Module PS3034

SOCIAL PSYCHOLOGY

2016/2017

2nd semester

Lecturer:

Dr Nicole Tausch (nt20)

Office hours: Tuesdays 12-1pm (Room 2.61)

Timetable:

Date	Week	9-11am	2-5pm
Tuesdays		UCO School III	Seminar Room
24/01/17	1	Lecture	Practical
31/01/17	2	Lecture	Practical
07/02/17	3	Lecture	Practical
14/02/17	4	Lecture	Practical
21/02/17	5	Lecture	Practical

Aims and Objectives

This module explores some of the key themes in social psychology. A variety of theoretical and methodological approaches in social psychology will be examined in order to develop your understanding of the field and your ability to evaluate social psychological research critically. The lectures will use the issue of prejudice and intergroup relations to examine different levels of analysis, theoretical approaches, and methodologies in social psychology in greater depth. We will examine strengths and limitations of different approaches, introduce current debates in the literature, and link theoretical knowledge to current events.

Intended learning outcomes:
(1) A detailed understanding of the different social psychological approaches to social issues
(2) Awareness of the strengths and limitations of each of these approaches, and understanding of current debates in the literature
(3) Critical handling of primary source material; ability to evaluate complex and conflicting empirical evidence
(4) Application of multiple perspectives to psychological phenomena
(5) Ability to think about psychological phenomena at multiple levels of analysis; sensitivity to individual, interpersonal, intergroup, and contextual factors
(6) Awareness of the relationship between psychological theory and social issues, and ability to evaluate the extent to which psychological theories help our understanding of, and our ability to address, these issues

Course structure

Lectures will take place on Tuesday mornings at 9-11am in the UCO School III (United Colleges, North Street), followed by a more interactive afternoon session (2-5pm, Seminar Room in the School). This will typically consist of group work, discussion, or practical exercises. For the afternoon sessions, you will be split into three groups, who will meet from 2-3pm (Group A), 3-4pm (Group B), and 4-5pm (Group C), respectively. (Look for your surname in the table provided on Moodle to find out which group you are in. We can arrange a swap if you have a timetable clash).

Assessment

This module is assessed by 100% continuous assessment, which is a *1,750 word* essay. The essay title is as follows:

A prominent social psychologist recently suggested that "intergroup contact is still our best hope for improving intergroup relations". Do you agree?

The word limit excludes the reference list, tables and figures, but includes footnotes. The penalties applied for essays that go over the word limit are applied as usual: 1 point for *any* over-length up to 5%, then 1 further mark for every 5% over-length (see honours handbook for details). I will not judge the essay on the position that you take, but on how thoroughly you illustrate your knowledge and understanding of the issues, how well you use evidence to support your view, and your ability to integrate different approaches on this issue. You should demonstrate your understanding of the arguments and evidence for and against the effectiveness of contact as a tool to improve group relations, as well as your awareness of the psychological processes that are engendered in intergroup interactions and how these are likely to affect behaviour that has implications for wider intergroup relations.

Further guidelines on how to approach the essay will be given in the final lecture.

The essay should be uploaded via MMS **by 5pm on Monday, April 17th 2017**. You can expect to receive feedback <u>by 5pm, May 8th</u>.

Course outline and reading

Below is an overview of each week's topic along with some reading materials. There will be two to three core texts that you should read each week (e.g., overview book chapters, review papers), as well as a number empirical journal articles, which were selected to represent a wide range of methods (e.g., laboratory experiments, field experiments, surveys, observation, qualitative interviews, archival research) and theoretical approaches within social psychology. <u>I do not expect you to read *all* of the</u>

suggested journal articles, but you should read at least one or two each week to consolidate what you have learned in the lecture. The readings are accessible through either multiple copies on short loan in the library, or via electronic access to journals and ebooks. Several readings will be made available on Moodle.

