

## **SOCIAL BEHAVIOR AND PERSONALITY**

PSY 258S, Section 01

Spring 2008

Thursday 11:40-2:10, 319 Soc/Psych

**Instructor:** Rick Hoyle  
**Office:** 318 Soc/Psych  
**Contact:** 660.5791, rhoyle@duke.edu  
**Office hours:** Thursdays 2:30-4:00, and by appointment

Course website: <http://www.duke.edu/~rhoyle/teaching/psy258/>

### **Readings**

All readings are journal articles and chapters from edited books in the personality and social psychology literature. Readings will be made available for download at least one week prior to and one week after the class meeting during which they will be discussed.

### **Description and Goals of the Course**

Our goal in this seminar course is to survey major topics in social psychology, including personality and individual difference variables relevant to those topics, at a level appropriate for advanced undergraduates and first-year graduate students. The course assumes familiarity with the methods of psychological science, including basic statistical methods, as well as some prior exposure to social psychology. The course is structured to promote depth of understanding, integration, and creativity. The major activities of the course are purposeful reading, lively discussion, and original writing. In order to take full advantage of the course, it will be necessary to devote a minimum of three to five hours each week in preparation. Successful students will complete the course not only with a good grade, but with a good understanding of how and why social psychologists do their work.

### **Elements of the Course**

#### *Readings*

The readings for the course come from scholarly journals and edited books in which new theory and findings in personality and social psychology are published. The reading requirement is heavy at times, but the readings are carefully chosen and a vital element of the learning that will take place in the course. Complete the readings before the class meeting for which they are assigned.

### *Discussion Questions*

Each class will consist of a lecture (approximately one hour) and a discussion period (approximately 1.5 hours). You are to prepare for the discussion period by doing all the readings and preparing one or two discussion questions. The discussion questions are due each Wednesday by 5:00. Please email your questions to me (rhoyle@duke.edu). Your grade for the discussion questions will begin at 100, with 10 points subtracted for each failure to hand the questions in on time.

The discussion questions are so named because they should promote discussion. Although there are no hard and fast rules for formulating questions, the most successful questions are integrative (i.e., they ask the respondent to relate ideas in different readings to one another). These questions are important to the success of the class; please spend some time on them.

### *Idea Papers*

Over the course of the semester, you are to hand in 10 idea papers. Everyone is required to produce an idea paper for the second class meeting. You may choose the class meetings for which you produce the remaining nine papers. An idea paper is a two-to-three page document in which you describe in very general terms a study you might do (or believe someone ought to do) given what you read for that week's class meeting. Your idea must draw on at least two of the readings for the week. Idea papers begin with a reference to the articles that inspired the idea and the particular aspects of the articles from which the proposed study derives. The heart of the paper is a general description of a study or set of studies one might do based on the articles. The idea paper concludes with a statement about how the results of the proposed study would make a significant contribution to the literature represented by the articles. It is possible (though not necessary) that an idea paper might form the basis for the research proposal (described below). Idea papers are due no later than the begin of the class meeting for which they are relevant. Each idea paper will receive a score from 0-10, yielding a total of 100 points for the set.

### *Mid-Term Exam*

You will sit for an exam during the February 7th class meeting time. The exam will consist of your choice of a subset of short essay questions from a list based on the readings to that point. These questions may ask you to critique studies, analyze strengths and weaknesses of a theory, integrate or apply ideas from several readings, or propose a new study to test a specific hypothesis raised by the readings. In short, the questions are designed to elicit creative, independent thought rather than a demonstration of your ability to remember facts. As such, the exam will be open book; you may bring all the readings as well as any notes you may have prepared beforehand. In preparation for the exam, you should read for comprehension and understanding rather than memorizing specifics from the readings. If you carefully and thoughtfully do the readings as they are assigned, you should not need to do extra preparation for the exam.

*Research Proposal*

The culminating assignment is a formal research proposal. The proposal is to be a complete description of a research study on a topic covered in the course. The proposal, written in APA style and format, will include three sections:

- **Background and Significance:** 5-7 pages in which you review relevant literature in sufficient detail that it is evident to the reader why your research question is worth addressing.
- **Methods and Procedures:** The length of this section will vary depending on how much space is required to fully explicate the proposed methods and procedures, including appropriate description of all measures.
- **Plan of Analysis:** 1-2 pages in which you, in non-technical terms, describe how you would approach the data your study would generate in order to address the research question and/or hypothesis you have posed.

You will be asked to hand in several preliminary documents (e.g., research questions, outline) during the latter half of the semester to ensure that you are on course to develop a high quality proposal by the time it is due, noon on Monday, April 28.

