

Psyc700 Social Psychology  
Fall 2004  
<http://www.tulane.edu/~jruscher/dept/Psyc700.fall04.pdf>

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### Course Description

As the graduate core course in social psychology, Psyc700 provides a broad overview of the social bases of behavior, that is, the individual in social context. Topics include group phenomena such as social facilitation, stereotyping and prejudice, attitudes and persuasion, stress and coping, and intimate relationships. The course is required for graduate students in the school psychology and industrial/organizational psychology programs, as well as for psychological science students specializing in social psychology. Senior undergraduate students in the honors program may take the course with instructor permission.

The purpose of this course is to familiarize you with both classic and contemporary social psychological theory and research. Each week, you typically will read three empirical articles (published in the last 1-3 years), and examine how they relate to classic and modern social psychology as presented in *Social Beings*. I hope that this exemplar approach will provide depth to your theoretical insights about social psychology, as well as exposing you to a rich number of paradigms that you later might incorporate into your own empirical work.

### Required Text:

Fiske, S. T. (2004). *Social beings: A core motives approach to social psychology*. NY: Wiley

### Evaluation

**Exams.** Two noncumulative essay examinations each contribute 25% to the final grade. The midterm examination on October 18 comprises material from the first part of the semester (Methods, Person Perception, Social Cognition, the Self, and Attitudes). The endterm examination on November 29 comprises material from the second part of the semester (Relationships, Prosocial Behavior and Aggression, Stereotyping, Small Groups, and Social Influence). Note that anything covered in the course is 'fair game' for an examination, including the text, articles, concepts discussed in seminar, and my occasional board scribbles.

**Article Critiques.** Uniformly assigned articles (marked with an asterisk\*) are intended to a.) provide detailed exemplars of majors areas in social psychology, b.) encourage students to integrate readings prior to class meetings, c.) allow the instructor to provide frequent feedback on student comprehension, and d.) provide focal points for discussion. Critiques should integrate the empirical articles with relevant material in the text. No specific length is required, but 2/3 of a single-spaced typed page typically suffices. Critiques of uniformly assigned articles contribute 10% to the final grade. Critiques are due by 4pm each Thursday prior to the class reserved for the corresponding topic. Given the purpose of the critiques (i.e., a stimulating semi-organized discussion), late critiques will not be accepted. These articles may be accessed by electronic reserve <http://eres.tulane.edu> Your password is FiskeSB

In addition to the articles assigned to the entire class, students will be assigned an supplemental article each week that they should integrate into their critiques and into class discussion. To stimulate thinking about integrations between social psychology and other fields, many of the articles were selected to appeal potentially to students in other primary areas of training. Although no special grade is assigned to your use of these readings, suffice it to say that I make notes regarding participation after each class, so your unique contributions from this material will be remembered. Tulane's library has hard-copy or electronic subscriptions to the supplemental articles, so you are responsible for finding these articles on your own. These articles are marked on the syllabus with a pound sign (#).

**Class Participation.** Although I periodically will present information, class meetings center around discussion of the empirical articles. You do not need to talk a blue streak, but should try to make a few good points. Class participation contributes 10% to the final grade.

**Term Paper.** To provide students with feedback on their writing as well as experience with revision, a term paper will be required. Although the topic may *relate* to a discipline outside social psychology, the topic must reflect a social psychological perspective (i.e., rely primarily on the theories and empirical findings of social psychology for its argument). Topics must be approved by October 22. The first version of the paper should be submitted by noon on November 12, and will contribute 15% to the final grade. Although detailed feedback will be provided on this first version, like any work submitted to peers or senior colleagues, it should reflect what you would consider a final product. The revision will be due at noon on 12/10, and will contribute the remaining 15% of the final grade.

## Dates, Topics, and Readings

**8/30 Course Overview or "Why am I here?"**

**9/6 holiday**

**9/13 Methodology (Ch. 2): Classic Experimentation and Beyond**

\*Cacioppo, J. T., Bernston, G. G., Lorig, T. S., Norris, C. J., Rickett, E., & Nusbaum, H. (2003). Just because you're imaging the brain doesn't mean you can stop using your head: A primer and set of first principles. *Journal of Personality and Social Psychology, 85*, 650-661.

\*Scollon, C. N., Kim-Prieto, C., & Diener, E. (2003). Experience Sampling: Promises and pitfalls, strengths and weaknesses. *Journal of Happiness Studies, 4*, 5-34.

**9/20 Person Perception (Ch. 3): The Correspondence Bias; Interpreting Nonverbal Behavior**

\*Frank, M. G., & Ekman, P. (2004). Appearing truthful generalizes across different deception situations. *Journal of Personality and Social Psychology, 86*, 486-495.

\*Reeder, G. D., Vonk, R., Ronk, M. J., Ham, J., & Lawrence, M. (2004). Dispositional attribution: Multiple inferences about motive-related traits. *Journal of Personality and Social Psychology, 86*, 530-544

#Geeraert, N., Yzerbyt, V. Y., Corneille, O., & Wigboldus, D. (2004). The return of dispositionalism: On the linguistic consequences of dispositional suppression. *Journal of Experimental Social Psychology, 40*, 264-272.

#O'Sullivan, M. (2003). The Fundamental Attribution Error in detecting deception: The boy-who-cried-wolf effect. *Personality and Social Psychology Bulletin, 29*, 1316-1327.

#Peng, K., & Knowles, E. D. (2003). Culture, education, and the attribution of physical causality. *Personality and Social Psychology Bulletin, 29*, 1272-1284. (X)

#Tobin, S. J., & Weary, G. (2003). An on-line look at automatic contrast and correction of behavior categorizations and dispositional inferences. *Personality and Social Psychology Bulletin, 29*, 1328-1338.

#Vrij, A., Edward, K., & Bull, R. (2001). Stereotypical verbal and nonverbal responses while deceiving others. *Personality and Social Psychology Bulletin, 27*, 899-909. (S,D).