Useful Online Resources

http://www.socialpsychology.org/social.htm -- a website devoted to psychological research, contains many useful links and resources

http://www.understandingprejudice.org/ -- a website containing many links related to causes and consequences of prejudice

Disabilities

I encourage students with disabilities to let me know *at the beginning of* the semester what (if any) special accommodations they will need.

Etiquette

Students are requested not to use their mobile phones, tables, or laptops during class for other than class-related activities. I will do my best to respond to emails quickly but I cannot always guarantee a reply in the first 48 hours. Please help minimize email traffic by not requesting information that can easily be obtained elsewhere. Also, more substantive questions that require longer replies are best left for office hours.

Lecture 1
Introduction

The lectures will use the issue of prejudice and intergroup relations to examine different levels of analysis, theoretical approaches, and methodologies in social psychology in greater depth. The first lecture will set the stage for the remaining course by introducing key concepts and research questions, defining and differentiating different forms of prejudice, and discussing methodological issues.

Core reading

Brown, R. J. (2010). *Prejudice: Its social psychology.* Oxford: Blackwell. (Chapters 1 and 7)

Haslam, N., & Loughnan, S. (2014). Dehumanization and infrahumanization. *Annual Review of Psychology, 65,* 399–423.

Further reading

Cuddy, A. J. C., Rock, M., & Norton, M. I. (2007). Aid in the aftermath of Hurricane Katrina: Inferences of secondary emotions and intergroup helping. *Group Processes and Intergroup Relations*, *10*, 107–118.

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.

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital-sentencing outcomes. *Psychological Science, 17*, 383–386.

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications of gender inequality. *American Psychologist, 56*, 109-118.

Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: Neuro-imaging responses to extreme outgroups. *Psychological Science, 17*, 847-853.

Loughnan, S., Haslam, N., Murnane, T., Vaes, J., Reynolds, C., & Suitner, C. (2010). Objectification leads to depersonalization: The denial of mind and moral concern to objectified others. *European Journal of Social Psychology, 40*, 709-717.

Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences, 109*, 16474-16479.

Ryan, M. K., & Haslam, S. A. (2005). The glass cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management, 16*, 81-90.

Saguy, T., Quinn, D. M., Dovidio, J. F., & Pratto, F. (2010). Interacting like a body: Objectification can lead women to narrow their presence in social interactions. *Psychological Science, 21*, 178-182.

Practical 1: Benevolent Sexism

In this practical session we will discuss the nature and consequences of subtle forms of sexism. Please have a look at ONE of the following articles prior to this session:

Schnabel et al. (2016). Help to perpetuate traditional gender roles: Benevolent sexism increases engagement in dependency-oriented cross-gender helping. *Journal of Personality and Social Psychology, 110*, 55-75.

Dumont, M., Sarlet, M., & Dardenne, B. (2008). Be Too Kind to a Woman, She'll Feel Incompetent: Benevolent Sexism Shifts Self-construal and Autobiographical Memories Toward Incompetence. *Sex Roles, 62*(7-8), 545-553.

Lecture 2
Explaining prejudice: Individual-level processes

Is prejudice rooted in our evolutionary history? Do some people have a "prejudiced personality"? This lecture will cover theoretical perspectives that emphasize intra-individual processes as fundamental sources of prejudice. We will discuss approaches that view prejudice as 'abnormal' and stemming from early life experiences and resulting personality traits, as well as approaches which suggest that some forms of prejudice may be part of our biological make-up.

Core reading

Brown, R. J. (2010). *Prejudice: Its social psychology.* Oxford: Blackwell. (Chapter 2)

Schaller, M., & Neuberg, S. L. (2012). Danger, Disease, and the Nature of Prejudice(s). *Advances in Experimental Social Psychology, 46*, 1-54. doi: 10.1016/b978-0-12-394281-4.00001-5

Further reading

Cohrs, J. C., Kielmann, S., Maes, J., & Moschner, B. (2005). Effects of right-wing authoritarianism and threat from terrorism on restriction of civil liberties. *Analyses of Social Issues and Public Policy, 5*, 263–276.

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.