*Course Grade*

Your grade for the course will be based on the total percentage of points you obtain from four sources, weighted as follows:

Discussion questions: 10%

Idea papers: 30%

Mid-term exam: 20%

Research proposal: 40%

Grades will be distributed as follows:

*Undergraduates*

Grade	% Range	Grade	% Range	Grade	% Range
A	93.0-100.0	B-	80.0 - 82.9	D+	67.0 - 69.9
A-	90.0 - 92.9	C+	77.0 - 79.9	D	63.0 - 66.9
B+	87.0 - 89.9	C	73.0 - 76.9	D-	60.0 - 62.9
B	83.0 - 86.9	C-	70.0 - 72.9	F	00.0 - 59.9

*Graduate Students*

Grade	% Range
A	90.0-100.0
B	80.0 - 89.9
C	70.0 - 79.9
F	00.0 - 69.9

---

**Course Outline\***

---

**January 17 history and background**

- Triplet, N. (1898) The dynamogenic factors in pacemaking and competition. *American Journal of Psychology*, 9, 507-533.
- Le Bon, G. (1895). *The crowd: A study of the popular mind* (2nd ed). USA: Norman S. Berg. [Skim the first chapter, or more if you like.]
- House, J. S. (1977). The three faces of social psychology. *Sociometry*, 40,161-77.
- Berscheid, E. (1992). A glance back at a quarter century of social psychology. *Journal of Personality and Social Psychology*, 63, 525-533.
- Swann, W. B., & Seyle, C. (2005). Personality psychology's comeback and its emerging symbiosis with social psychology. *Personality and Social Psychology Bulletin*, 31, 155-165.
- Batson, C. D. (2005). Seven possible social-psychological wisdoms. *Psychological Inquiry*, 16, 152-157.
- Nisbett, R. E. (1990). The anti-creativity letters. *American Psychologist*, 45, 1078-1082.

*Optional:*

- Richard, F. D., Bond, C. F., Jr., & Stokes-Zoota, J. J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology*, 7, 331-363.
- 

**January 24 social influence and conformity**

- Crano, W. D. (2000). Milestones in the psychological analysis of social influence. *Group Dynamics*, 4, 68-80.
- Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.
- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
- Zajonc, R. B. (1965). Social facilitation. *Science*, 149, 269-274.
- Latané, B., Williams, K., & Harkins, S. (1979). Many hands make light the work: the causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37, 822-832.
- Cialdini, R. B., Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology*, 58, 1015-1026.
- Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*, 85, 808-822.

*Optional:*

- Maass, A., & Clark, R. D. III. (1984). Hidden impact of minorities: Fifteen years of minority influence research. *Psychological Bulletin*, 95, 428-450.
- Sagarin, B. J., Cialdini, R. B., Rice, W. E., & Serna, S. B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology*, 83, 526-541.
-

**January 31 social perception and judgment**

- Ross, L. D., Amabile, T. M., & Steinmetz, J. L. (1977). Social roles, social control, and biases in social-perception processes. *Journal of Personality and Social Psychology, 35*, 485-494.
- Wegener, D. T., & Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality and Social Psychology, 68*, 36-51.
- Funder, D. C. (1987). Errors and mistakes: Evaluating the accuracy of social judgment. *Psychological Bulletin, 101*, 75-90.
- Snyder, M., Tanke, E. D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology, 35*, 656-666.
- Tversky, A. & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185*, 1124-1131.

*Optional:*

- Sherif, M. (1935). A study of some social factors in perception: Chapter 4. *Archives of Psychology, 27*, 1-60. Available online at [http://www.brocku.ca/MeadProject/Sherif/Sherif\\_1935a/Sherif\\_1935a\\_toc.html](http://www.brocku.ca/MeadProject/Sherif/Sherif_1935a/Sherif_1935a_toc.html)
- Gilbert, D. T., Pelham, B. W., & Krull, D. S. (1988). On cognitive busyness: When person perceivers meet persons perceived. *Journal of Personality and Social Psychology, 54*, 733-740.
- 

**February 7 mid-term exam**

---

**February 14 attribution processes**

- Heider, F., & Simmel, M. (1944). An experimental study of apparent behavior. *American Journal of Psychology, 57*, 243-259. view a recreation of the animated film here: <http://cogweb.ucla.edu/Discourse/Narrative/heider-simmel-demo.swf>
- Jones, E. E., & Harris, V. A. (1967). The attribution of attitudes. *Journal of Experimental Social Psychology, 3*, 1-24.
- Kelley, H. H. (1973). The process of causal attribution. *American Psychologist, 28*, 107-128.
- Ross, L., Greene, D., & House, P. (1977). The "false consensus effect": An egocentric bias in social perception and attribution processes. *Journal of Experimental Social Psychology, 13*, 279-301.
- Malle, B. F., Knobe, J., & Nelson, S. (2007). Actor-observer asymmetries in behavior explanations: New answers to an old question. *Journal of Personality and Social Psychology, 93*, 491-514.
- Downey, G., Silver, R. C., & Wortman, C. B. (1990). Reconsidering the attribution-adjustment relation following a major negative event: Coping with the loss of a child. *Journal of Personality and Social Psychology, 59*, 925-940.

