University of Sussex

SCHOOL OF PSYCHOLOGY

Social Psychology

Second Year Core Module (C8035)

Spring Term 2017

Module Convenor: Dr. Karen Long

This handbook provides information on the structure and content of this module. Please read it fully and carefully before your first lecture. Additional information and essential readings can be found on the module website on Study Direct.

For information about lecture, practical and seminar times and submission dates please consult Sussex Direct.

For information about administrative procedures, including submission procedures, the examination timetable or allocation to seminar groups, please consult the School Office in Pevensey 1 2A13 or via email - **(psychology@sussex.ac.uk)**

MODULE DESCRIPTION

This module will provide an overview of major theories, methods, research findings and debates in social psychology. You will examine classic studies, more recent findings and evaluate published research reports. The module covers key areas of social cognition, including attitudes and attributions, the cognitive construction of self and perceptions of others. It also examines intergroup and intragroup processes, including social influence, group membership, identity, prejudice and the consequences of contact between groups.

The module will build on the knowledge of social psychology theory and research attained in your first year. An introduction to each lecture is included below (from p.8). In the first half of the module, lectures will focus on micro-social phenomena, such as attitudes and the judgement of individuals. In the second half of the module, lectures will focus on macro-social phenomena, such as stereotyping, collective behaviour and culture.

LEARNING OUTCOMES

Knowledge & Understanding: Students will acquire a thorough grounding in social psychological theory and research.

Skills: Students will be able to summarise social psychological research literatures and theoretical debates in a clear and focused manner. Students will develop the ability to understand and analyse published research reports and to critically evaluate competing accounts of social psychological processes. Their communication skills will be developed through participation in seminars and written work. In addition, students will gain first-hand experience in conducting research, analysing data, and reporting results through the practical which will enhance their skills in interpreting published research.

MODULE STRUCTURE AND WORKLOAD

The module runs in the Spring term (see outline, pp. 5-6). Students should attend **all 22 one hour lectures**, **two 2 hour practical classes** *(weeks 1 & 3)* **and two 1 hour seminars** (weeks 8 & 10). The practical sessions will present a social psychological research questionnaire, collect data and take you through the various stages of analysis. You will write-up the research in a lab report which constitutes the coursework element of the module assessment.

The two seminars will discuss specified readings that compliment and extend the material covered in lectures. For seminar readings, please see the module Study Direct website.

You should also ensure that you spend around **10 hours each week** working on module materials in addition to your attendance at lectures and seminars (e.g., reading papers and making notes on these and lecture content).

MODULE ASSESSMENT

The module is assessed by means of (1) a (Practical) Report, due in week 5 of the Spring term (30%), and (2) an Unseen exam which takes place in the Summer assessment period (70%).

Please see and the examination noticeboard for rubrics and Sussex Direct for the timetable. A sample paper will be available from the Module Information page on Study Direct.

Practical reports should be submitted via the e-submission system on the module Study Direct site.

ASSESSMENT INFORMATION

Assessments deadlines and methods of submission can be found on your assessment timetable via Sussex Direct.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts. Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. For students registered with the Student Support Unit an alternative mode may be approved as a Reasonable adjustment with the Student Support Unit.

However, when, in accordance with the academic judgement of the School, where an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit. If you have any concerns, please discuss these with the Student Support Unit, who will liaise with the school.

ATTENDANCE, ABSENCE AND ENGAGEMENT

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

The university has an 80% attendance policy in place, so it's really important that you let us know if you are ill or cannot attend classes so that we can register this as a notified absence.

If you are unable to attend your seminars or workshops, you need to send an email to psychologyabsence@sussex.ac.uk setting out the following information:

- Seminar(s) / workshop(s) that you will be absent from (list all of them)
- Tutor name
- Brief reason for absence

Please see the following link for further information:
http://www.sussex.ac.uk/psychology/internal/students/attendance

MODULE EVALUATION

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

STAFF

CONVENOR

The module convenor - Karen Long - is responsible for the overall organisation of the module. Feedback on how we might improve the module is welcomed.

LECTURERS

Lecturers are responsible for delivery of particular parts of the module (see lecture timetable for details. Lecturers will be available to discuss students' queries regarding module content during their weekly Office Hours. Details of Office Hours are provided on office doors, at the Psychology School Office, and are posted on the Psychology School website.

