

## SOCIOLOGY 344: COGNITIVE SOCIAL PSYCHOLOGY

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### **SOC 344**

Spring Quarter 2012

Time: MTWTh, 10:30am – 11:20pm

Room: MEB, Room 246

Instructor: Blaine Robbins

Office: Savery Hall, M292

Hours: TW, 11:30am-12:30pm

Email: [adduct@uw.edu](mailto:adduct@uw.edu)

### **COURSE DESCRIPTION**

This course provides a broad introduction to cognitive social psychology. In particular, we will explore key empirical findings from social psychology within the last 100 years and highlight major theories and perspectives from both psychological social psychology *and* sociological social psychology. Since social psychology is a field that bridges sociology and psychology, the course focuses on individuals and their interactions with people in everyday life. This includes the analysis of how individual attitudes, beliefs, and behaviors result from social situations to how these social situations are, in turn, the result of processes operating within and between individuals. The first half of the class, then, is organized around psychological mechanisms occurring *within* individuals, including things like categories and categorization, cognitive heuristics, schemas, stereotypes, attributions, social inferences, and attitudes. The latter half of the class, in contrast, is organized around sociological processes occurring *between* individuals; in this module we will explore the foundations of social exchange, social norms, conformity, obedience, status construction, social dilemmas, and social identity. In essence, this course explores the intersection of agency and structure—how the individual and society mutually constitute and reinforce the other, but also how one can change the other. This class employs peer-reviewed journal articles, book excerpts, lectures, YouTube videos, and class activities to give students a better understanding of their own and others' behavior.

## COURSE REQUIREMENTS & GRADING

This course requires substantial reading, class participation, and intellectual engagement with the material. If you're averse to any of these three requirements I **strongly** suggest that you reconsider taking the course. Also note that if you sign up for this class, attendance is required. Please enroll in the course only if you intend to be here every class day. I say this since the bulk of the material on the exams will **only** be covered in class. I know its "early" in the morning, but I'll do my best to make it worthwhile.

I will evaluate your performance in this course based on two domains:

### *Exams*

There will be three closed-book exams in the course (tentative exam dates are listed on the course schedule), each worth 100 points. This means that the three exams constitute 75% of your grade (i.e., 25% each) and will be essay format (this is open to change). The exams will **not** be rescheduled except in the case of a dire emergency (you must provide documentation). The final exam will **NOT** be cumulative.

### *Class Activities*

Throughout the quarter, there will be four in- and out-of-class activities, ranging from out-of-class norm violations to one-shot in-class group projects.

Assignments	Points	Percentage
Exams (x 3)	300	75%
Class activities (x4)	100	25%
<b>Total</b>	<b>400</b>	<b>100%</b>

## READINGS

There is no required textbook for the course. All readings are on-line. You can access the articles and readings here:

<https://catalyst.uw.edu/workspace/adduct/29191/>

## CLASSROOM EXPECTATIONS

### *Discussion Etiquette*

As with all courses in the social sciences, we will be discussing topics for which you will undoubtedly have strong feelings about. Although I encourage you to express your thoughts and feelings, I expect you to allow others to speak and to not frame questions or comments as personal attacks. The best way to ensure such an outcome is to explore all sides of an argument and to take the other person's perspective; in other words, be kind, be courteous, and be prepared to discuss ideas with an open mind. Remember: however strong these ideas are, all ideas are subject to systematic, scientific scrutiny and change.

### *Electronic Devices*

Laptop computers will be allowed in the course. Although laptop computers can be a distraction for you and others, if I find people checking e-mail, watching videos, or generally

doing something other than taking notes, then I will follow the official department of sociology policy and not allow laptop computers in my class. Also, **TURN OFF YOUR CELL PHONE OR ANY OTHER ELECTRONIC DEVICES** before entering lecture. If your phone rings, then I get to answer it and converse with whomever is on the other end.

*Promptness*

This goes without saying: please show up on time.

*Honesty*

There is no excuse for cheating. Nor will I tolerate plagiarism. Both of which are serious offenses that will have detrimental outcomes for your future. If it comes to my attention that a student has cheated or plagiarized, they will receive zero points for the respective assignment and I will formally report them to the Dean of the Social Sciences. Please see below for UW's formal policy on cheating:

<http://www.washington.edu/uaa/advising/help/academichonesty.php>

**MISCELLANEOUS**

*Special Accommodations*

If you require special accommodations for class, please see the "Disability Resources for Students" office (Schmitz Hall, Room 408, 206.543.8924). They will provide you with a letter noting the classroom modifications you require. With this letter, contact me during my office hours and I will gladly make the appropriate adjustments.