*Optional:*

- 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.
- Gilbert, D. T., & Malone, P. S. (1995). The correspondence bias. *Psychological Bulletin*, 117, 21-38.
- Miller, J. G. (1984). Culture and the development of everyday social explanation. *Journal of Personality and Social Psychology*, 46, 961-978.
- Major, B., Mueller, P., & Hildebrandt, K. (1985). Attributions, expectations, and coping with abortion. *Journal of Personality and Social Psychology*, 48, 585-599.
- Lau, R.R., & Russell, D. (1980). Attributions in the sports pages: A field test of some current hypotheses in attribution research. *Journal of Personality and Social Psychology*, 39, 29-38.
- 

**February 21 attitudes and behavior**

- LaPiere, R. T. (1934). Attitudes vs. actions. *Social Forces*, 13, 230-237.
- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.
- Bem, D. (1965). An experimental analysis of self-persuasion. *Journal of Experimental Social Psychology*, 1, 199-218.
- Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.
- Ajzen, I., Timko, C., & White, J. B. (1982). Self-monitoring and the attitude-behavior relation. *Journal of Personality and Social Psychology*, 42, 426-435.
- Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50, 229-238.

*Optional:*

- Eagly, A. H. (1992). Uneven progress: Social psychology and the study of attitudes. *Journal of Personality and Social Psychology*, 63, 693-710.
- 

**February 28 cognitive consistency**

- Heider, F. (1946). Attitudes and cognitive organization. *Journal of Psychology*, 21, 107-112.
- Aronson, E. & Mills, J. (1959). The effect of severity of initiation on liking for a group. *Journal of Abnormal and Social Psychology*, 59, 177-181.
- Zanna, M. P., & Cooper, J. (1974). Dissonance and the pill: An attributional approach to studying the arousal properties of dissonance. *Journal of Personality and Social Psychology*, 29, 703-709.

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

Aronson, J., Blanton, H., & Cooper, J. (1995). From dissonance to disidentification: Selectivity in the self-affirmation process. *Journal of Personality and Social Psychology*, *68*, 986-996.

*Optional:*

Zajonc, R. B. (1960). The Concepts of balance, congruity, and dissonance. *Public Opinion Quarterly*, *24*, 280-296.

### **March 6 self and identity**

Markus, H., & Kunda, Z. (1986). Stability and malleability of the self-concept. *Journal of Personality and Social Psychology*, *51*, 858-866.

Swann, W. B., Jr., Griffin, J. J., Predmore, S., & Gaines, B. (1987). The cognitive-affective crossfire: When self-consistency confronts self-enhancement. *Journal of Personality and Social Psychology*, *52*, 881-889.

Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, *68*, 518-530.

Baumeister, R.F., Bratslavsky, E., Muraven, M., & Tice, D.M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, *74*, 1252-1265.

**Discussion: Does self-esteem matter?** (You will be assigned one of the following.)

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier life-styles? *Psychological Science in the Public Interest*, *4*(Whole No. 1), 1-44.

Swann, W. B., Jr., Chang-Schneider, C., & McClarty, K. L. (2007). Do people's self-views matter? Self-concept and self-esteem in everyday life. *American Psychologist*, *62*, 84-94.

**Read both of these, available in one document here:**

Krueger, J. I., Vohs, K. D., & Baumeister, R. F. (2008). Is the allure of self-esteem a mirage after all? [Comment]. *American Psychologist*, *63*, 64-65.

Swann, W. B., Jr., Chang-Schneider, C., & McClarty, K. L. (2008). Yes, cavalier attitudes can have pernicious consequences [Comment]. *American Psychologist*, *63*, 65-66.

*Optional:*

Markus, H. (1977). Self-schemata and processing information about the self. *Journal of Personality and Social Psychology*, *35*, 63-78.

