
COURSE SYLLABUS

GENERAL INFORMATION:

Professor: Nicholas Epley
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Meeting time and location: Tuesdays, 8:30-11:30, Harper Center, Room 3A

BRIEF COURSE DESCRIPTION:

Intended for Ph.D. students interested in getting an advanced understanding of social psychology. This seminar will focus on foundational topics such as attitude change, emotion, social influence, and social cognition, covering both classic as well as contemporary research. Each week we will try to gain some understanding of how judgment and behavior is influenced by the social context in which people find themselves. Each week we will try to identify new research directions worth pursuing, in the hope that students will develop new research ideas of their own.

COURSE GOALS:

To gain a broader understanding of both current and historical research in social psychology that will enable students to be better researchers in their chosen field of study.

COURSE REQUIREMENTS AND GRADING:

Requirement #1: Class Participation (30% of final grade). This is not meant to be a lecture course. I expect you to come to class having read all of the class material for that week and to participate actively in the class discussion. To encourage student participation, two students each week will work as a team to be the *discussion leaders* for that week. You are likely to serve as a discussion leader at least twice during the quarter. Discussion leaders are expected to provide a quick summary of the week's readings, help to lead the class discussion, and introduce the class to the "additional readings" for the week. Discussion leaders should meet with me on Monday morning of their designated week to come up with a plan for the week's discussion.

Requirement #2: Weekly Thought Papers (30% of final grade). In order to stimulate class discussion, you will prepare a short thought paper for each class (no more than 500 words). There are no explicit guidelines for what should be included in a thought paper. They are meant to be opportunities for you to mention interesting ideas or observations. Perhaps bring up a major point not considered by the authors, or a mortal flaw in a set of experiments, or a subtle connection between topic areas, or a new study idea. DO NOT reiterate the points made in the readings, or to summarize the papers' main arguments. You will post your paper each week on the course Chalk site **by Monday at 12:00 PM**. I will not grade any papers turned in late.

I encourage you to read other students' papers each week, as they may comprise a significant component of the discussion and may spark ideas you would not have considered otherwise. I will discuss these papers in greater detail on the first day of class.

Requirement #3: Final term paper (40% of final grade). The main goal of this course is to stimulate your own research. I will therefore ask you to write a research proposal as a final term paper for the course. Your paper is due by noon on June 9th. It should present an empirical study (ideally an experiment or set of experiments) that you were led to think of during the course. I do not want a paper describing research you are already doing, or would have done without taking the class. This paper should be concise, no more than 10 double-spaced pages (although I will accept longer papers if necessary). My hope is that you will describe a project that you are actually interested in pursuing as part of your own research program. To help you in developing your idea, and to let you hear other students' ideas, you will present your research proposal to the class in Week 10.

COURSE STRUCTURE:

Social psychology covers a wide range of psychological processes, from intrapersonal processes within the mind of a single individual to collective processes between groups of individuals. We will begin in Week 1 by discussing the material and methods most commonly used in social psychology. We will then discuss intrapersonal processes (the self, experience, attitude change), then move to interpersonal processes (social inference and stereotyping), and end by discussing collective processes (interpersonal and intergroup relations, social influence, and collective variation from evolution and culture).

CLASSROOM ETIQUETTE:

1. Arrive on time.
2. Come well prepared.
3. Participate actively in the discussion.
4. Offer thoughtful and constructive comments.
5. Be present. Do not check your email, text, and surf the web in class.

COURSE MATERIAL:

All class readings will be posted on the Chalk website. You may print out the papers and bring them to class. The “additional reading” for each week is required reading for the discussion leaders, but is optional for everyone else. Most weeks we will try to cover both classic as well as contemporary material, to give a sense of what we already know about a given topic and where it seems to be heading.

Week 1 (March 31): Material and Methods

First half: What social psychologists study

- Wegner, D.M., & Gilbert, D.T. (2000). Social psychology—the science of human experience. In H. Bless & J. P. Forgas (Eds.), *Subjective experience in social cognition and behavior* (pp. 1-9). Philadelphia, PA: Psychology Press.
- Rozin, P. (2009). What kind of empirical research should we publish, fund and reward? A different perspective. *Perspectives on Psychological Science*, 4, 435-439.
- Nisbett, R.E. (1990). The anticreativity letters: Advice from a senior tempter to a junior tempter. *American Psychologist*, 45, 1078-1082.

