THEORIES OF SOCIAL PSYCHOLOGY

Department of Psychology
New York University

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Classes will meet on Thursdays from 2:00-4:00 PM

PRE-REQUISITES

To participate in this class, you should be enrolled in a doctoral program in psychology or a related discipline and have received permission from the instructor. The goal of the course is to develop a sophisticated ability to critically evaluate and constructively generate theories in social psychology.

COURSE EXPECTATIONS AND REQUIREMENTS

Assigned readings should be completed prior to each class meeting. Useful discussions and in-class activities follow only when everyone has completed all of the readings thoroughly and thoughtfully. In addition to active class participation, students will be required to write a final paper (15-20 pages, double-spaced) in which they criticize or advance one or more theoretical perspectives in convincing detail. This paper, which should be submitted by email to both professors, will be due at 11:59 PM on Friday, May 14, 2021.

GRADING		GRADING SCALE	
		90-100	A
Class participation	20%	80-89	B
Student presentations	20%	70-79	C
Final paper	60%	60-69	D
		0-59	F

Session 1: What Is Social Psychology?

(Thursday, January 28)

Before the first class session, please read this short article and be prepared to discuss it:

Markus, H. R. (2005). On telling less than we can know: The too tacit wisdom of social psychology. *Psychological Inquiry*, *16*(4), 180-184.

Session 2: What is the Role of Theory in Social Psychology?

(Thursday, February 4)

(1) Lewin, K. (1936). "The present state of psychology" and "Formulation of law and representation of situation" (Chapters I

and II). *Principles of topological psychology* (pp. 3-13). New York: McGraw-Hill.

(2) Kruglanski, A.W. (2001). That "vision thing": The state of theory in social and personality psychology at the edge of the new millennium. *Journal of Personality and Social Psychology, 80*, 871-875.

(3) Trope, Y. (2004). Theory in social psychology: Seeing the forest and the trees. *Personality and Social Psychology Review, 8*, 193-200.

(4) Van Lange, P. A. (2013). What we should expect from theories in social psychology: Truth, abstraction, progress, and applicability as standards (TAPAS). *Personality and Social Psychology Review*, *17*(1), 40-55.

Session 3: The History of Social Psychology

(Thursday, February 11)

(1) Allport, G. W. (1954/1968). The historical background of modern social psychology. In G. Lindzey, (Ed.), *Handbook of social psychology* (Vol. 1, pp. 3-56). Reading, MA: Addison-Wesley.

(2) Asch, S.E. (1959). A perspective on social psychology. In S. Koch (Ed.), *Psychology: A study of a science* (Vol. 3, pp. 363-383). New York: McGraw-Hill.

(3) Jones, E. E. (1998). Major developments in five decades of social psychology. . In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 3-57). New York: McGraw-Hill.

(4) Deutsch, M. (1999). A personal perspective on the development of social psychology in the twentieth century. In A. Rodrigues & R. V. Levine (Eds.), *Reflections on 100 years of experimental social psychology* (pp. 1-34). New York: Basic Books.

<u>*Please Note*</u>: **There will be no class on February 18 because it is an Administrative Day at NYU!**
(Classes meet according to a Monday Schedule)

Session 4: The Role of Social Context in Experimental Social Psychology

(Thursday, February 25)

(1) Gergen, K.J. (1973). Social psychology as history. *Journal of Personality and Social Psychology, 26*, 309-320.

(2) McGuire, W.J. (2013). An additional future for psychological science. (Edited with an introduction by J.T. Jost). *Perspectives on Psychological Science, 8*, 414-423.

(3) Spellman, B. (2015). A short (personal) future history of revolution 2.0. *Perspectives on Psychological Science, 10,* 886–899. http://pps.sagepub.com/content/10/6/886.full.pdf+html

(4) Van Bavel, J.J., Mende-Siedlecki, P., Brady, W.J., & Reinero, D. (2016). Contextual sensitivity in scientific reproducibility. *Proceedings of the National Academy of Sciences, 113*, 6454-6459.

(5) Muthukrishna, M., & Henrich, J. (2019). A problem in theory. *Nature Human Behaviour*, *3*, 221–229.

Session 5: Theories of Cognitive Consistency and the Self-Concept

(Thursday, March 4)

(1) Festinger, L. (1957). An introduction to the theory of dissonance. In L. Festinger (Ed.), *A theory of cognitive dissonance* (pp. 1-31)*.* Stanford, CA: Stanford University.

(2) Bem, D. J. (1967). Self-perception: An alternative interpretation of cognitive dissonance phenomena. *Psychological Review, 74*, 183-200.

(3) Steele, C. M., & Liu, T. J. (1983). Dissonance processes as self-affirmation. *Journal of Personality and Social Psychology*, *45*(1), 5-19.

(4) Swann Jr., W. B. (2012). Self-verification theory. In P. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol., 2, pp. 23–42). London: Sage.

Session 6: Theories of Social Comparison, Social Identification, and Shared Reality

(Thursday, March 11)

(1) Festinger, L. (1954). A theory of social comparison processes. *Human Relations, 7,* 117-140.

(2) Tajfel, H., & Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *The psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.

(3) Turner, J.C., & Reynolds, K.J. (2012). Self-categorization theory. In P. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol., 2, pp. 399-417). London: Sage.

