

PS670 Winter 2014
Seminar in Social Psychology
[Updated Syllabus Jan 10]

Seminars: Monday 1:00-3:50 in 224K

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Course Description:

The objective of this seminar course is to provide graduate students with in depth coverage of a wide range of important topics in social psychology. Each week our starting point will be a review article from the *Social and Personality Psychology Compass*. This is an online journal that publishes original, peer-reviewed surveys of the current state of research and theory on a topic. The articles typically target issues that have had a major impact on the field, and review the existing research through the lens of the authors' theoretical perspective. Thus each week we will be exposed to an extensive, systematic, review of research examining significant issues in the field.

Assigned Readings:

Each week there will be two or three assigned readings: typically a review article from compass and one or two empirical research reports related to the topic at hand. The assigned readings will be available as pdf files on myLS. See schedule of readings below.

Course Requirements:

20% Participation: This is a seminar style course that relies on your active participation in class discussions. The discussions are an integral part of the course, where I expect much of the learning and exposure to critical ideas to occur. Each week you should come to class prepared with comments and questions about issues in the readings that caught your interest. Your participation grade will be based not only on the quantity of your participation but also the quality – your contributions in class should demonstrate that you have read the material carefully and given it some thought and reflection.

10% Discussion questions or comments: To help you think about the readings, you are expected to prepare one discussion question (or comment) concerning each of the assigned readings. Questions are to be turned in at the beginning of class and will be evaluated using a simple three point scale (1 = needs improvement, 2 = good, 3 = excellent). Questions will be considered 'good' if they demonstrate that you read and carefully thought about the material; excellent questions will be outstanding and show careful critical thinking or creative insight. I will give you specific feedback only on any questions/comments that need improvement. Questions may be handwritten as long as they are legible. The questions should serve as a stimulus for class

discussion – you should keep a personal copy of your questions so that you will have them readily available during the discussion period. When there is a lull in discussion, I am likely to ask a student for a new question. Although we may not get a chance to cover every question, your credit will not depend on whether we discuss your question in class.

20% Article presentations: On two separate occasions, you will be expected to present an empirical research article and to lead discussion concerning the article. The presented articles are optional reading for the other students. You can select an article from the list of optional readings below. Alternatively, you may choose to locate another recent empirical article from one of the following sources: *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Experimental Social Psychology*. Either way, avoid choosing research reports that are so short that they do not have enough substance (e.g., “flash reports” or very brief Psych Science articles). The article you choose to present should fit with the focus of the week, and you should consult with me about your choice at least two weeks before the date of the presentation.

Each article presentation should be about 20-25 minutes long including discussion (approximately 15 minute talk and 10 min discussion). When you present, keep in mind that the rest of the class will likely *not* have read the article. You should carefully describe the research, including the theoretical background, the hypotheses, the design, the method, and a summary of the results (a few key tables or figures can be helpful). Visual aids and class activities are encouraged. A projector with Power Point will be available. A good presentation will “go beyond” the article itself; for example, you could discuss practical and theoretical implications of the research and relate it to other ideas (e.g., material covered in this course, other courses, or your own personal experiences), or you could conduct a class activity or demonstration. You should also prepare a short list of issues or questions for the class to discuss.

20% Thought papers: You are expected to write two brief “thought papers” throughout the term. Thought papers should be 3-6 pages, typed, double spaced. The topic of your thought paper is open, as long as it clearly relates to the seminar readings and discussions from the previous weeks. You are expected to provide more than just a summary of readings, but exactly *what* you talk about is up to you. You may want to consider problems you’ve identified with a theory or a research approach, or to suggest some way to extend a line of research in a new direction. You could discuss the ways in which a program of research may have practical implications in the “real world” and illustrate with real or hypothetical examples. You could try to connect ideas arising in the course to ideas found in other disciplines or other domains of psychology. You could consider how the concepts in the course could relate to and extend your own primary research interests. **Due dates for the thought papers are Feb 14 and March 14.**

30% Research proposal: The final paper will be a research proposal in which you present a research question that is related to topics covered in the course, and describe an empirical study that would address it. In the research proposal you should (a) outline a hypothesis that you would be interested in testing, (b) present a literature review pertinent to your hypothesis, (c) specify a method for testing the hypothesis, (d) describe the expected results, and (e) discuss implications and potential alternative accounts. The paper should be 10-20 pages long, excluding references (double-spaced, APA format). **Due date for the research proposal is April 18.** During the last

two weeks of class you will also present your proposal to the class and receive comments that may help you with the final version of your proposal. This brief presentation will be incorporated into your overall grade for the research proposal.

