

**Syllabus**  
Advanced Topics in Social Psychology—Fundamentals of Social Psychology (PSY5430HS)  
Dr. Michael Inzlicht  
Winter 2008  
Wednesday 12:30-2:30 SS4004

**Instructor:** Dr. Michael Inzlicht  
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**Course Description**

This course is intended for junior Social/Personality graduate students in years MA1 or PhD1. It will expose students to a number of classic and contemporary theories that guide social psychological research. The topics covered in this course represent a broad selection of major themes in the field and each topic will provide students with the opportunity to develop their understanding of the field as well as learn how social psychologists think about and conduct research. The field of social psychology is very broad, meaning there are many topics to cover. No one class could do justice to all the topics we will discuss—in fact, one could argue that the topics presented each could week deserve the treatment of a full course.

**Course Structure**

I've designed this course to maximize meaningful learning and to minimize the memorize-and-regurgitate kind of style that we all get enough of in undergraduate courses. Lecturing will be minimal. The course will mainly consist of student-led discussions aimed at fostering meaningful understanding of the material. At the end of the semester, the class will also include student led presentations of research proposals. Because this is a graduate class, I've decided to forgo weekly reaction papers; this is because I assume you all want to be in class and to read the papers. The success of this seminar depends on everyone's preparation, and everyone's preparation will depend on carefully completing the readings.

**Blackboard**

I will use Blackboard to communicate with you (i.e. to make announcements) and so that you can each communicate with one another. Anything I hand-out in class will also be posted on Blackboard; so the syllabus, class schedule, etc. are all there. I recommend getting quickly acquainted with Blackboard and checking it on a regular basis. Also, please make sure to update your Blackboard account so that your correct email address is noted. You do not need to apply for Blackboard access. If you are registered, you will automatically see this class when you log-on to the intranet. To access Blackboard, log onto <http://www.utoronto.ca/>, enter your UTORid and password, and voila you have access!

**Readings**

The number of readings will vary per week, with most weeks containing three comprehensive articles. You can find most of the articles linked on the Blackboard site or in the library.

**Class Participation**

Participation is essential in a graduate class. I am looking for quality discussion. Signs of good participation include: Attendance, punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments. Note that I do not

want class discussions monopolized by the same 3 or 4 people. That means that people should make an effort to talk enough, but not too much.

### **Facilitating**

Three or four times during the semester, students (three or four per week) will share in the responsibility of facilitating discussion. Each student will be responsible to lead discussion for one review-style paper or two smaller empirical papers. They will need to determine how best to accomplish this goal for the readings. As facilitators, it is *not* your responsibility to explain the readings to others or review the important points of each paper. Instead, your role is to provide a framework that seems sensible for discussing the topic. For example, you may want to circulate questions via e-mail before class to pose questions of your colleagues. Perhaps you might present an initial framework at the beginning of class (on the board or via overhead) to highlight common (or divergent) themes that run throughout the readings. There are no right or wrong ways to facilitate. The goal of facilitation is to provide structure and direction for fellow students during discussion, not *be* the discussion.

### **Grant Proposal**

Students will submit a major paper by choosing an area of social psychology based on their own interests and developing a research proposal. The topic need not be one that a student facilitated, though doing so may benefit some students. My only request is that students NOT choose a topic that is based on their current MA or PhD research; this needs to be a new line of inquiry. Although students will not be required to carry out the research they propose, the opportunity to develop a well-thought-out proposal should be helpful to those who wish to develop new lines of research. To be clear, you will be asked to propose a "research program," which should consist of three or more individual studies. This paper will take the form of a SSHRC standard research grant proposal and consist of a one page (single spaced) executive summary, 6 page proposal (single spaced), and a two page (max) reference section. For more guidelines on how to write a standard SSHRC grant proposal, go to the SSHRC website. I will give you more information about this assignment during the course of the semester. Topics must be approved by me no later than Wednesday, March 5<sup>th</sup>. The paper should be submitted electronically (as an attachment in email) and is due at 12 noon, on Wednesday, April 9<sup>th</sup>.

### **Grant Presentation**

On the last day of class, you will give a formal presentation about your grant proposal to the class. This presentation should be on power-point and last 10 minutes, with 5 minutes left for questions. Rather than present a "finished" project, this presentation should represent "work-in-progress," with your classmates and me providing feedback to incorporate into your final proposal. Given the number of students, expect our last class to last three hours.

### **Grading Policy**

I have the firm belief that grades are simply no longer useful at the graduate level. You should be taking this class because you are genuinely interested and not because you need to fill some requirement or achieve a certain grade. That being said, I am still required to provide a grade for you at the end of semester. To remove all extrinsic motivation, I have decided to give you all maximal grades assuming you attend and do your work. The official grade breakdown is as follows:

Class Participation—40%  
Grant Presentation—20%  
Grant Proposal—40%

## Course Schedule & Readings

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For your convenience, these readings are posted on Blackboard. The following abbreviations and symbols are relevant in interpreting the reading list:

JESP = *Journal of Experimental Social Psychology*  
JPSP = *Journal of Personality and Social Psychology*  
PSPB = *Personality and Social Psychology Bulletin*

### January 9: Organizational meeting, course introduction, and overview

### January 16: Methodological Issues in Social Psychology

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

Baron, R.M. & Kenny, D.A. (1986). The Moderator-Mediator variable distinction in Social Psychological research: Conceptual, strategic, and statistical considerations. *JPSP*, 51, 1173-1182.

