

PLEASE NOTE THAT THIS DRAFT IS BASED ON THE CONTENTS OF THE ACADEMIC YEAR 2018-19 AND MUST BE TAKEN AS PROVISIONAL AND SUBJECT TO CHANGE IN ACADEMIC YEAR 2019-20

Module PS5234

SOCIAL PSYCHOLOGY



2019/2019

2nd semester

Lecturer:

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

Course Structure and Timetable

The module consists of lectures, tutorials and practical sessions. Tutorials on Friday mornings are aimed at providing you with background knowledge on key topics in social psychology and will involve student presentations and discussion of assigned readings. This will be followed by a more interactive, practical session consisting of group work and exercises. Tutorial and practical attendance is a course requirement.

Weeks	Tuesdays	Fridays,	Fridays,
1-5	9-11am	11am-12noon	12-1pm
	TBA	TBA	TBA
	<i>Lecture</i>	<i>Tutorial</i>	<i>Practical</i>

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

Assessment

This module is assessed by one 750 word essay (25% of your grade; Title: *Discuss the contribution of the personality approach to our understanding of prejudice.*) and one 1,500 word essay (75% of your grade: *Discuss how social-psychological research and theory can contribute towards understanding and addressing ONE social issue relating to prejudice, discrimination, group inequality, or conflict.*) The second essay requires you to:

- ❖ Briefly describe the problem (provide some background information)
- ❖ Explain the likely social-psychological forces at play, referring back to relevant theories and empirical research. AVOID analyses based on lay theories.
- ❖ Discuss potential interventions based on insights from social psychological theory and research.
- ❖ Be critical & aware of the limitations of social psychological interventions!

Essays will be judged on how thoroughly you illustrate your understanding of the social-psychological factors that are involved, how well you use empirical evidence to support your view, and your ability to integrate different approaches covered in the course.

In each case the word count excludes references, 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. Essays should be submitted via MMS.

Deadlines:

Essay 1 (750 words): **February 25th 2019 at 5pm** (feedback is due by 5pm on March 18th).

Essay 2 (1500 words): **April 24th 2019 at 5pm** (feedback is due by 5pm on May 15th).

Preparation

As preparation for the module, I recommend that you familiarize yourself with the subject of social psychology by exploring the following books:

Hewstone, M., Stroebe, W. Jonas, K. (2015). *An Introduction to Social Psychology* (6th ed.), Oxford: Blackwell. Read chapters 1 ('Introducing social psychology') and 2 ('Research methods in social psychology'), as well as several of the topic chapters (chapters 4, 6, 12, and 14 are particularly relevant for the course).

Smith, J. R., & Haslam, S.A. (2017). *Social Psychology: Revisiting the Classic Studies*. London: Sage. This book introduces some of the classic studies in social psychology. Chapters 2, 4, 9 and 10 are most relevant for the module.

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. I do not expect you to read all of the 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.

Core Text

Brown, R. J. (2010). *Prejudice: Its social psychology*. Oxford: Blackwell. [available as an ebook on SAULCAT]

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

Week 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.

Lecture 1

Core reading

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

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

Further reading

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

Tutorial 1: Introduction & presentation assignment. Please bring any questions you have about the lecture.

Practical 1: Benevolent Sexism

In this practical session we will discuss the nature and consequences of subtle forms of sexism. Please complete the Ambivalent Sexism Inventory (link on Moodle) in your own time and also 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.

Week 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.

Lecture

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

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.

Tutorial 2: TBA

Practical 2: TBA

Week 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.

Lecture

Core reading

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

Reicher, S.D., Spears, R., Haslam, S. A. (2010). The social identity approach in social psychology. In: M.S. Wetherell & C.T. Mohanty (Eds.) *Sage Identities Handbook*. (pp. 45-62). London: Sage. [*available on Moodle*]

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.

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

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.

Tutorial 3: TBA

Practical 3: TBA

Week 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.

Lecture

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.

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.

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.

Tutorial 4: TBA

Practical 4: TBA

Week 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.

Lecture

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. doi: 10.1177/0146167213477155

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.

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.

Tutorial 5: TBA

Practical 5: TBA