John Drury	J.Drury@sussex.ac.uk	Pevensey 1 2B22
Peter Harris	P.R. Harris@sussex.ac.uk	Pevensey 1 2B10
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Viv Vignoles	v.l.vignoles@sussex.ac.uk	Pevensey 1 2B18

READING

ESSENTIAL READING

You are required to read one or two research papers for each lecture. These are available on the module website. ***Students should complete the essential reading prior to attending the relevant lecture.***

ADDITIONAL READING

In addition to the essential reading, you are advised to read a selection of the additional readings highlighted for each lecture. You could also undertake your own electronic searches of the relevant literature (e.g. using PsychInfo) for each topic.

In addition to the text used in the first year module in social psychology [Hewstone et al (2015) Introduction to Social Psychology: A European Perspective 6th Edition Oxford: BPS Blackwell] there are several advanced texts and handbooks that provide useful overviews:

Brown, R. (1965). Social Psychology (1st Edition). New York: The Free Press.

D.T. Gilbert, S.T. Fiske & G. Lindzey (Eds.), Handbook of Social Psychology (4th ed., pp.680-740). New York: McGraw-Hill.

Higgins, E.T. & Kruglanski, A.W. (1996) (Eds.), Social Psychology: Handbook of Basic Principles. New York: Guilford
.

Hogg, M.A., & Vaughan, G. (2011). *Social Psychology* (6th. Ed.). Harlow, Essex: Pearson

Ross, L. & Nisbett, R.E. (2011). *The Person and the Situation: Perspectives of Social Psychology.* New York: McGraw-Hill.

Tesser, A. (1996) (Ed.), *Advanced Social Psychology*. New York: McGraw-Hill.

There are some more specialised texts that provide good overviews of specific topics:

Augoustinos, M., Walker, I., & Donaghue, N. (2014). *Social Cognition: An Integrated Introduction*. Third Edition London: Sage.

Bohner, G. & Wänke, M. (2002). *Attitudes and Attitude Change*. Sussex, UK, Psychology Press Ltd.

Kunda, Z (1999). *Social Cognition: Making Sense of People*. Cambridge, Mass, MIT Press.

Brown, R. (2000). *Group Processes* (2nd Edition). Oxford: Blackwell.

Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). *Social psychology across cultures: Engaging with others in a changing world.* London: Sage.

NOTES ON READING AND EVALUATING RESEARCH PAPERS

You should make notes on the papers you read. Valuable guides to reading journal articles for this module is provided by:

Jordan, C.H. & Zanna, M.P. (1999). Appendix: How to Read a Journal Article in Social Psychology. In R.F. Baumeister (Ed.), The Self in Social Psychology. Philadelphia: The Psychology Press.

This is available on the module Study Direct website

It may also be helpful to ensure you can answer the following questions about papers you read:

What kind of study is reported e.g., an experiment, a correlational study (cross sectional or longitudinal), a qualitative analysis of text or interview data, or a review (narrative or systematic)?

For many studies it is important to be clear about which are the independent variables and which the dependent variables (or outcome measures)?

How do the measures used relate to measures of these (or similar) constructs in other studies? Are the measures reliable? Do they have good construct and predictive validity?

Are there any confounding variables? Have these been controlled for?

What population is studied? How does this relate to other populations studied in this area?

What are the key findings?

Is the sample size adequate? Is the sample representative? Can we generalise from these findings? If so, what are the limits to this generalisation?

Does the study suggest any new theoretical development/s? What further research should be undertaken to explore questions arising from the results or problems with the study's methodology? Does the study have practice and/or policy implications, albeit subject to replication?

PRACTICALS

There are two practical classes associated with this module, taking place in weeks 1 and week 3 (see Sussex Direct for timetable details). Both sessions will provide you with 'hands-on' experience of conducting social psychological research. The first session will introduce you to a social psychological questionnaire and will explain the rationale for the research and take you through the initial steps of analysis. The Associate Tutors will lead the second practical sessions in week 3, in which they will show you how to complete the analysis of the data set, and provide guidance on the practical report. You will subsequently write this study up as part of the module assessment (see above).