Schedule:

Below is a preliminary schedule of topics along with the corresponding review article for each week. This schedule will be updated soon with the complete list of readings for the term, including the optional articles for presentations.

The assigned readings are marked with asterisks (**). The remaining articles are optional readings that may interest you if you want further information on a topic, and/or may be presented by students for their article presentations. Articles will be posted as pdf files on myLS.

Week 1 (Jan 6)

Introduction and organization of course

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

Week 2 (Jan 13)

Priming and automatic behavior

** Jonas, K. J. (2013). Automatic behavior – Its social embedding and individual consequences. *Social and Personality Psychology Compass*, 7/9, 689-700.

** Cesario, J., Plaks, J.E., & Higgins, E.T. (2006). Automatic social behavior as motivated preparation to interact. *Journal of Personality and Social Psychology*, 90, 893-910.

** Karremans, J. C., Stroebe, W., & Claus, J. (2006). Beyond Vicary's fantasies: The impact of subliminal priming and brand choice. *Journal of Experimental Social Psychology*, 42, 792-798.

Verwijmeren, T., Karremans, J. C., Bernritter, S. F., Stroebe, W., & Wigboldus, D. H. J. (2013). Warning: You are being primed! The effect of a warning on the impact of subliminal ads. *Journal of Experimental Social Psychology*, 49, 1124-1129.

Cesario, J., Plaks, J. E., Hagiwara, N., Navarrete, C. D., & Higgins, E.T. (2010). The ecology of automaticity: How situational contingencies shape action semantics and social behavior. *Psychological Science*, 21, 1311-1317.

Lammers, J., Dubois, D., Rucker, D. D., & Galinsky, A. D. (2013). Power gets the job. Priming power improves interview outcomes. *Journal of Experimental Social Psychology*, 49, 776-779.

Yang, Q., Wu, X., Zhou, X., Mead, N., Vohs, K. D., & Baumeister, R. F. (2012). Diverging effects of clean versus dirty money on attitudes, values, and interpersonal behavior. *Journal of Personality and Social Psychology*, 104, 473-489.

Dijksterhuis, A., & van Knippenberg, A. (1998). The relation between perception and behaviour, or how to win a game of trivial pursuit. *Journal of Personality and Social Psychology*, 74, 865-877.

Shariff, A. F., & Norenzayan, A. (2007). God is watching you: Priming god concepts increases prosocial behavior in an anonymous economic game. *Psychological Science*, 18, 803-809.

Gervais, W. M., & Norenzayan, A. (2012). Like a camera in the sky? Thinking about God increases public self-awareness and socially desirable responding. *Journal of Experimental Social Psychology, 48*, 298-302.

Tyler, J. M. (2012). Triggering self-presentation efforts outside of people's conscious awareness. *Personality and Social Psychology Bulletin, 38*, 619-627.

Week 3 (Jan 20)

Psychological distance and construal level

** Trope, Y., & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological Review, 117*(2), 440-463.

** McCrea, S. M., Liberman, N., Trope, Y., & Sherman, S. J. (2008). Construal level and procrastination. *Psychological Science, 19*, 1308-1314.

** Steinhart, Y., Carmon, Z., & Trope, Y. (2013). Warnings of adverse side effects can backfire over time. *Psychological Science, 24*(9), 1842-1847.

Aguilar, P., Silvina, B., & Frenandez-Dols, J. (2013). Psychological distance increases uncompromising consequentialism. *Journal of Experimental Social Psychology, 49*, 449-452.

Kyung, E. J., Menon, G., & Trope, Y. (2010). Reconstruction of things past: Why do some memories feel so close and others so far away? *Journal of Experimental Social Psychology, 46*(1), 217-220.

Caruso, E. M., Van Boven, L., Chin, M., & Ward, A. (2013). The temporal doppler effect: When the future feels closer than the past. *Psychological Science, 24*(4), 530-536.

Rim, S.Y., Hansen, J., & Trope, Y. (2013). What happens why? Psychological distance and focusing on causes versus consequences of events. *Journal of Personality and Social Psychology, 104*(3), 457-472.

Kim, H., Schnall, S., & White, M. P. (2013). Similar psychological distance reduces temporal discounting. *Personality and Social Psychology Bulletin, 39*(8), 1005-1016.

Stephan, E., Liberman, N., & Trope, Y. (2011). The effects of time perspective and level of construal on social distance. *Journal of Experimental Social Psychology, 47*, 397-402.

Danziger, S., Montal, R., & Barkan, R. (2012). Idealistic advice and pragmatic choice: A psychological distance account. *Journal of Personality and Social Psychology.*

Henderson, M. D., & Wakslak, C.J. (2010). Psychological distance and priming: When do semantic primes impact social evaluations? *Personality and Social Psychology Bulletin, 36*, 975-985.