**March 20      social exchange and prosocial behavior**

- Morgan, W. R., & Sawyer, J. (1979). Equality, equity, and procedural justice in social exchange. *Social Psychology Quarterly*, *42*, 71-75.
- Houlden, P., LaTour, S., Walker, L., & Thibaut, J. (1978). Preferences for modes of dispute resolution as a function of process and decision control. *Journal of Experimental Social Psychology*, *14*, 13-30.
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, *8*, 377-383.
- Isen, A. M., & Levin, P. F. (1972). Effects of feeling good on helping: Cookies and kindness. *Journal of Personality and Social Psychology*, *21*, 384-388.
- Cialdini, R. B., Brown, S. L., Lewis, B. P., Luce, C., & Neuberg, S. L. (1997). Reinterpreting the empathy-altruism relationship: When one into one equals oneness. *Journal of Personality and Social Psychology*, *73*, 481-494.
- Batson, C. D., Sagar, K., Garst, E., Kang, M., Rubchinsky, K., & Dawson, K. (1997). Is empathy-induced helping due to self-other merging? *Journal of Personality and Social Psychology*, *73*, 495-509.

*Optional:*

- Darley, J. M. and Batson, C. D. (1973). "From Jerusalem to Jericho:" A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology*, *27*, 100-108.
- 

**March 27      motivation and emotion**

- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, *28*, 129-137.
- Schachter, S. & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, *69*, 379-399.
- Tangney, J. P., Wagner, P. E., Hill-Barlow, D., Marshall, D. E., & Gramzow, R. (1996). Relation of shame and guilt to constructive versus destructive responses in anger across the lifespan. *Journal of Personality and Social Psychology*, *70*, 797-809.
- Diener, E., Lucas, R. E., & Scollon, C. N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. *American Psychologist*, *61*, 305-314.
- Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. P. (1998). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality and Social Psychology*, *75*, 617-638.
- 

**April 3      prejudice and stereotyping**

- Dion, K., Berscheid, E., & Walster, E. (1972). What is beautiful is good. *Journal of Personality and Social Psychology*, *24*, 285-290.
- Katz, D., & Braly, K. (1933). Racial stereotypes of one hundred college students. *Journal of Abnormal and Social Psychology*, *28*, 280-290.

- Aronson, E., & Bridgeman, D. (1979). Jigsaw groups and the desegregated classroom: In pursuit of common goals. *Personality and Social Psychology Bulletin*, 5, 438-446.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test-performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811.
- Duckitt, J. Wagner, C., du Plessis, I., & Birum, I. (2002). The psychological bases of ideology and prejudice: Testing a dual process model. *Journal of Personality and Social Psychology*, 83, 75-93.

*Optional:*

- Macrae, C. N., Bodenhausen, G. V., Milne, A. B., and Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology*, 67, 808-817.

---

**April 10      personal relationships**

- Byrne, D. (1961). Interpersonal attraction and attitude similarity. *Journal of Abnormal and Social Psychology*, 62, 713-715.
- Berscheid, E., Dion, K., Walster, E., & Walster, W.G. (1971). Physical attractiveness and dating choice: A test of the matching hypothesis. *Journal of Experimental Social Psychology*, 7, 173-189.
- 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.
- Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the investment model. *Journal of Experimental Social Psychology*, 16, 172-186.
- Hazan, C. & Shaver, P. (1987) Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52, 511-524.
- Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The self-fulfilling nature of positive illusions in romantic relationships: Love is not blind but prescient. *Journal of Personality and Social Psychology*, 71, 1155-1180.

*Optional:*

- Baumeister, R. F., Wotman, S. R., & Stillwell, A. M. (1993). Unrequited love: On heartbreak, anger, guilt, scriptlessness, and humiliation. *Journal of Personality and Social Psychology*, 64, 377-394.
- Drigotas, S. M., Rusbult, C. E., Wieselquist, J., & Whitton, S.W. (1999). Close partner as sculptor of the ideal self: Behavioral affirmation and the Michelangelo phenomenon. *Journal of Personality and Social Psychology*, 77, 293-323.
-

**April 17 group and intergroup processes**

- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created "social climates." *Journal of Social Psychology, 10*, 271-299.
- Sherif, M. (1956). Experiments in group conflict. *Scientific American, 195*, 54-58.
- Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American, 223*, 96-102.
- Perdue, C. W., Dovidio, J. F., Gurtman, M. B., & Tyler, R. B. (1990). Us and them: Social categorization and the process of intergroup bias. *Journal of Personality and Social Psychology, 59*, 475-486.
- Ahlfinger, N. R. & Esser, J. K. (2001). Testing the groupthink model: Effects of promotional leadership and conformity predisposition. *Social Behavior and Personality, 29*, 31-41.
- Sanna, L. J., & Parks, C. D. (1997). Group research trends in social and organizational psychology: Whatever happened to intragroup research? *Psychological Science, 8*, 261-267.

*Optional:*

- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 90*, 751-783.

---

**April 28 research proposal due by noon**

---