Kurzban, R., Tooby, J. & Cosmides, L. (2001). Can race be erased?: Coalitional computation and social categorization. *Proceedings of the National Academy of Sciences, 98(26)*, 15387-15392.

Guimond, S., Dambrun, M., Michinov, N., & Duarte, S. (2003). Does social dominance generate prejudice? Integrating individual and contextual determinants of intergroup cognitions. *Journal of Personality and Social Psychology*, *84*, 697-721.

Pettigrew, T. F. (1958). Personality and socio-cultural factors in intergroup attitudes: A cross-national comparison. *Journal of Conflict Resolution, 2***,** 29–42.

Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, *67*, 741-763.

Schaller, M., Park, J. H., & Mueller, A. (2003). Fear of the dark: Interactive effects of beliefs about danger and ambient darkness on ethnic stereotypes. *Personality and Social Psychology Bulletin*, *29*, 637-649.

Practical 2: Questionnaire Quiz

Lecture 3
Explaining prejudice: Group-level processes

This lecture examines a number of approaches which view functional relations between groups and characteristics of the social structure (e.g., status and power differences between groups) as at the heart of intergroup conflict and "prejudice". Approaches that aim to explain both change and stability of group hierarchies will be discussed.

Core reading
Brown, R. J. (2010). *Prejudice: Its social psychology.* Oxford: Blackwell. (Chapter 6)

Further reading
Ellemers, N., van den Heuvel, H., de Gilder, D., Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the queen bee syndrome? *British Journal of Social Psychology*, *43*, 315-338.

Esses, V. M., Jackson, L. M., & Armstrong, T. L. (1998). Intergroup competition and attitudes toward immigrants and immigration: An instrumental model of group conflict. *Journal of Social Issues*, *54*, 699-724.

Jetten J, Mols F, Postmes T (2015) Relative Deprivation and Relative Wealth Enhances Anti-Immigrant Sentiments: The V-Curve Re-Examined. *PLoS ONE* 10(10): e0139156. doi:10.1371/journal.pone.0139156

Nadler, A. (2002). Inter-group helping relations as power relations: Helping relations as affirming or challenging inter-group hierarchy. *Journal of Social Issues, 58*, 487-503.

Smith, H.J., Pettigrew, T.F., Pippin, G.M., & Bialosiewicz, S. (2012). Relative deprivation: A theoretical and meta-analytic review. *Personality and Social Psychology Review*.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin, & S. Worchel (Eds.), *The social psychology of intergroup relations.* (pp. 33-48). Monterey, CA: Brooks/Cole. [*available on Moodle*]

Wright, S. C., Taylor , D. M., & Moghaddam, F. M. (1990). Responding to membership in a disadvantaged group: From acceptance to collective protest. *Journal of Personality and Social Psychology*, 58, 994 -1003.

Practical 3: Alien-Nation Simulation

Lecture 4
Promoting social change: The prejudice-reduction paradigm

How do we create more tolerant and fair societies? This is one of the key questions in social psychology and will be the focus of the final two lectures. This lecture will introduce the prejudice-reduction approach to social change and introduce a number of

interventions designed to reduce prejudiced attitudes and increase social harmony. We will start examining these interventions critically and discuss potential shortcomings of prejudice reduction as a strategy to achieve progressive social change.

Core reading

Brown, R. J. (2010). *Prejudice: Its social psychology.* Oxford: Blackwell. (Chapter 9)

Tausch, N., & Hewstone, M. (2010). Intergroup contact. In J.F. Dovidio, M. Hewstone, P. Glick, & V.M. Esses (Eds.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 544-560). Newburg Park, CA: Sage. [on Moodle]

Further reading

Batson, C. D., Polycarpou, M. P., Harmon-Jones, E., & Imhoff, H. J. (1997). Empathy and attitudes: Can feeling for a member of a stigmatized group improve feelings toward the group? *Journal of Personality and Social Psychology, 72*, 105-118.