SEMINARS

The two1-hour seminars, lead by the Associate Tutors, provide an opportunity to expand on the material covered in your lectures, which could help you write better answers to relevant exam questions. These occur towards the end of the module, in weeks 8 and 10.

Seminar readings will be posted on the module website, and you are required to read these before the seminars. Again, check Sussex Direct for your timetable.

FEEDBACK

You will receive formal written feedback on your practical report within 15 working days. The summary feedback will be displayed on Sussex Direct. You will also be able to see your tutor in their feedback sessions to discuss your feedback informally if you wish.

Two self-test quizzes will be posted on Study Direct for you to use to check your understanding of the course material. The first (covering weeks 1-5) will be available in week 7, and the second at the end of the module.

OVERVIEW OF LECTURES

I.   Micro-Social Phenomena

Week	Lecture Title	Lecturer
1	1. Introduction. Judgements about others: Behavioural Confirmation Effects	Paul Sparks
1	2. Judgements about others' behaviour: the Fundamental Attribution Error	Paul Sparks
2	3. The Relationship Between Attitudes and Behaviour : The Theory of Planned Behaviour	Paul Sparks
2	4. The Theory of Planned Behaviour: Criticisms & Developments	Paul Sparks
3	5. Attitude and Behaviour Change: Cognitive Dissonance Processes	Paul Sparks
3	6. Beyond Cognitive Dissonance Theory: Self-Affirmation Processes	Paul Sparks
4	7. Self-esteem 1: Self-esteem and Self-enhancement	Viv Vignoles
4	8. Self-esteem 2: Debating the benefits of high self-esteem	Viv Vignoles
5	9. Self Regulation	Eleanor Miles
5	10. Emotions, Judgements and Decision-making	Eleanor Miles

II. Macro-Social Phenomena

Week	Lecture Title	Lecturer
	A. Group Processes and Social Influence	
6	11. Conformity	Peter Harris
6	12. Minority Influence	Peter Harris
7	13. Collective behaviour	John Drury
7	14. Emotions and Social Interaction	Eleanor Miles
	B. Stereotyping & Prejudice	
8	15. Stereotypes and Social Cognition	Marlon Nieuwenhuis
8	16. Stereotypes: The Social Perspective	Karen Long
9	17. Reducing Prejudice: Control and Change	Karen Long
	C: Cross-Cultural Social Psychology	
9	18. Cultural Differences	Viv Vignoles
10	19. Unpackaging culture: Subjective culture and the theory of self-construals	Viv Vignoles
10	20. Beyond subjective culture: Interpersonal and group practices	Viv Vignoles
11	21. When cultures collide: Inter-cultural relations and global change	Viv Vignoles
11	22. Emotions and Culture	Eleanor Miles
12	23. Exam and Revision discussion (tbc)	Karen Long

I. Micro-Social Phenomena

Lecture 1: Judgements about others: Behavioural Confirmation Effects

Paul Sparks

The first lecture is given over to an outline of the module, to a reflection on the nature of explanation in Social Psychology (as sub-discipline) and to a consideration of some possible social implications of the judgements we make about other people.

We often gain impressions of and make judgements about others very swiftly and on the basis of very little information. The judgements that we make about others influences both our behaviour towards them as well as their own subsequent behaviour. Here, the notion of 'self-fulfilling prophecies' ('…in the beginning, a false definition of the situation evoking a new behaviour which makes the original false conception come true' [Merton, 1949]) becomes important, since our 'perceptions' can lead to important social effects. Moreover, there is some evidence that once impressions are formed, they may be highly resistant to change. When one considers this in conjunction with the view that misjudgements and misunderstandings of others may be more widespread than we would care to believe, the importance of our perceptions of others (cf. person perception or impression formation) becomes very salient.

In this lecture we consider the above issues, focussing on the relationship between our judgements of other people, our behaviour towards them and their own subsequent behaviour. We should be aware that important differences exist between the categorization of people and most other forms of categorization: 'There is one crucial distinction between a social categorisation and a non-social one. This difference can be simply expressed by saying that the instances of a social categorisation can identify with their label, whereas the issue of identification does not arise in the case of the non-social category' (Billig, 1976).