Week 4 (Jan 27)

Self regulation and control

**Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2008). The strength model of self-control. *Current Directions in Psychological Science, 16*, 351-355.

**Inzlicht, M., & Schmeichel, B.J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science, 7*(5), 450-463.

**Mischkowski, D., Kross, E., & Bushman, B. J. (2012). Flies on the wall are less aggressive: Self-distancing "in the heat of the moment" reduces aggressive thoughts, angry feelings and aggressive behavior. *Journal of Experimental Social Psychology, 48*(5), 1187-1191.

Fujita, K., Trope, Y., Liberman, N. & Levin-Sagi, M. (2006). Construal levels and self-control. *Journal of Personality and Social Psychology, 90*, 351-367.

- Schmeichel, B. J., Vohs, K. D., & Duke, S. C. (2011). Self-control at high and low levels of mental construal. *Social Psychological and Personality Science*, 2, 182-189.
- Myrseth, K.O.R., Fishbach, A., & Trope, Y. (2009). Counteractive Self-Control When Making Temptation Available Makes Temptation Less Tempting. *Psychological Science*, 20(2), 159-163.
- Katzir, M., & Eyal, T. (2013). When stepping outside the self is not enough: A self-distanced perspective reduces the experience of basic but not of self-conscious emotions. *Journal of Experimental Social Psychology*, 49(6), 1089-1092.
- Adriaanse, M. A., de Ridder, D. T. D., & de Wit, J. B. F. (2009). Finding the critical cue: Implementation intentions to change one's diet work when tailored to personally relevant reasons for unhealthy eating. *Personality and Social Psychology Bulletin*, 35, 60-71 .
- Papies, E. K., Stroebe, W., & Aarts, H. (2008). Healthy cognition: Processes of self-regulatory success in restrained eating. *Personality and Social Psychology Bulletin*, 34, 1290-1300.
- Milkman, K. L., Minson, J. A., & Volpp, K. G. M. (2013). Holding the hunger games hostage at the gym: An evaluation of temptation bundling. *Management Science*.
- Inzlicht, M., & Gutsell, J. N. (2007). Running on empty neural signals for self-control failure. *Psychological Science*, 18(11), 933-937.
- Teper, R., Segal, Z. V., & Inzlicht, M. (2013). Inside the Mindful Mind How Mindfulness Enhances Emotion Regulation Through Improvements in Executive Control. *Current Directions in Psychological Science*, 22(6), 449-454.
- Tullett, A. M., & Inzlicht, M. (2010). The voice of self-control: Blocking the inner voice increases impulsive responding. *Acta psychologica*, 135(2), 252-256.

Week 5 (Feb 3)

Goal pursuit and motivation

- **Fishbach, A., Eyal, T., & Finkelstein, S. R. (2010). How positive and negative feedback motivate goal pursuit. *Social and Personality Psychology Compass*, 4/8, 517-530.
- **Oettingen, G., Mayer, D., Sevincer, A. T., Stephens, E. J., Pak, H., & Hagenah, M. (2009). Mental contrasting and goal commitment: The mediating role of energization. *Personality and Social Psychology Bulletin*, 35, 608-622.
- Koo, M., & Fishbach, A. (2008). Dynamics of self-regulation: How (un)accomplished goal actions affect motivation. *Journal of Personality and Social Psychology*, 94, 183-195.
- Cryder, C. E., Loewenstein, G., & Seltman, H. (2013). Goal gradient in helping behavior. *Journal of Experimental Social Psychology*, 49(6), 1078-1083.
- Sevincer, A. T., & Oettingen, G. (2013). Spontaneous mental contrasting and selective goal pursuit. *Personality and Social Psychology Bulletin*, 39(9), 1240-1254.
- Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and Social Psychology Bulletin*, 38(9), 1133-1143.
- Geers, A. L., Wellman, J. A., & Lassiter, G. D. (2009). Dispositional optimism and engagement: the moderating influence of goal prioritization. *Journal of Personality and Social Psychology*, 96(4), 913-932.
- Jordan, J., Mullen, E., & Murnighan, J. K. (2011). Striving for the moral self: The effects of recalling past moral actions on future moral behavior. *Personality and Social Psychology Bulletin*, 37(5), 701-713.
- Masicampo, E. J., & Baumeister, R. F. (2011). Consider it done! Plan making can eliminate the cognitive effects of unfulfilled goals. *Journal of Personality and Social Psychology*, 101(4), 667.

