

**ADVANCED SOCIAL PSYCHOLOGY (PSYC 532, 3 cr.)**

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Fall 2007 TT 2-3:20

Office Hours: Tues 3-4:00; Thurs. 10-11:00, or by appointment

**Course Description:** This course will examine human behavior in as it is influenced by cultural and social stimuli.

**Textbook:** *Social Psychology* (7th ed.) by Kassin, Fein, & Markus. The assigned readings are indicated on the accompanying tentative calendar. The textbook readings will be supplemented by reading assignments of original sources included on the course reading list.

**Course Objectives:** The course objectives include:

- Learning factual knowledge regarding social behavior
- Learning fundamental principles and theories related to social behavior
- Learning how course material might be applied.

**Coursework & Evaluation:** There are 500 points possible consisting of three exams, a paper, and a participation grade each counting 100 points. The paper will be an application and literature review on a specific topic in social psychology.

**Exams:** Each exam will consist of short and long answer essay questions. Make-up exams will be permitted only in EXTREMELY rare cases.

**Paper:** The paper will be an 8-10 page paper that briefly describes a specific event and reviews relevant literature on a topic(s) in social psychology that applies to that event. The paper is to conform to APA style and the format should be patterned after a *Psychological Bulletin* article. The paper is due at **11:00 a.m. on Friday, November 12, 2007**. The due date is firm. Late papers will incur a 10-point deduction for each day or part of day the paper is late.

**Participation:** It is important, and will be challenging if you have not done the day's assigned readings. Therefore, plan to come to class prepared to briefly summarize the background leading up to the research, the hypotheses tested, concise summary of the methods used, main results, implications and limitations of the research. Identifying a quotation from the article that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings.

**Participation** will be graded as follows: **90-100 points:** clearly apparent reading of the chapter(s) and articles demonstrated through thoughtful comments, questions, knowledge of the material; **80-89 points:** the reading has been done and there is a general working understanding of the material along with useful comments and questions that are not as thorough as in the first category; **70-79 points:** apparent knowledge/understanding gaps along with less relevant comments/questions and lower level participation; **60-69 points:** not keeping up with the assigned readings, lack of understanding, failing to participate; **50-59 points:** yikes -- missing classes, when attending, signs of life are really hard to discern.

**Attendance Policy:** In keeping with SHSU policy, class attendance is expected and required.

**Academic Dishonesty Policy:** Pursuant to Academic Policy Statement 810213, all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

Academic dishonesty in any form in this class will result in a zero for exam or paper, and an "F" for this course. Further, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Please note that papers may be submitted to TurnItIn.com or similar software to verify originality of the work.

**Classroom Rules of Conduct:** The Code of Student Conduct and Discipline is found at the following link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances.

**Cell Phone Policy:** Cell phones must be turned off, silent, and inactive while in the classroom. Therefore, talking on phones during class is prohibited. Further, I reserve the right to answer any phone that rings (jingles, or otherwise signals an incoming call) in the classroom.

**Americans with Disabilities Act:** Requests for accommodations must be initiated by the student. A student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities in a timely manner. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful

procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

**Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**Visitors in the Classroom :** According to the Faculty Handbook a statement regarding the instructor's policy on classroom visitors should be included on the syllabus. Therefore: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

**Instructor Evaluations:** Students will be asked to complete a course/instructor evaluation toward the end of the semester.

## TENTATIVE CALENDAR

DATE	TOPIC	READINGS
<b>AUGUST</b>		
21	Overview & Introduction	Ch. 1
23	Methods	Ch. 2 VonHippel & Gonsalkorale (2005)
28,30	Self	Ch. 3 Markus & Kitayama (1991) Leary et al. (1994) McLean et al. (2007)
<b>SEPTEMBER</b>		
4	Self, continued	
6,11,13	Person Perception	Ch. 4 Cloutier et al. (2005) Gilbert & Malone (1995) Chua et al. (2005)
18	<b>EXAM 1</b>	
20,25,27	Attitudes	Ch. 6 Wheeler et al. (2007) Aronson (1992) Wilson et al. (1998)
<b>OCTOBER</b>		
2,4	Stereotypes & Prejudice	Ch. 5 Monteith et al. (1998) Steele (1997)
9,10	Social Influence	Ch. 7 Safer (1980)
16,18,23	Groups	Ch. 8 Scholten et al. (2007) Aldag & Fuller (1993)
25	<b>EXAM 2</b>	
30	Interpersonal Attraction	Ch. 9 Swann et al. (2003) McKenna & Bargh (2000) Rusbult et al.(1994)
<b>NOVEMBER</b>		
1	Interpersonal Attraction continued	
6,8	Helping	Ch. 10 Holmes et al. (2001)
<b>**Papers due 11:00 a.m. on November 12**</b>		
13,15	Aggression	Ch. 11 Bushman & Anderson (2002) Bushman et al. (2005) Cohn & Rotton (2005), Bell (2005) Bushman et al. (2005)
22	Thanksgiving holiday	
27,29	Applied Social Psychology: Law	Ch. 12 Edens et al. (2004)
<b>DECEMBER</b>		
4,6	Applied Social Psychology: Health	Ch. 14

**FINAL EXAM:** Thursday, December 13, 2007, 2-4:00 p.m.

**PSY 532: ADVANCED SOCIAL PSYCHOLOGY  
FALL 2007  
READING LIST**

**Methods:**

vonHippel & Gonsalkorale (2005). "That is bloody revolting!" Inhibitory control of thoughts better left unsaid. *Psychological Science*, 16, 497-500.