Learning Outcomes

After studying this topic you should be able to discuss strengths and weaknesses of research in the area, and, in particular, be able to:

- Describe what is meant by a 'self-fulfilling prophecy' and to provide some examples

- Discuss the links between person perception and (i) attribution, and (ii) stereotyping

- Outline some key points in the Pronin (2008) paper.

Essential Reading

Pronin, E. (2008). How we see ourselves and how we see others. *Science, 320*, 1177-1180.

Additional Reading

Asch, S.E. & Zukier, H. (1984). Thinking about persons. *Journal of Personality & Social Psychology, 46*, 6, 1230-1240.

Darley, J. M. & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology, 44*, 20-33.

Epley, N. and Dunning, D. (2000). Feeling "holier than thou": are self-serving assessments produced by errors in self- or social prediction? *Journal of Personality and Social Psychology, 79*, 6, 861-875.

Parkinson, B. (2015). Social Perception and Attribution. In M. Hewstone, W, Stroebe, W. & K.

Jonas, (Eds), *Introduction to social psychology*: *A European perspective*. 6th Edition. Oxford: Blackwell.

Pronin, E., Lin, D.Y., Ross, L. (2002). The bias blind spot: perceptions of bias in self versus others. *Personality and Social Psychology Bulletin, 28*, 3, 369-381.

Rosenthal, R & Rubin, D.B. (1978). Interpersonal expectancy effects: The first 345 studies. *Behavior & Brain Sciences, 3,* 377-415.

Snyder, M. & Swann, W.B. (1978). Behavioral confirmation in social interaction: from social perception to social reality. *Journal of Experimental Social Psychology, 14*, 148-162.

Snyder, M., Tanke, E.D. & Berscheid, E. (1977). Social perception and interpersonal behavior: on the self-fulfilling nature of social stereotypes. *Journal of Personality & Social Psychology, 35*, 656-666.

Word, C. O., Janna, M. P. & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology, 10,* 109-120.

Lecture 2: Judgements about others' behaviour: the Fundamental Attribution Error

Paul Sparks

Work on attribution is concerned with the ways in which people perceive, understand and explain events in their social worlds, such as the things people around them say and do. It thus concerns a central feature of our everyday lives.

Concern with everyday explanations was inspired by Heider's seminal work, summarised in his 1958 classic, The Psychology of Interpersonal Relations. Heider was very much concerned with issues of causal perception and especially the relative immediacy of our perception of the causes of the behaviour of others. Notable responses to Heider's work came with Jones & Davis's (1965) correspondent inference theory and two highly seminal papers by Kelley, one introducing the covariation model (1967) and one introducing the configuration model (1972).

Rather than detailing all these 'classic orientations', this lecture dedicates a lot of attention to the fundamental attribution error – 'the tendency for attributers to underestimate the impact of situational factors and to overestimate the role of dispositional factors in controlling behavior' (Ross, 1977, p.183). This phenomenon is exemplified in some of the abovementioned research by Jones and Davis on the correspondence bias. This correspondence bias has also been the subject of recent work by Dan Gilbert who has proposed that it is considered by some as the 'central problem in the field of social psychology'!

Learning Outcomes

After studying this topic you should be able to discuss strengths and weaknesses of research in the area, and, in particular, be able to:

- Describe in general terms what is meant by causal attribution and be able to adopt an informed view of the strengths and weaknesses of research in the area.

- Outline correspondent inference theory.

- Critically assess the notion of the fundamental attribution error

- Describe and critically assess the position of Sabini et al. vis-à-vis the fundamental attribution error.

- Outline some responses to Sabini et al.'s position.

Essential Reading

Forgas, J. P. (1998). On being happy and mistaken: mood effects on the fundamental attribution error. *Journal of Personality and Social Psychology, 75,* 2, 318-331.

Additional Reading

Brown, R. & Fish, D. (1983). The psychological causality implicit in language. *Cognition, 14*, 237-273.

Fein, S. (1996). Effects of suspicion on attributional thinking and the correspondence bias. *Journal of Personality and Social Psychology, 70*, 1164-1184.

Gilbert, D.T. & Malone, P.S. (1995). The correspondence bias. *Psychological Bulletin, 117,* 21-38.

Jones, E. E. (1979). The rocky road from acts to dispositions. *American Psychologist, 34,* 107-117.

