Psychology 558

Seminar in Social Psychology

Spring 2013

Thomas E. Malloy, Ph.D.

Monday 4:00-6:50

This course provides an overview of theory and research in social psychology. A broad range of theoretical models in social psychology will be considered, as well as the empirical data generated by them.

Text: Fiske, S. T. (2004). Social beings. New York: Wiley.

A set of weekly readings are presented below.

Topics Week

Introduction and Organization of the Seminar 1

History and Emerging Directions in Social Psychology 2

Fiske Chapter 1

Ross, L., Lepper, M., & Ward, A. (2010). History of Social Psychology: Insights, Challenges, and Contributions to Theory and Application. In *Handbook of Social Psychology (5th ed.). pp. 3-50.* S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Laboratory Experimentation in Social Psychology 3

Fiske Chapter 2

Writing the Empirical Journal Article – Bem <http://dbem.ws/WritingArticle.2.pdf>

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. . In Handbook of Social Psychology (5th ed.). pp. 51-81. In . S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Social Relations Model 4

Malloy, T.E., & Kenny, D.A. (1986). The Social Relations Model: An integrative method for

personality research. Journal of Personality, 54, 101 124.

Malloy, T. E., & Albright, L. (2001). Single and multiple interaction dyadic research designs: Conceptual

and analytic issues. Basic and Applied Social Psychology, 23, 1-19.

Evolutionary Social Psychology 5

Neuberg, S. L., Kendrick, D. T, & Schaller, M. (2010). Evolutionary social psychology. In Handbook of Social Psychology (5th ed.). pp. 761-798. In S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Malloy, T. E., Lewis, B., Kinney, L., & Murphy, P. (2012). Explicit weight stereotypes are

curvilinear: Biased judgments of thin and overweight targets. European Eating Disorders Review, 20, 151-154.

Explaining the Behavior of Others 6

Fiske Chapter 3

McArthur, L. A. (1972). The how and what of why: Some determinants and consequences of causal attribution. Journal of Personality and Social Psychology, 22, 171-193.

Storms, M. D. (1973). Videotape and the attribution process: Reversing actors' and observers' points of view. Journal of Personality and Social Psychology, 27, 165-175.

Bradbury, F. D., & Fincham, T. N. (1992). Attributions and behavior in marital interaction. Journal of Personality and Social Psychology, 63, 613-628.

Interpersonal Perception 7

Fiske Chapter 4

Malloy, T. E. & Albright, L. (1990). Interpersonal perception in a social context. Journal of Personality and Social Psychology, 58, 419 428.

Malloy, T. E., Albright, L., Kenny, D. A., Agatstein, F., & Winquist, L. (1997). Interpersonal perception and metaperception in non-overlapping social groups. Journal of Personality and Social Psychology, 72, 390-398.

Kenny, D. A., West, T., Malloy, T. E., & Albright, L. (2006). Componential analysis of interpersonal

perception data. Personality and Social Psychology Review, 10, 282-294.

Mid-Term Examination 8

Self Perception and Self in the Eyes of Others 9

Fiske Chapter 5

Swann, W. B., & Bosson, J. K. (2010). Self and Identity. In Handbook of Social Psychology (5th ed.). pp. 589-628. S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Kwan, V. S. Y., John, O. P., Kenny, D. A., Bond, M. H., Robins, R. W. (2004). Reconceptualizing Individual Differences in Self-Enhancement Bias: An Interpersonal Approach. Psychological Review, 111, 94-110.

Interpersonal Attraction and Close Relationships 10

Fiske Chapters 7 and 8

Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The benefits of positive illusions: Idealization and the construction of satisfaction in close relationships Journal of Personality and Social Psychology, 70, 79-98.

Hazan, C. & Shaver, P. (1987) Romantic love conceptualized as an attachment process. Journal of Personality and Social Psychology, 52, 511-524.

Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the investment model. Journal of Experimental Social Psychology, 16, 172-186.

Stereotypes, Prejudice and Discrimination 11

Fiske Chapter 11

Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. Journal of Personality and Social Psychology, 82, 62-68.

Malloy, T. E., Chau, S., Bulevich, J., & Maddox, K. B. (2013). Skin Tone and Crime Stereotypes Affect Whites’ Visual Attention to Black Faces. Unpublished manuscript, Rhode Island College.

Intergroup Relations 12

Fiske Chapters 12 and 13

Yzerbyt, V., & Demoulin, S. (2010). Intergroup relations. In Handbook of Social Psychology (5th ed.). pp. 1024-1084. S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Intergroup Reconciliation 13

Malloy, T. E. (2008). Intergroup relations and reconciliation: A theoretical and methodological analysis. In A. Nadler, T. E. Malloy, & J. D. Fisher, J. D. (Eds.). Social Psychology of Intergroup Reconciliation. New York: Oxford University Press.

Nadler, A. & Shanabel, N. (2008). Instrumental and Socio-Emotional Paths to Intergroup Reconciliation and the Need-Based Model of Socio-Emotional Reconciliation. In A. Nadler, T. E. Malloy, & J. D. Fisher, J. D. (Eds.). Social Psychology of Intergroup Reconciliation. New York: Oxford University Press.

Group Status and Intergroup Relations 14

Malloy, T. E., Ristikari, T., Berrios-Candeleria, Lewis, B., & Agatstein, F. (2011). Status-Based Asymmetry in Intergroup Responses: Implications for Intergroup Reconciliation. Cultural Diversity and Ethnic Minority Psychology, 17, 31-42.

Fiske, S. T. (2010). Interpersonal stratification: Status, power and subordination. . In Handbook of Social Psychology (5th ed.). pp. 941-982. S. T. Fiske, D. T. Gilbert, & G. Lindzery (Eds.). Hoboken, NJ: John Wiley.

Malloy, T. E., & Kinney, L. (2013). Benevolence and Self-Protection in Intergroup Relations. Unpublished manuscript, Rhode Island College.

Final Examination (scheduled by the university)

**Requirments**

1. **Attendance** and **active participation** is essential to the success of a graduate seminar. I will make a judgment of your participation and the quality of the comments that you make. I will be looking for evidence that you read the material carefully, thought about it, and are able to use the information by speaking about it. This will account for 20% of your grade in this course. To achieve the maximum points for participation you should read all material before the seminar and actively make comments in our discussion of that material.

2. **Annotated summary of weekly readings:** Each week students will write an annotation (a1-2 page summary of the central ideas in the reading(s). the goal is to integrate the ideas from the readings, and not simply summarize them one after another. Annotations will not be accepted after the week they are due. (20% of course grade)

2. The **two exams** will be similar to what you will experience when taking the comprehensive exam in social psychology. You will write essay responses to questions based on material covered in the course. Essays should show knowledge of the material and the ability to compare, contrast, and synthesize ideas. Average exam scores will be the basis for 30% of your grade.

3. **Research Proposal** – Students will develop a proposal for an experimental study designed to test a theoretical proposition in social psychology. The proposal will include a review of the relevant literature, explicit presentation of the hypothesis or hypotheses. This is essentially an introduction section of the manuscript in APA format. The proposal will also include a highly detailed, explicit methods section that provides all the specific methods that will be used in the experiment. Students may choose any theoretical problem in social psychology; however I can probably be more helpful to you if your proposal is in an area I’m familiar with. The research proposal will be the basis for 30% of your grade.