Second Half: How social psychologists study it

- Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.
- Mortensen, C., & Cialdini, R.B. (2010). Full cycle social psychology for theory and application. *Social and Personality Psychology Compass*, 4, 53-63.

Additional reading:

- Simmons, J.P., Nelson, L.D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allow presenting anything as significant. *Psychological Science*, 22, 1359-1366.
- Simonsohn, U., Nelson, L.D., & Simmons, J. (2014). P-curve: A key to the file drawer. *Journal of Experimental Psychology: General*, 143, 534-547.
- Wilson, T.D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 1, pp. 51-81). Boston, MA: McGraw-Hill.

Week 2 (April 7): The Self

First Half: Self Insight

- Wegner, D.M., & Wheatley, T.P. (1999). Apparent mental causation: Sources of the experience of will. *American Psychologist*, *54*, 480-492.
- Kruger, J. (1999). Lake Wobegon be gone! The "below-average effect" and the egocentric nature of comparative ability judgments. *Journal of Personality and Social Psychology*, *77*, 221-232.
- Ditto, P.H., & Lopez, D.F. (1992). Motivated skepticism: Use of differential decision criteria for preferred and non-preferred conclusions. *Journal of Personality and Social Psychology*, *63*, 568-584.

Second Half: Self Concept

- Swann, W.B., Jr. (1987). Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology*, *53*, 1038-1051.
- Pennebaker, J.W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, *8*, 162-166.
- Cohen, G.L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*, *324*, 400-403.

Additional Reading:

- Dunning, D., Meyerowitz, J.A., & Holzberg, A.D. (1989). Ambiguity and self-evaluation: The role of idiosyncratic trait definitions in self-serving assessments of ability. *Journal of Personality and Social Psychology*, *57*, 1082-1090.
- Dweck, C.S., Chiu, C.-Y., & Hong, Y.-Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. *Psychological Inquiry*, *6*, 267-285.
- Jost, J.T., Glaser, J., Kruglanski, A.W., & Sulloway, F. (2003). Political conservatism as motivated social cognition. *Psychological Bulletin*, *129*, 339-375.
- Nisbett, R.E., & Wilson, T.D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, *84*, 231-259.
- Pronin, E. (2009). The introspection illusion. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology*, *41* (pp. 1-67). Burlington: Academic Press.

Week 3 (April 14): Experience

First Half: Emotional primacy in judgment?

- Zajonc, R.B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.
- Lazarus, R.S. (1984). On the primacy of cognition. *American Psychologist*, 39, 124-129.
- Haidt, J. (2001) The emotional dog and its rational tail: a social intuitionist approach to moral judgment. *Psychological Review*, 108, 814–834.

Second Half: Experience as information

- Alter, A.L., & Oppenheimer, D.M. (2009). Uniting the tribes of fluency to form a metacognitive nation. *Personality and Social Psychology Review*, 13, 219-235.
- Niedenthal, P.M., & Brauer, M. (2012). Social functionality of human emotions. In S.T. Fiske (Ed.), *Annual Review of Psychology*, Vol 62, 259-285.
- Quoidbach J., Gruber, J., Mikolajczak, M., Kogan, A., Kotsou, I., & Norton, M.I. (2014). Emodiversity and the emotional ecosystem. *Journal of Experimental Psychology: General*, 143, 2057-2066.

Additional Readings:

- Dutton, D.G., & Aron, A.P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30, 510–517.
- Lerner, J., Small, D.A., & Loewenstein, G. (2004). Heart strings and purse strings. *Psychological Science*, 15, 337-341.
- Schachter, S., & Singer, J.E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379–399.
- Schwarz, N., & Clore, G.L. (2003). Mood as information: 20 years later. *Psychological Inquiry*, 14, 296-303.