Kammrath, LK, Mendoza-Denton, R, & Mischel, W . (2005). Incorporating if...then...personality signatures in person perception: Beyond the person-situation dichotomy. *Journal of Personality and Social Psychology*, *88* (4): 605-618.

Miller, J. G. (1984). Culture and the development of everyday social explanations. *Journal of Personality and Social Psychology, 46, 961-978.*

Miyamoto, Y. & Kitayama, S. (2002). Cultural variation in correspondence bias: the critical role of attitude diagnosticity of socially constrained behavior. *Journal of Personality and Social Psychology, 83,* 5, 1239-1248.

Sabini, J. Siepmann, M. & Stein, J. (2001). The really fundamental attribution error in Social Psychological Research. *Psychological Inquiry, 12*, 1, 1-15.

Lecture 3: The relationship between attitudes and behaviour: the Theory of Planned Behaviour

Paul Sparks

Attitudes, it was suggested many years ago, were 'probably the most distinctive and indispensable concept in contemporary American social Psychology' (Allport, 1935, p. 798). From a time when attitudes were considered to be bodily postures, through a period when the functions that attitudes serve was a focus of interest, through a period when attitudes were thought not be strongly related to behaviour, we assess the long-standing issue of the circumstances in which people attitudes might and might not be expected to match their actions.

Attitudes according to Fishbein and Ajzen, can be conceptualized as "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (1975, p.6). Ajzen and Fishbein's own position, as represented in their theory of reasoned action and the subsequent theory of planned behaviour (TPB) was that '…any behavioral criterion can be predicted from attitude - be it a single action or a pattern of behavior - provided that the measure of attitude corresponds to the measure of behavior' (Ajzen & Fishbein, 1980, p.27). In this lecture we examine this claim in detail, look in depth at the TPB, what is proposes, how well it predicts, some of its potential shortcomings, and other more recent perspectives that relate to central issues at stake in the theory.

Finally, we consider the notions of implicit attitudes, act prototypes, attitudes as 'expressive communicative acts', dual attitudes, ambivalence, indifference, attitude strength and whether or not attitudes might be a result of behaviour rather than (simply) a cause of it.

Learning Outcomes

After studying this topic you should being able to:

- Discuss one or more standard definitions of 'attitudes'
- Outline different perspectives within attitude research.
- Critically evaluate the theory of planned behaviour
- Discuss the attitude-behaviour relationship.

Essential Reading

Weigel, R.H. & Newman, L.S. (1976). Increasing attitude-behavior correspondence by broadening the scope of the behavioral measure. *Journal of Personality and Social Psychology*, *33*, 793-802.

Additional Reading

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179-211. (This is the first major presentation of the tpb – please check out Ajzen's website - http://people.umass.edu/aizen/ - for all sorts of useful and up-to-date material relating to the theory)

Ajzen, I. & Madden, T. J. (1986). Prediction of goal-directed behaviour: attitudes, intentions and perceived behavioural control, *Journal of Experimental Social Psychology, 22*, 453-474.

Conner, M.T. and Sparks, P. (2015). Theory of planned behaviour and the reasoned action approach. In M.T. Conner and P. Norman (Eds.), *Predicting and Changing Health Behaviour: Research and practice with social cognition models* (3rd Edn.; pp.142-188). Maidenhead: Open University Press.

Holland, R. W., Verplanken, B. and Van Knippenberg, A. (2002). On the nature of attitude-behavior relations: the strong guide, the weak follow. *European Journal of Social Psychology, 32*, 869-876.

Manstead, A.S.R. (2000). The role of moral norm in the attitude-behavior relationship. In D. J. Terry and M.A. Hogg (Eds), *Attitudes, Behavior and Social Context: the Role of Norms and Group Membership*. Erlbaum.

Sparks, P. (2000). Subjective expected utility -based attitude-behavior models: the utility of self-identity. In D. J. Terry and M.A. Hogg (Eds), *Attitudes, Behavior and Social Context: the Role of Norms and Group Membership*. Mahwah, NJ: Erlbaum.

Sutton, S. (1998). Predicting and explaining intentions and behavior: How well are we doing? *Journal of Applied Social Psychology, 28,* 1317-1338.