*Have Fun!*

As a final note, this class, at its core, is about understanding yourself and others around you. I always enjoy such activities, which is why I was drawn to social psychology in the first place: to have fun.

## COURSE SCHEDULE

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### **Week 1: Introduction to Cognitive Social Psychology, Theories, and Experiments**

**March 26<sup>th</sup>**: Review of Syllabus

**In-class activity**: “Professor Profile”.

**March 27<sup>th</sup>**: Introduction to Cognitive Social Psychology

**March 28<sup>th</sup>**: General Theory

**March 29<sup>th</sup>**: Experiments

Lovaglia, Michael. 2003. “From Summer Camps to Glass Ceilings: The Power of Experiments”.  
*Contexts* 2: 42-9.

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### **Week 2: Categories, Categorization, and Cognitive Heuristics**

**April 2<sup>nd</sup>**: Principles of Rational Actor Models

Opp, Karl-Dieter. 1999. “Contending Conceptions of the Theory of Rational Action.” *Journal of Theoretical Politics* 11: 171-202 (**only read pages 171-76**).

**April 3<sup>rd</sup>**: Categories and Categorization

Collins, Allan M. and M. Ross Quillian. 1969. “Retrieval Time from Semantic Memory.” *Journal of Verbal Learning and Verbal Behavior* 8: 240-47.

**April 4<sup>th</sup>**: Cognitive Heuristics, Part I

Tversky, Amos and Daniel Kahneman. 1974. “Judgment under Uncertainty: Heuristics and Biases.” *Science* 185: 1124-31.

**April 5<sup>th</sup>**: Cognitive Heuristics, Part II

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### **Week 3: Schemas and Automaticity**

**April 9<sup>th</sup>**: Introduction to Cognitive Schemas

Markus, Hazel. 1977. “Self-Schemata and Processing Information about the Self.” *Journal of Personality and Social Psychology* 35: 63-78.

**Handout**: First exam study guide.

**April 10<sup>th</sup>**: Schemas: Efficiency or Miserliness?

Chaiken, Shelly. 1980. "Heuristic versus Systematic Information Processing and the Use of Source versus Message Cues in Persuasion." *Journal of Personality and Social Psychology* 39: 752-66.

**April 11<sup>th</sup>: Automaticity: Non-Awareness and Assimilation Effects**

Readings:

Bargh, John A., Mark Chen, and Lara Burrows. 1996. "Automaticity of Social Behavior: Direct Effects of Trait Construct and Stereotype Activation on Action." *Journal of Personality and Social Psychology* 71: 230-44.

**April 12<sup>th</sup>: Automaticity: Contrast Effects and Behavioral Mimicry**

Chartrand, Tanya L. and John A. Bargh. 1999. "The Chameleon Effect: The Perception-Behavior Link and Social Interaction." *Journal of Personality and Social Psychology* 76: 893-910.

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**Week 4: First Exams and Stereotypes**

**April 16<sup>th</sup>: First Exam, Part I**

**April 17<sup>th</sup>: First Exam, Part II**

**April 18<sup>th</sup>: Stereotypes: What are they?**

**April 19<sup>th</sup>: Stereotypes: Evidence for and Control of**

Sinclair, Lisa and Ziva Kunda. 2000. "Motivated Stereotyping of Women: She's Fine if She Praised Me but Incompetent if She Criticized Me." *Personality and Social Psychology Bulletin* 26: 1329-42.

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**Week 5: Social Inferences, Attribution Biases, and Attitudes**

**April 23<sup>rd</sup>: Social Inferences and Attributions**

Bridges, George S. and Sara Steen. 1998. "Racial Disparities in Official Assessments of Juvenile Offenders: Attributional Stereotypes as Mediating Mechanisms." *American Sociological Review* 63: 554-70.

**April 24<sup>th</sup>: Attribution Biases**

Kruger, Justin and David Dunning. 1999. "Unskilled and Unaware of It: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self-Assessments." *Journal of Personality and Social Psychology* 77: 1121-34.

**April 25<sup>th</sup>: Attitudes: Cognitive Dissonance Theory**

- Aronson, Elliot and Judson Mills. 1959. "The Effect of Severity of Initiation on Liking for a Group." *Journal of Abnormal and Social Psychology* 59: 177-181.
- Festinger, Leon and James M. Carlsmith. 1959. "Cognitive Consequences of Forced Compliance." *Journal of Abnormal and Social Psychology* 58: 203-10.

**April 26<sup>th</sup>: Attitudes: Balance Theory**

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**Week 6: Obedience, Roles, Social Identity, and Micromotives & Macrobehavior**

**April 30<sup>th</sup>: Obedience and Roles**

Rosenhan, D.L. 1973. "Being Sane in Insane Places." *Science* 179: 250-58.

