proposal is a serious proposal of research. This paper should not exceed 15 pages (double spaced). In the proposal you will review some relevant literature, state a hypothesis, and then propose a study that directly tests your hypothesis. Please discuss this paper with me before beginning. **ALL PAPERS ARE DUE BY DECEMBER 6TH.**

Assessment:
In-class contribution: 50%
Research proposal: 50%

TECHNOLOGY REQUIREMENTS

You will need access to a computer with internet.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Please feel welcome to contact me in person during office hours, before or after class, online through University email or schedule an appointment to meet with me. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance:

Class attendance will be taken. Class attendance will be used in determining grades for students who are on the borderline between two course grades.

Student Behavior:

My expectations in this area should be very simple to fulfill. (1) Electronic devices should be turned off or put on vibrate when in class. (2) Immaturity will NOT be tolerated! If a student's behavior is disrupting the class, he/she will be asked to leave. (3) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (4) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)! (5) Do NOT talk during class unless you are participating in class discussion.

Recording:

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

University Closing Due to Inclement Weather:

University closing information will be posted on the web at <http://web.tamuc.edu>. Information will be forwarded to radio station KETR (88.9 FM); Dallas-area television stations KDFW (Channel 4), KXAS (Channel 5), and WFAA (Channel 8); and, Tyler/Longview-area television station KLTV (Channel 7).

Changes to Class:

Minor changes may be made to this schedule; modifications will be announced in class. Students that do not attend class are responsible for the alterations made to the syllabus.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

COURSE OUTLINE / CALENDAR

Topic 1: History of Social Psychology

- Aronson, E. (1977). Research in social psychology as a leap of faith. *Personality and Social Psychology Bulletin*, 3, 190-195.
- Berscheid, E. (1992). A glance back at a quarter century of social psychology. *Journal of Personality and Social Psychology*, 63, 525-533.
- Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.

Topic 2: Conformity

- Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. *Journal of Abnormal Social Psychology*, 51, 629-636.
- Milgram, S. (1969). Note on the drawing power of crowds of different size. *Journal of Personality and Social Psychology*, 13, 79-82.
- Sistrunk, F., & McDavid, J. W. (1971). Sex variable in conforming behavior. *Journal of Personality and Social Psychology*, 17, 200-207.

Topic 3: Social Comparison

- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140.
- Schachter, S. (1959). *The psychology of affiliation* (Chapters 1). Stanford, CA: Stanford University Press.
- Schachter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Topic 4: Attribution

- Harvey, J. H. (1990). Obituary: Fritz Heider (1896-1988). *American Psychologist*, 44, 570-571.
- Storms, M. D., & Nisbett, R. E. (1970). Insomnia and the attribution process. *Journal of Personality and Social Psychology*, 16, 319-328.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.
- Kelly, H. H. (1967). Attribution theory in social psychology. In D. Levine (Ed.), *Nebraska Symposium on Motivation, 1967* (pp. 192-240). Lincoln, NE: University of Nebraska Press.

Topic 5: Balance Theory and Cognitive Dissonance I

- Heider, F. (1946). Attitudes and cognitive organization. *Journal of Psychology*, 21, 107-112.
- Aronson, E., & Cope, V. (1968). My enemy's enemy is my friend. *Journal of Personality and Social Psychology*, 8, 8-12.
- Festinger, L. (1957). *A theory of cognitive dissonance*. Evanston, IL: Row, Peterson. [Chapters 1, 2, 4, 6, 11]

Topic 6: Cognitive Dissonance II

- Aronson, E. (1991). Leon Festinger and the art of audacity. *Psychology Science*, 2, 213-217.
- Aronson, E., & Mills, J. (1959). The effect of severity of initiation on liking for a group. *Journal of Abnormal and Social Psychology*, 59, 177-181.
- Harmon-Jones, E., Brehm, J. W., Greenberg, J., Simon, L., & Nelson, D. E. (1996). Evidence that the production of aversive consequences is not necessary to create cognitive dissonance. *Journal of Personality and Social Psychology*, 70, 5-16.
- Fazio, R. H., Zanna, M. P., & Cooper, J. (1977). Dissonance and self-perception: An integrative view of each theory's proper domain of application. *Journal of Experimental Social Psychology*, 13, 464-479.

Topic 7: Group Processes: Social Facilitation, Loafing, Minorities

- Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 267-274.
- Williams, K., Harkins, S., & Latane, B. (1981). Identifiability as a deterrent to social loafing: Two cheering experiments. *Journal of Personality and Social Psychology*, 40, 303-311.
- Jackson, J. M., & Padgett, V. R. (1982). With a little help from my friend: Social loafing and the Lennon-McCartney songs. *Personality and Social Psychology Bulletin*, 8, 672-677.
- Maass, A., & Clark, R. D. (1984). Hidden impact of minorities: Fifteen years of minority influence research. *Psychological Bulletin*, 95, 428-450.

Topic 8: Group Psychology I

- Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In R. Austin & S. Worchel (Eds.), *Social psychology of intergroup relations* (pp. 33-47). Chicago: Nelson-Hall.
- Cialdini, R. B., Borden, R. J., Thorne, A., Walker, M. R., Freeman, S., & Sloan, L. R. (1976). Basking in reflected glory: Three (football) field studies. *Journal of Personality and Social Psychology*, 34, 366-375.
- Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: how social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin*, 31, 443-453.

Topic 9: Culture

- Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *Psychological foundations of culture* (pp. 335-360). Hillsdale, NJ: Lawrence Erlbaum.
- Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, 77, 785-800.
- Miyamoto, Y., Nisbett, R. E., Masuda, T. (2006). Culture and the physical environment. *Psychological Science*, 17, 113-119.

Topic 10: Stereotypes and Prejudice

- Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008).

- Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The social psychology of racism and discrimination* (pp. 215-246). Washington, DC: APA Books.
- Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review, 4*, 186-197.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56*, 5-18.