White, K.M., Terry, D.J., Hogg, M.A. (1994). Safer sex behavior: the role of attitudes, norms, and control factors. *Journal of Applied Social Psychology*, *24*, 2164-2192.

Lecture 4: The Theory of Planned Behaviour: Criticisms and Developments

Paul Sparks

In this lecture, we look at some of the early criticisms of the theory of reasoned action (the forerunner of the theory of planned behaviour). We then examine responses to Ajzen's (1991) suggestion that "The theory of planned behavior is, in principle, open to the inclusion of additional predictors if it can be shown that they capture a significant proportion of variance in intention or behavior after the theory's current variables have been taken into account" (p.199). Finally, we consider the more recent developments that Fishbein & Ajzen have proposed within their 'Reasoned Action Approach' (Fishbein & Ajzen, 2010), particularly in relation to the role of social influences on behaviour.

Learning Outcomes

After studying this topic you should being able to:

- Discuss criticisms of the theory of reasoned action and the theory of planned behaviour

- Outline 'additional variables' that have been proposed for the theory of planned behaviour.

- Critically evaluate the Reasoned Action Approach

Essential Reading

Terry, D.J., Hogg, M.A. & White, K.M. (1999). The theory of planned behavior: self-identity, social identity, and group norms. *British Journal of Social Psychology*, *38*, 225-244.

Additional Reading

Beck, L. and Ajzen, I. (1991). Predicting dishonest actions using the Theory of Planned Behavior. *Journal of Research in Personality*, *25*, 285-301.

Conner, M. & Armitage, C.J. (1998). Extending the theory of planned behavior: A review and avenues for further research. *Journal of Applied Social Psychology,* 28(15), 1429-1464.

Cooke, R., Sniehotta, F. & Schüz, B. (2007). Predicting binge-drinking behaviour using an extended TPB: Examining the impact of anticipated regret and descriptive norms. *Alcohol and Alcoholism,* 42(2), 84-91.

Fishbein, M. & Ajzen, I. (2009). *Predicting and Changing Behavior: The reasoned action approach.* New York: Taylor and Francis Group.

Norman, P. (2011). The theory of planned behavior and binge drinking among undergraduate students: assessing the impact of habit strength. *Addictive Behaviors,* 36, 502-507.

Sparks, P., Hinds, J., Curnock, S. & Pavey, L.J. (2014). Connectedness and its consequences: A study of relationships with the natural environment. *Journal of Applied Social Psychology*, *44*, 3, 166-174.

Lecture 5: Attitude and Behaviour Change: Cognitive Dissonance Processes

Paul Sparks

What are the origins of our attitudes? How do our attitudes change? In the early days of social psychology, a good deal of emphasis was placed on the social origins of many of our attitudes; this emphasis has now largely disappeared. We briefly consider some possible reasons for this.

One subsequent important theoretical perspective that purports to explain some instances of belief, attitude and behaviour change is that of cognitive dissonance theory (Festinger, 1957), which we shall examine in some detail in this lecture. In fact, the ideas from the theory have achieved very wide circulation and it has even been suggested that 'the principles of cognitive dissonance are probably the most influential ideas in social Psychology' (Brown, 1965, p. 584). The essence of the theory is that we seek to maintain some levels of consistency in out cognitions and that, for this reason, our attitudes may – in some circumstances - change in order to fall in line with (our cognitions about) our behaviour. We discuss a classic example in some detail (along with some alternative interpretations of the data)

We shall then explore some subsequent developments arising from cognitive dissonance theory, including interventions that seek to induce a sense of hypocrisy in order to promote behaviour change.

Learning Outcomes

After studying this topic you should be able to discuss strengths and weaknesses of research in the area, and, in particular, be able to:

- Outline Festinger's (1957) theory of cognitive dissonance

- Explain the theoretical importance.of the Festinger and Carlsmith (1959) induced compliance experiment.

- Outline alternative interpretations of the induced compliance findings.

- Discuss the use of 'hypocrisy' manipulations in promoting behaviour change.

Essential Reading

Zanna, M. P., Higgins, E. T., & Taves, P.A. (1976). Is dissonance phenomenologically aversive? *Journal of Experimental Social Psychology, 12,* 530-538.