Week 4 (April 21): Attitude Change

First Half: Motivated versus Inferential Attitude Change

- Festinger, L., & Carlsmith, J. (1959). Cognitive Consequences of Forced Compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.
- Bem, D. (1972). Self-perception theory. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 6). New York: Academic Press.
- Harmon-Jones, E., & Mills, J. (1999). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory. In E. Harmon-Jones & J. Mills (Ed.), *Cognitive dissonance* (pp. 3-21). Washington, DC: American Psychological Association.

Second Half: Dissonance, extended

- Gilbert, D.T., & Ebert, J.E.J. (2002). Decisions and revisions: The affective forecasting of changeable outcomes. *Journal of Personality and Social Psychology*, 82, 503-514.
- Norton, M.I., Benoit, M., Cooper, J., & Hogg, M. (2003). Vicarious Dissonance: Attitude Change from the Inconsistency of Others. *Journal of Personality and Social Psychology*, 85, 47-62.
- Sharot, T., Velasquez, C.M., & Dolan, R.J. (2010). Do decisions shape preference? Evidence from blind choice. *Psychological Science*, 21, 1231-1235.

Additional Reading:

- Barkan, R., Ayal, S., Gino, F., & Ariely, D. (2012). The pot calling the kettle black: Distancing response to ethical dissonance. *Journal of Experimental Psychology: General*, 141, 757-773.
- Chen, M.K., & Risen, J.L. (2010). How choice affects and reflects preferences: Revisiting the free-choice paradigm. *Journal of Personality and Social Psychology*, 99, 573-594.
- Gilbert, D.T., Lieberman, M.D., Morewedge, C.K., & Wilson, T.D. (2004). The peculiar longevity of things not so bad. *Psychological Science*, 15, 14-19.
- Elliot, A.J., & Devine, P.G. (1994). On the motivational nature of cognitive dissonance: Dissonance as psychological discomfort. *Journal of Personality and Social Psychology*, 67, 382-394.
- Lee, S.W.S., & Schwarz, N. (2010). Washing away postdecisional dissonance. *Science*, 328, 709.

Week 5 (April 28): Social Inference

First Half: Understanding others

- Gilbert, D.T. (1998). Ordinary personology. In D. T. Gilbert, S. T., Fiske, & G. Lindzey, (Eds.) *The handbook of social psychology* (4th edition). New York: McGraw Hill.
- Gilbert, D.T., Brown, R.P., Pinel, E.C., & Wilson, T.D. (2000). The illusion of external agency. *Journal of Personality and Social Psychology*, 79, 690-700.
- Miller, D.T. & Nelson, L.D. (2002). Seeing approach motivation in the avoidance behavior of others: Implications for an understanding of pluralistic ignorance. *Journal of Personality and Social Psychology*, 83, 1066-1075.

Second Half: From self to others

- Maner, J.K., Kenrick, D.T., Becker, D.V., Robertson, T.E., Hofer, B., Neuberg, S. L., Delton, A.W., Butner, J., & Shaller, M. (2005). Functional projection: How fundamental social motives can bias interpersonal perception. *Journal of Personality and Social Psychology*, 88, 63-78.
- Savitsky, K., Epley, N., & Gilovich, T. (2001). Do others judge us as harshly as we think? Overestimating the impact of our failures, shortcomings, and mishaps. *Journal of Personality and Social Psychology*, 81, 44-56.
- Quoidbach, J., Gilbert, D., & Wilson, T. (2013). The end of history illusion. *Science*, 339, 96-98.

Additional Reading:

- Buckner, R. L., & Carroll, D. C. (2007) Self-projection and the brain. *Trends in Cognitive Science*, 2, 49-57.
- Epley, N., & Waytz, A. (2010). Mind Perception. In S.T. Fiske, D.T. Gilbert, & G. Lindsay, (Eds.), *The Handbook of Social Psychology* (5th ed., Vol. I., pp. 498-541). New York: Wiley.
- Epley, N., Keysar, B., Van Boven, L., & Gilovich, T. (2004). Perspective taking as egocentric anchoring and adjustment. *Journal of Personality and Social Psychology*, 87, 327-339.
- Gilovich, T., Medvec, V.H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance. *Journal of Personality and Social Psychology*, 78, 211-222.
- Kozak, M., Marsh, A.A., & Wegner, D.M. (2006). What do I think you are doing? Action identification and mind attribution. *Journal of Personality and Social Psychology*, 90, 543-555.
- Bartels, D.M., & Rips, L. (2010), "Psychological Connectedness and Intertemporal Choice," *Journal of Experimental Psychology: General*, 139, 49-69.