Out-of-class videos: "Milgram's Obedience to Authority Experiments 1, 2, and 3" **AND**  
"Zimbardo's Stanford Prison Experiment"

**Handout:** Second exam study guide.

**May 1<sup>st</sup>: Social Identity**

Levine, Mark, Amy Prosser, David Evans, and Stephen Reicher. 2005. "Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior." *Personality and Social Psychology Bulletin* 31: 443-53.

**May 2<sup>nd</sup>: Micromotives and Macrobehavior**

Schelling, Thomas. 1968. *Micromotives and Macrobehavior* (**only read pages 137-55**).

**In-class activity:** Schelling's segregation model.

**May 3<sup>rd</sup>: Social Dilemmas**

Kollock, Peter. 1998. "Social Dilemmas: The Anatomy of Cooperation." *Annual Review of Sociology* 24: 183-214.

**In-class activity:** common-resource and public goods games.

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**Week 7: Second Exam and Social Exchange**

**May 7<sup>th</sup>: Second Exam, Part I**

**May 8<sup>th</sup>: Second Exam, Part II**

**May 9<sup>th</sup>: Extra Credit**

**In-class extra credit:** pilot study.

### May 10<sup>th</sup>: Principles of Social Exchange

Molm, Linda D. 1994. "Dependence and Risk: Transforming the Structure of Social Exchange." *Social Psychology Quarterly* 57: 163-76.

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## **Week 8: Social Exchange and Norms**

### May 14<sup>th</sup>: Power, Trust, and Commitment

Kollock, Peter. 1994. "The Emergence of Exchange Structures: An Experimental Study of Uncertainty, Commitment, and Trust." *American Journal of Sociology* 100: 313-345 (**only read pages 313-21 & 334-42**).

Molm, Linda D., Jessica L. Collett, and Davis R. Schaefer. 2007. "Building Solidarity through Generalized Exchange: A Theory of Reciprocity." *American Journal of Sociology* 113: 205-42.

**Out-of-class activity:** Breaching experiments!

### May 15<sup>th</sup>: Norms: What are they?

Coleman, James. 1990. "The Emergence of Norms." In *Social Institutions. Their Emergence, Maintenance and Effects*, edited by Michael Hechter, Karl-Dieter Opp, and Reinhard Wippler. New York: Aldine de Gruyter, pp. 35-60.

### May 16<sup>th</sup>: Norms: Where do they come from? How do they change?

Ensminger, Jean and Jack Knight. 1997. "Changing Social Norms: Common Property, Bridewealth, and Clan Exogamy." *Current Anthropology* 38: 1-24 (**only read pp. 1-14**).

### May 17<sup>th</sup>: Norms: Conformity

Salganik, Matthew J., Peter Sheridan Dodds, and Duncan J. Watts. 2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market." *Science* 854-56.

**Out-of-class video:** "Asch Conformity Experiment"

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## **Week 9: Norms and Status Processes**

### May 21<sup>st</sup>: No Class

### May 22<sup>nd</sup>: Norms: Unpopular Norms and False Enforcement

Prentice, Deborah A. and Dale T. Miller. 1993. "Pluralistic Ignorance and Alcohol Use on Campus: Some Consequences of Misperceiving the Social Norm." *Journal of Personality and Social Psychology* 64: 243-56.

Willer, Robb, Ko Kuwabara, and Michael Macy. 2009. "The False Enforcement of Unpopular Norms." *American Journal of Sociology* 115: 451-90.

**Turn-in:** Breaching experiment results.

**May 23<sup>rd</sup>: Expectation States Theory**

**May 24<sup>th</sup>: Status Characteristics Theory**

Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112: 1297-1339.

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**Week 10: Some Pop Psychology**

**May 28<sup>th</sup>: Memorial Day!**

**May 29<sup>th</sup>: Happiness**

**Handout:** Final exam study guide.

**May 30<sup>th</sup>: Immune Neglect**

Gilbert, Daniel T., Elizabeth C. Pinel, Timothy D. Wilson, Stephen J. Blumberg, and Thalia P. Wheatley. 1998. "Immune Neglect: A Source of Durability Bias in Affective Forecasting." *Journal of Personality and Social Psychology* 75: 617-38.

**May 31<sup>st</sup>: General Conclusions**

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**Week 11: Finals Week**

**June 4<sup>th</sup>: Third and Final Exam**

Location and Time: Monday, June 4<sup>th</sup>, 8:30am-10:20am, MEB, Room 246