Additional Reading

Aronson, E. (1992). The return of the repressed: dissonance theory makes a comeback. *Psychological Inquiry, 3*, 4, 303-311.

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

Fazio, R. H., Zanna, M. P. & Cooper, J. (1977). Dissonance versus self-perception: an integrative view of each theory's proper domain of application, *Journal of Experimental Social Psychology, 13*, 464-479.

Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Standford University Press.

Festinger, L. & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance, *Journal of Abnormal and Social Psychology, 58*, 203-210.

Greenwald, A. G. & Ronis, D. L. (1978). Twenty years of dissonance: case study of the evolution of a theory. *Psychological Review, 85*, 53-55.

Pacanowsky, M. Examining the motivational variables, idiosyncratic dynamics and historic precedents associated with the utterance 'Please Pass the Salt'. Available at http://pages.stern.nyu.edu/~wstarbuc/Writing/Salt.htm

Simon, L., Greenberg, J., & Brehm, J. (1995). Trivialization: the forgotten mode of dissonance reduction. *Journal of Personality and Social Psychology, 68*, 247-260.

Stone, J., Aronson, E., Crain, A. L., Winslow, M. P. & Fried, C. B. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. *Personality and Social Psychology Bulletin, 20*, 116-128.

Stone, J. & Fernandez, N.C. (2008).To practice what we preach: the use of hypocrisy and cognitive dissonance to motivate behavior change. *Social and Personality Psychology Compass, 2* , 2, 1024-1051.

Tedeschi, J. T., Rivera, A., Dixit, N., Tayloe E. & Nesler M. (1988). Impression management theory and the forced compliance situation. In J. T. Tedeschi (ed.) *Impression Management and Social Psychological Research*, Academic Press, San Diego.

Lecture 6: Beyond Cognitive Dissonance Theory: Self-Affirmation Processes

Paul Sparks

We begin by considering the notions of self and identity and briefly review some classic positions within psychology and sociology on this subject. For the bulk of the lecture and as an example of one contemporary approach to the 'self', the focus will be on Steele's self-affirmation theory (Steele, 1988). For Steele, 'Cognitions that threaten the perceived integrity of the self… arouse a motive to reaffirm the self…' (1988, p. 290). We consider what Steele means by this, how his ideas link to cognitive dissonance theory and how they have been applied in, for example, the contexts of prejudice and of health-related behaviours.

Learning Outcomes

After studying this topic you should be able to discuss strengths and weaknesses of research in the area, and, in particular, be able to:

* Define the notion of 'self'.

* Discuss the links between dissonance theory and self-affirmation theory

* Outline the findings of recent empirical work that has manipulated self-affirmation.

Essential Reading

Sherman, D.K., Nelson, L.D. & Steele, C.M. (2000). Do messages about health risks threaten the self? Increasing the acceptance of threatening health messages via self-affirmation. *Personality and Social Psychology Bulletin, 26* (9), 1046-1058.

Additional Reading

Baumeister, R.F. (1998). The self. In D.T. Gilbert, S.T. Fiske & G. Lindzey (Eds.), *Handbook of Social Psychology* (4th ed., pp.680-740). New York: McGraw-Hill.

Baumeister, R. F. Vohs, K. D. (2007). Self-regulation, ego depletion, and motivation. *Social & Personality Psychology Compass*, 1, 115-128.

Cohen, G.L. & Sherman, D.K. (2014). The psychology of change: self-affirmation and social psychological intervention. *Annual Review of Psychology*, 65, 333-371.

Harris, P.R., & Napper, L. (2005). Self-affirmation and the biased processing of threatening health-risk information. *Personality and Social Psychology Bulletin,* 31, 1250-1263.

Jessop, D., Simmonds, L. & Sparks, P. (2009). Motivational and behavioural consequences of self-affirmation interventions: A study of sunscreen use among women. *Psychology and Health*, *24*, 5, 529-544.

Sherman, D.K., & Cohen, G.L. (2006). The psychology of self-defense: self-affirmation theory. *Advances in Experimental Social Psychology, 38*, 183-242.

Sparks, P., Jessop, D.C., Chapman, J. & Holmes, K. (2010). Pro-environmental actions, climate change and defensiveness: Do self-affirmations make a difference to people's motives and beliefs about making a difference? *British Journal of Social Psychology*, 49, 3, 553-568.