(4) Echterhoff, G., Higgins, E. T., & Levine, J. M. (2009). Shared reality: Experiencing commonality with others' inner states about the world. *Perspectives on Psychological Science, 4*, 496-521.

Session 7: Theories of Social Interdependence and Culture

(Thursday, March 18)

(1) Zajonc, R. B. (1965). Social facilitation. *Science*, *149*, 269-274.

(2) Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*, 497-529.

(3) Brewer, M.B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin, 17*, 475-482.

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

Session 8: Theories of Emotion, Motivation, and Self-Regulation

(Thursday, March 25)

(1) Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. *Science*, *244*(4907), 933-938.

(2) Barrett, L. F. (2006). Solving the emotion paradox: Categorization and the experience of emotion. *Personality and Social Psychology Review*, *10*, 20-46.

(3) Higgins, E. T. (2006). Value from hedonic experience and engagement. *Psychological Review, 113,* 439-460.

(4) Trope, Y., Ledgerwood, A., Liberman, N., & Fujita, K. (2020). Regulatory scope and its mental and social supports. *Perspectives on Psychological Sciences.* doi.org/10.1177%2F1745691620950691

Session 9: Theories of Motivated Social Cognition

(Thursday, April 4)

(1) Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American Psychologist*, *35*(7), 603-618.

(2) Taylor, S. E, & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin, 103*, 193-210.

(3) Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin, 108*, 480-498.

(4) Jost, J.T., Glaser, J., Kruglanski, A.W., & Sulloway, F. (2003). Political conservatism as motivated social cognition. *Psychological Bulletin, 129,* 339-375. http://www.sulloway.org/PoliticalConservatism(2003).pdf

Session 10: Dual Process Theories of the Mind

(Thursday, April 11)

(1) Metcalfe, J., & Mischel, W. (1999). A hot/cool-system analysis of delay of gratification: Dynamics and willpower. *Psychological Review, 106,* 3-19.

(2) Lieberman, M.D., Gaunt, R., Gilbert, D.T., & Trope, Y. (2002). Reflexion and reflection: A social cognitive neuroscience approach to attributional inference. *Advances in Experimental Social Psychology, 34*, 199-249.

(3) Gawronski, B., Sherman, J.W., & Trope, Y. (2014). Two of what? A conceptual analysis of dual-process theories. In J.W. Sherman, B. Gawronski, & Y. Trope (Eds.), *Dual-process theories of the social mind*. New York: Guilford Press. https://tinyurl.com/y2fvsx3l

(4) Kruglanski, A.W., Klein, K.M., Pierro, A., & Mannetti, L. (2014). The unimodel unfolding. In J.W. Sherman, B. Gawronski, & Y. Trope (Eds.), *Dual-process theories of the social mind*. New York, NY: Guilford Press.

Session 11: Theories of Society and Ideology

(Thursday, April 18)

(1) Sidanius et al. (2016). Social dominance theory: Explorations in the psychology of oppression. In C.G. Sibley & F.K. Barlow (Eds). *The Cambridge Handbook of the Psychology of Prejudice*. https://doi.org/10.1017/9781316161579.008

(2) Jost, J.T. (2019). A quarter century of system justification theory: Questions, answers, criticisms, and societal applications. *British Journal of Social Psychology, 58,* 263-314.

(3) Kay, A. C., & Eibach, R. P. (2013). Compensatory control and its implications for ideological extremism. *Journal of Social Issues*, *69*, 564-585.

(4) Piff, P. K., Kraus, M. W., & Keltner, D. (2018). Unpacking the inequality paradox: The psychological roots of inequality and social class. In *Advances in experimental social psychology* (Vol. 57, pp. 53-124). Academic Press.

Session 12: The Perspectivist Approach to Creative Hypothesis Generation

(Thursday, April 25)

(1) Greenwald, A.G., Leippe, M.R., Pratkanis, A.R., & Baumgardner, M.H. (1986). Under what conditions does theory obstruct research progress? *Psychological Review, 93*, 216-229.

(2) McGuire, W.J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual Review of Psychology, 48*, 1–30.

(3) Banaji, M.R. (2004). The opposite of a great truth is also true: Homage to koan #7. In J.T. Jost, M.R. Banaji, & D. Prentice (Eds.), *Perspectivism in social psychology: The yin and yang of scientific progress* (pp. 127-140). Washington, DC: APA.

(4) *Perspectivism Worksheets* (Jost & Hardin, n.d.) – to be shared in digital format and completed prior to class.

Sessions 13 & 14: Student Presentations

(Thursday, April 29 and Thursday, May 6)

During these two sessions students will give short presentations of 10-15 minutes each in which they will summarize and critically evaluate a theoretical perspective or framework that they are taking in their own work. The focus of these presentations will be on characteristics of the theory (not the research or the data) and how the theory "stacks up" in terms of major criteria for evaluating theories.

(*N.B.* This presentation does not necessarily need to be related to the topic of your final paper).

Final Paper Due: *Friday, May 14.*

Students are required to submit a final paper (15-20 pages, double-spaced) to both professors (by email) in which they criticize or advance one or more theoretical perspectives in convincing detail, drawing on the criteria for evaluating scientific

theories in social psychology that we have emphasized throughout the course.