Zweigenhaft, R. L. (1978). Book reviews: Robert Rosenthal. Experimenter effects in behavioral research, enlarged edition. Irvington Publishers, Inc. 471 pages. *Educational and Psychological Measurement*, 38, 595-596.

Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Sears, D.O. (1986). College sophomores in the laboratory: Influences of a narrow data base on psychology's view of human nature. *JPSP*, 51, 515-530.

Anderson, C.A., Lindsay, J.J., & Bushman, B.J. (1999). Research in the psychological laboratory: Truth or triviality? *Current Directions in Psychological Science*, 8, 3-9.

### January 23: Attribution and Person Perception

Higgins, E. T., Rholes, W. S., & Jones, C. R. (1977). Category accessibility and impression formation. *JESP*, 13, 141-154.

Gilbert, D. T. (1998). Ordinary Personology. In D.T. Gilbert, S.T. Fiske, & G. Lindzey (Eds). *Handbook of Social Psychology (Vol 2)* (89-150).

Ambady, N., Hallahan, M., Conner, B. (1999). Accuracy of judgments of sexual orientation from thin slices of behavior. *JPSP*, 77, 538-547.

Fiske, S. T., Lin, M., & Neuberg, S. L. (1999). The continuum model: Ten years later. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology* (pp. 231-254). New York: Guilford.

### **January 30: Social Cognition**

Fiske (1992). Thinking is for doing: Portraits of social cognition from daguerreotype to laser photo. *JPSP*, 63, 877-889.

Smith, E. R. (1996). What do connectionism and social psychology offer each other? *JPSP*, 70, 893-912.

Macrae, C. N. & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology* (Vol. 51), 93-120.

### **February 6: Class Cancelled for SPSP**

### **February 13: Social Neuroscience**

Cacioppo, J. T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *American Psychologist*, 57, 819-831.

Kihlstrom, J. F. (2006). Does Neuroscience constrain social-psychological theory? Retrieved on Nov 16, 2007 from <http://ist-socrates.berkeley.edu/~kihlstrm/SPSPDialogue06.htm>

Ochsner, K. N. (2007). Social cognitive neuroscience: Historical development, core principles, and future promise. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social Psychology: Handbook of Basic Principles (2<sup>nd</sup> Edition)* (pp. 39-68). New York: Guilford Press.

Greene, J. D. (in press). Social neuroscience and the soul's last stand. In A. Todorov, S. Fiske, D. Prentice (Eds.), *Social Neuroscience: Toward Understanding the Underpinning of the Social Mind*. Oxford, UK: Oxford University Press

### **February 20: Class Cancelled for Reading Week**

### **February 27: The Self**

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

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). Orlando, FL: Academic Press.

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

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.

### **March 5: Implicit Social Cognition/ Automaticity**

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

Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin*, 132, 692-731.

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

### **March 12: Stereotypes, Prejudice, and Stigma**

Allport, G. W. (1979). *The Nature of Prejudice*. (Chapters 1-4, pp. 3-67). Reading, MA: Perseus Books.

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

Crocker, J., & Major, B. (1989). Social stigma and self-esteem. The self-protective properties of stigma. *Psychological Review*, 96, 608-630.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

### **March 19: Self-Regulation**

Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.

Mischel, W., & Ayduk, O. (2004). Willpower in a cognitive-affective processing system: The dynamics of delay of gratification. In R. F. Baumeister & K. D. Vohs (Eds.) *Handbook of self-regulation: Research, theory, and applications* (pp. 99-129). New York: The Guilford Press.

Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*, 126, 247-259.

### **March 26: Interpersonal Processes**

Baldwin, M. W. (1992). Relational schemas and the processing of social information. *Psychological Bulletin*, 112, 461-484.

MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, 131, 202-223.

Shaver, P. R., Mikulincer, M. (2007). Attachment theory and research: Core concepts, basic principles, conceptual bridges. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social Psychology: Handbook of Basic Principles (2<sup>nd</sup> Edition)* (pp. 39-68). New York: Guilford Press.

## **April 2: Morality**

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.

Greene, J.D., Sommerville, R.B., Nystrom, L.E., Darley, J.M., & Cohen, J.D. (2001). An fMRI investigation of emotional engagement in moral Judgment. *Science*, 293, 2105-2108.

Greene, J. and Haidt, J. (2002) How (and where) does moral judgment work? *Trends in Cognitive Sciences*, 6, 517-523.

Haidt, J. (2007). The new synthesis in moral psychology. *Science*, 316, 998-1002.

## **April 9: Project Presentations**