Week 6 (May 5): Stereotyping

First Half: Stereotype formation, activation, and application

- Hamilton, D.L., & Gifford, R.K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*, 392-407.
- Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology, 66*, 37-47.
- Ames, D.R. (2004). Inside the mind-reader's toolkit: Projection and stereotyping in mental state inference. *Journal of Personality and Social Psychology, 87*, 340-353.

Second Half: Stereotype Accuracy

- Ryan, C.S., Park, B., & Judd, C.M. (1996). Assessing stereotype accuracy: Implications for understanding the stereotyping process. In Macrae, Stangor, & Hewstone (Eds.), *Stereotypes and stereotyping* (pp. 121-157). New York: Guilford.
- Nisbett, R.E., & Kunda, Z. (1985). The perception of social distributions. *Journal of Personality and Social Psychology, 48*, 297-311.
- Jussim, L., Cain, T., Crawford, J., Harber, K., & Cohen, F. (2009). The unbearable accuracy of stereotypes. In T. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pg. 199-227). Hillsdale, NJ: Erlbaum.

Additional reading:

- Ambady, N., Hallahan, M., & Conner, B. (1999). Accuracy of judgments of sexual orientation from thin slices of behavior. *Journal of Personality and Social Psychology, 77*, 538-547.
- Devine, P.G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology, 56*, 5-18.
- Kunda, Z., Davies, P.G., Adams, B.D., & Spencer, S.J. (2002). The dynamic time course of stereotype activation: Activation, dissipation, and resurrection. *Journal of Personality and Social Psychology, 82*, 283-299.
- Boldry, J.G., Gaertner, L., & Quinn, J. (2007). Measuring the measures: A meta-analytic investigation of the measures of outgroup homogeneity. *Group Processes and Intergroup Relations, 10*, 157-178.
- 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.
- Terracciano, et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science, 310*, 96-100.
- Chan, et al. (2012). Stereotypes of age differences in personality traits: Universal and accurate? *Journal of Personality and Social Psychology, 103*, 1050-1066.

Collective Processes

Week 7 (May 12): Interpersonal and Intergroup Relations

First Half: Interpersonal Relations

- Aron, A., Aron, E.N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in self. *Journal of Personality & Social Psychology*, *60*, 241-253.
- 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 & Social Psychology*, *70*, 79-98.
- Holt-Lunstad, J., Smith, T.B., & Layton, J.B. (2010). Social relationships and mortality risk: A meta-analytic review. *PLoS Medicine*, *7*, 1–20.

Second Half: Intergroup Relations

- Sherif, M. (1958). Super ordinate goals in the reduction of intergroup conflict. *American Journal of Sociology*, *63*, 349-356.
- Brewer, M.B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues*, *55*, 429-444.
- Choi, J.K., & Bowles, S. (2007). The coevolution of parochial altruism and war. *Science*, *318*, 636-640.
- Pettigrew, T.F., & Tropp, L.R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, *90*, 751–783.

Additional Reading:

- Maass, A., Salvi, D., Acuri, L., & Semin, G.R. (1989). Language use in intergroup contexts: The linguistic intergroup bias. *Journal of Personality and Social Psychology*, *57*, 981-993.
- Meleady, R., Hopthrow, T. & Crisp, R.J. (2012). Simulating social dilemmas: Promoting cooperative behavior through imagined group discussion. *Journal of Personality and Social Psychology*, *104*, 839-853.
- Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review*, *10*, 252-264.
- Chartrand, T.L. & Bargh, J.A. (1999). The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*, *76*, 893-910.
- Twenge, J.M., Baumeister, R.F., Tice, D.M., & Stucke, T.S. (2001). If you can't join them, beat them: Effects of social exclusion on aggressive behavior. *Journal of Personality and Social Psychology*, *81*, 1058-1069.
- Walton, G., & Cohen, G.L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, *331*, 1147-1151.