Dixon, J. & Durrheim, K. (2003). Contact and the ecology of racial division: Some varieties of informal segregation. *British Journal of Social Psychology*, *42*, 1-24

Gaertner, S. L., Mann, J. A., Murrell, A. J., & Dovidio, J. F. (1989). Reducing intergroup bias: The benefits of recategorization. *Journal of Personality and Social Psychology*, *57*, 239-249.

Hodson, G. (2011). Do ideologically intolerant people benefit from intergroup contact? *Current Directions in Psychological Science, 20*, 154-159.

Maoz, I. (2000). Power relations in intergroup encounters: A case study of Jewish-Arab encounters in Israel. *International Journal of Intercultural Relations, 24* (4), 259-277.

Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda. *Journal of Personality and Social Psychology*, *96***,** 574–587.

Saguy, T., Tausch, N., Dovidio, J.F., & Pratto, F. (2009). The irony of harmony: Positive intergroup contact produces false expectations for equality. *Psychological Science, 20*, 114-121.

Shih, M., Wang, E., Trahan Bucher, A., & Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. *Group Processes & Intergroup Relations, 12*, 565–577.

Stangor, C., Segrist, G. B., & Jost, J. T. (2001). Changing racial beliefs by providing consensus information. *Personality and Social Psychology Bulletin***,** 27, 486–496.

Tarrant M, Calitri R, Weston D (2012). Social identification structures the effects of perspective taking. *Psychological Science*, *23*(9), 973-978.

Practical 4: Film (TBA) & Discussion

Lecture 5
Promoting social change: The collective action paradigm

The toppling of oppressive regimes during the Arab Spring demonstrates that social protest can be an important catalyst of social change. In this lecture we will talk about social-psychological research that has examined the societal and psychological factors that mobilize collective action. We will examine predictors of collective action among both members of disadvantaged social groups and members of advantaged groups who act in solidarity with a disadvantaged group. We will also discuss the importance of emotions (e.g., anger, guilt, moral outrage) in motivating collective action against social injustices and examine predictors of radical collective action such as terrorism.

Core reading

Wright, S. C. (2010). Collective action and social change. In J.F. Dovidio, M. Hewstone, P. Glick, & V.M. Esses (Eds.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 577-595). [*available on Moodle*]

Wright, S.C. & Lubensky, M. (2009). The struggle for social equality: Collective action versus prejudice reduction. In S. Demoulin, J. P. Leyens & J. F. Dovidio (Eds.), *Intergroup misunderstandings: Impact of divergent social realities* (pp. 291-310). Philadelphia, PA: Psychology Press. [*available on Moodle*]

Further reading

Becker, J.C., Wright, S.C., Lubensky, M.E., & Zhou, S. (2013). Friend or Ally: Whether cross-group contact undermines collective action depends what advantaged group members say (or don't say). *Personality and Social Psychology Bulletin, 39,* 442-455.

Dixon, J., Levine, M., Reicher, S. & Durrheim, K. (2012). Beyond prejudice: Are negative evaluations the problem? Is getting us to like one another more the solution? *Behavioral and Brain Sciences, 35,* 411-466.

Iyer, A., Leach, C. W. & Crosby, F. J. (2003). White guilt and racial compensation: The benefits and limits of self-focus. *Personality and Social Psychology Bulletin, 29,* 117-129.

Mannarini, T., Roccato, M., Fedi, A., & Rovere, A. (2009). Six factors fostering protest: Participation in locally unwanted land uses movements. *Political Psychology,* 30, 895-920.

Stürmer, S. & Simon, B. (2004). The role of collective identification in social movement participation: A panel study in the context of the German gay movement. *Personality and Social Psychology Bulletin, 30,* 263-277

Van Zomeren, M., Spears, R., Fischer, A. H., & Leach, C. W. (2004). Put your money where your mouth is!: Explaining collective action tendencies through group-based anger and group efficacy. *Journal of Personality and Social Psychology, 87,* 649–664.

Practical 5: Group Debate -- Contact or Collective Action?