**Self:**

Markus & Kitayama (1991). Culture & the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Leary, et al. (1994). Self-presentation can be hazardous to your health: Impression management and health risk. *Health Psychology*, 13, 461-470.

McLean, K. C., Pasupathi, M., & Pals, J. L. (2007). Selves creating stories creating selves: A process model of self-development. *Personality and Social Psychology Review*, 11, 262-278.

**Social Cognition:**

Cloutier, Mason, & Macrae (2005). The perceptual determinants of person construal: Reopening the social-cognitive toolbox. *Journal of Personality and Social Psychology*, 88, 885-894.

Gilbert & Malone (1995). The correspondence bias. *Psychological Bulletin*, 117, 21-38.

Chua, Leu, & Nisbett (2005). Culture and diverging views of social events. *Personality and Social Psychology Bulletin*, 31, 925-934.

**Attitudes:**

Wheeler, S. C., Brinol, P., & Hermann, A. D. (2007). Resistance to persuasion as self-regulation: Ego-depletion and its effects on attitude change processes. *Journal of Experimental Social Psychology*, 43, 150-156.

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

Wilson, Houston, & Meyers (1998). Choose your poison: Effects of lay beliefs about mental processes on attitude change. *Social Cognition*, 16, 114-132.

**Stereotypes & Prejudice:**

Monteith, Sherman, & Devine (1998). Suppression as a Stereotype Control Strategy. *Personality & Social Psychology Review*, 2, 63-82.

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

**Social Influence:**

Safer (1980). Attributing evil to the subject, not the situation: Student reaction to Milgram's film on obedience. *Personality and Social Psychology Bulletin*, 6, 205-209.

**Groups:**

Scholten, L., van Knippenberg, D., Nijstad, B. A., De Dreu, C. K. W. (2007). Motivated information processing and group decision-making: Effects of process accountability on information processing and decision quality. *Journal of Experimental Social Psychology*, 43, 539-552.

Aldag & Fuller (1993). Beyond fiasco: A reappraisal of the groupthink phenomenon and a new model of group decision processes. *Psychological Bulletin*, 113, 533-552.

**Attraction/Relationships:**

Swann, Rentfrow, & Gosling (2003). The precarious couple effect: Verbally inhibited men + critical, disinhibited women = bad chemistry. *Journal of Personality and Social Psychology*, 85, 1095-1106.

McKenna & Bargh (2000). Plan 9 from cyberspace: The implications of the internet for personality and social psychology. *Personality & Social Psychology Review*, 4, 57-75.

Rusbult, Drigotas, & Verette (1994). The investment model: An interdependence analysis of commitment processes and relationship maintenance phenomena. In D. J. Canary & L. Stafford (Eds.) *Communication and relational maintenance* (pp. 115-139). San Diego: Academic press.

**Helping:**

Holmes, Miller, & Lerner (2001). Committing altruism under the cloak of self-interest: The exchange fiction. *Journal of Experimental Social Psychology*, 38, 144-141.

**Aggression:**

Bushman & Anderson (2002). Violent video games & hostile expectations: A test of the General Aggression Model. *Personality and Social Psychology Bulletin*, 28, 1679-1686.

Bushman, Wang, & Anderson (2005) Is the curve relating temperature to aggression linear or curvilinear? Assaults and temperature in Minneapolis reexamined. *Journal of Personality and Social Psychology*, 89, 62-66.

Cohn and Rotton (2005). The curve is still out there: A reply to Bushman, Wang, & Anderson's (2005) "Is the curve relating temperature to aggression linear or curvilinear?" *Journal of Personality and Social Psychology*, 89, 67-70.

Bell (2005). Reanalysis and perspective in the Heat-Aggression debate. *Journal of Personality and Social Psychology*, 89, 71-73.

Bushman, Wang, & Anderson (2005) Is the curve relating temperature to aggression linear or curvilinear? A response to Bell (2005) and to Cohn and Rotton (2005). *Journal of Personality and Social Psychology*, 89, 74-77.

**Law:**

Edens, Desforges, Fernandez, & Palac (2004). Effects of psychopathy testimony on mock juror sentencing decisions. *Psychology, Crime, & Law*, 10, 393-412.