Week 8 (May 19): Social Influence

First Half: Normative and Informational Influence

- Asch, S.E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.
- Ross, L., Bierbrauer, G., & Hoffman, S. (1976). The role of attribution processes in conformity and dissent: Revisiting the Asch situation. *American Psychologist*, 31, 148-157.
- Cialdini, R.B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12, 105–109.
- Ratner, R.K., & Miller, D.T. (2001). The norm of self-interest and its effects on social action. *Journal of Personality and Social Psychology*, 81, 5-16.

Second Half: Recognizing Influence

- Flynn, F.J., & Lake, V. (2008). “If you need help, just ask”: Underestimating compliance with direct requests for help. *Journal of Personality and Social Psychology*, 95, 128-143.
- Vorauer, J.D., & Miller, D.T. (1997). Failure to recognize the effect of implicit social influence on the presentation of self. *Journal of Personality and Social Psychology*, 73, 281-295.
- Pronin, E., Berger, J., & Molouki, S. (2007). Alone in a crowd of sheep: Asymmetric perceptions of conformity and their roots in an introspection illusion. *Journal of Personality and Social Psychology*, 92, 585-595.

Additional Reading:

- Sun, Y., Pan, Z., & Shen, L. (2008). Understanding the third-person perception: Evidence from a meta-analysis. *Journal of Communication*, 58, 280–300.
- Goldstein, N.J., Cialdini, R.B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, 35, 472-482.
- Sparrow, B., Liu, J., & Wegner, D. (2011). Google effects on memory: Cognitive consequences of having information at our fingertips. *Science*, 333, 776-778.
- Weaver, K., Garcia, S.M., Schwarz, N., & Miller, D.T. (2007). Inferring the popularity of an opinion from its familiarity: A repetitive voice can sound like a chorus. *Journal of Personality and Social Psychology*, 92, 821-833.
- Davidai, S., Gilovich, T., & Ross, L.D. (2012). The meaning of default options for potential organ donors. *PNAS*, 109, 15201-15205.

Week 9 (May 26): Variation—Evolution and Culture

First Half: Evolutionary predictions about mate preference, and its discontents

- Buss, D.M. (1989). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. *Behavioral & Brain Sciences*, *12*, 1-49.
- Eastwick, P.W., Eagly, A.H., Finkel, E.J., & Johnson, S.E. (2011). Implicit and explicit preferences for physical attractiveness in a romantic partner: A double dissociation in predictive validity. *Journal of Personality and Social Psychology*, *101*, 993-1011.
- Conley, T.D., Moors, A.C., Matsick, J.L., Ziegler, A., & Valentine, B.A. (2011). Women, men, and the bedroom: Methodological and conceptual insights that narrow, reframe, and eliminate gender differences in sexuality. *Current Directions in Psychological Science*, *20*, 296-300.

Second half: Cultural variability

- Henrich, J., Heine, S.J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, *33*, 61-135.
- Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice vs. wheat agriculture. *Science*, *344*, 603-608.
- Cohen, D., Nisbett, R.E., Bowdle, B., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An “experimental ethnography”. *Journal of Personality and Social Psychology*, *70*, 945-960.

Additional Reading:

- Neuberg, S.L., Kenrick, D.T., & Schaller, M. (2010). Evolutionary social psychology. In S.T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.). *Handbook of Social Psychology* (5th ed., Vol. II, pp. 761-796). New York: John Wiley & Sons.
- Heine, S.J., Lehman, D.R., Markus, H.R., & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological Review*, *106*, 766-794.
- Markus, H.R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, *5*, 420-430.
- Sedikides, C., Gaertner, L., & Toguchi, Y. (2003). Pancultural self-enhancement. *Journal of Personality and Social Psychology*, *84*, 60-79.

Week 10 (June 2): Research Proposal Presentations

Exam Week (June 9): Final Paper Due