- Masicampo, E. J., & Baumeister, R. F. (2012). Committed but Closed-Minded: When Making a Specific Plan for a Goal Hinders Success. *Social Cognition*, 30(1), 37-55.
- Petz, J., & Wilson, A. (2013). The post-birthday world: Motivational and self-appraisal consequences of temporal landmarks. *Journal of Personality and Social Psychology*, 104, 249-267.
- Petz, J., Wilson, A. E., & Strahan, E. J. (2009). So far away: The role of subjective temporal distance to future goals in motivation and behavior. *Social Cognition*, 27, 475-496.
- Adriaanse, M. A., de Ridder, D. T., & de Wit, J. B. (2009). Finding the critical cue: Implementation intentions to change one's diet work best when tailored to personally relevant reasons for unhealthy eating. *Personality and Social Psychology Bulletin*, 35(1), 60-71.
- Huang, S. C., Zhang, Y., & Broniarczyk, S. M. (2012). So near and yet so far: The mental representation of goal progress. *Journal of personality and social psychology*, 103(2), 225.
- Zhang, Y., Fishbach, A., & Dhar, R. (2007). When Thinking Beats Doing: The Role of Optimistic Expectations in Goal-Based Choice. *Journal of Consumer Research*, 34(4), 567-578.

Week 6 (Feb 10)

Lay theories of change

- **Plaks, J. E., Levy, S. R., & Dweck, C. S. (2009). Lay theories of personality: Cornerstones of meaning in social cognition. *Social and Personality Psychology Compass*, 3/6, 1069-1081.
- **Nussbaum, A. D., & Dweck, C. S. (2008). Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance. *Personality and Social Psychology Bulletin*, 34(5), 599-612.
- Levontin, L., Halperin, E., & Dweck, C. S. (2013). Implicit theories block negative attributions about a longstanding adversary: The case of Israelis and Arabs. *Journal of Experimental Social Psychology*, 49, 670-675
- Burnette, J. L., & Finkel, E. J. (2012). Buffering against weight gain following dieting setbacks: An implicit theory intervention. *Journal of Experimental Social Psychology*, 48(3), 721-725.
- Hui, C. M., Bond, M. H., & Molden, D. C. (2012). Why Do (n't) Your Partner's Efforts at Self-Improvement Make You Happy? An Implicit Theories Perspective. *Personality and Social Psychology Bulletin*, 38(1), 101-113.
- Kammrath, L. K., & Petz, J. (2012). You promised you'd change: How incremental and entity theorists react to a romantic partner's promised change attempts. *Journal of Experimental Social Psychology*, 48(2), 570-574.
- Neel, R., & Shapiro, J. R. (2012). Is racial bias malleable? Whites' lay theories of racial bias predict divergent strategies for interracial interactions. *Journal of personality and social psychology*, 103(1), 101.
- Nussbaum, A. D., & Dweck, C. S. (2008). Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance. *Personality and Social Psychology Bulletin*, 34(5), 599-612.
- Rattan, A., Good, C., & Dweck, C. S. (2012). "It's ok—Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, 48(3), 731-737.

Rattan, A., Savani, K., Naidu, N. V. R., & Dweck, C. S. (2012). Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. *Journal of personality and social psychology*, 103(5), 787.

Tormala, Z. L., Jia, J. S., & Norton, M. I. (2012). The preference for potential. *Journal of Personality and Social Psychology*, 103(4), 567.

Tsay, C. J., & Banaji, M. R. (2011). Naturals and strivers: Preferences and beliefs about sources of achievement. *Journal of Experimental Social Psychology*, 47(2), 460-465.

Week 7 (Feb 24)

Self Affirmation

** Sherman, D. K. (2013). Self-affirmation: Understanding the effects. *Social and Personality Psychology Compass*, 7/11, 834-845.

Week 8 (Mar 3)

Terror Management

** Schimel, J., Landau, M., & Hayes, J. (2008). Self-esteem: A human solution to the problem of death. *Social and Personality Psychology Compass*, 2/3, 1218-1234.

Week 9 (Mar 10)

Exclusion and belonging

** Baumeister, R. F., Brewer, L. E., Tice, D. M., & Twenge, J. M. (2007). Thwarting the need to belong: Understanding the interpersonal and inner effects of social exclusion. *Social and Personality Psychology Compass*, 1/1, 506-520.

Week 10 (Mar 17)

Prejudice and discrimination

** Pearson, A., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass*, 3/3, 314-338.

Week 11 (Mar 24)

Happiness and Subjective Well Being

** Sheldon, K. M., & Lyubomirsky, S. (2007). Is it possible to become happier? (And if so, how?). *Social and Personality Psychology Compass*, 1/1, 129-145.

Week 12 (Mar 31)

Presentation of research proposals

Week 13 (Apr 7)

Presentation of research proposals