Steele, C.M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self. In Berkowitz, L (Ed.), *Advances in Experimental Social Psychology, 21*, 261-302. San Diego, CA: Academic Press.

Lecture 7: Self-esteem and Self-enhancement

Viv Vignoles

One aspect of the self-concept has been studied more than all others: individual differences in self-esteem. Psychologists' interest in self-esteem dates back to William James (1890). However, definitions of self-esteem vary widely: Is self-esteem a global form of self-evaluation or is it the (weighted) sum or average of domain specific evaluations? Research has identified a wide variety of dynamic processes for maintaining and enhancing self-esteem. Findings include the *self-serving bias*, the *better-than-average effect*, and many more.

Researchers have debated why self-esteem is so important. *Terror Management Theory* posits that self-esteem provides a buffer against anxiety, especially the fear of death. In contrast, *Sociometer Theory* portrays self-esteem dynamics as a way of monitoring—and thus regulating—how acceptable we are to others, suggesting that self-esteem needs may be secondary to a more basic and fundamental need for belonging.

Learning Outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- compare and contrast available definitions of self-esteem;

- identify a number of social psychological mechanisms or processes which can be understood as strategies for maintaining or enhancing self-esteem;

- compare, contrast, and critically evaluate the arguments of Terror Management Theory and Sociometer Theory.

Essential Reading

Hewstone, M., Stroebe, W. & Jonas, K. (Eds.) (2015). *Introduction to Social Psychology* (6th Ed.). Oxford: BPS Blackwell. Chapter 5: "The Self".

Recommended readings

Hoyle, R. H., Kernis, M. H., Leary, M. R. & Baldwin, M. W. (1999). Self-esteem. In *Selfhood: Identity, esteem, regulation* (pp. 79-97). Boulder, CO: Westview Press.

Pyszczynski, T., Greenberg, J., & Solomon, S. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin, 130*, 435–468.

Leary, M. R. (2004). The function of self-esteem in terror management theory and sociometer theory: Comment on Pyszczynski et al. (2004). *Psychological Bulletin, 130,* 478–482.

Sedikides, C. and Gregg, A.P. (2008) Self-enhancement: Food for thought. *Perspectives on Psychological Science*, 3, 102-116.

Additional Readings

What is self-esteem?

Baumeister, R. F., Tice, D. M. & Hutton, D. G. (1989). Self-presentational motivations and personality differences in self-esteem. *Journal of Personality, 57,* 547-579.

James, W. (1890). *Principles of psychology.* Cleveland, OH: World Publishing.

Rosenberg, M. (1979). *Conceiving the self.* Malabar, FL: Krieger.

Where does self-esteem come from?

Becker, M., Vignoles, V. L., Owe, E., Easterbrook, M., Brown, R., Smith, P. B., … Koller, S. H. (2014). Cultural bases for self-evaluation: Seeing oneself positively in different cultural contexts. *Personality and Social Psychology Bulletin, 40,* 657-675.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, *94,* 319-340.

Harter, S. (1993). Causes and consequences of low self-esteem in children and adolescents. In R. Baumeister (Ed.), *Self-esteem: The puzzle of low self-regard* (pp.87-111). New York: Plenum Press.

Neiss, M. B., Sedikides, C., & Stevenson, J. (2002). Self-esteem: A behavioural genetic perspective. *European Journal of Personality*, *16,* 351-367.

Culture and self-esteem

Heine, S. J., Lehman, D. R., Markus, H. R. & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological Review, 106,* 766-794.

Sedikides, C., Gaertner, L. & Toguchi, Y. (2003). Pancultural self-enhancement. *Journal of Personality and Social Psychology, 84,* 60-79.

Heine, S. J. (2005). Where is the evidence for pancultural self-enhancement?: A reply to Sedikides, Gaertner, and Toguchi (2003). *Journal of Personality and Social Psychology*, 89, 531-538.

Sedikides, C., Gaertner, L., & Vevea, J. L. (2005). Pancultural self-enhancement reloaded: A meta-analytic reply to Heine. *Journal of Personality and Social Psychology, 89,* 539-551.

Why is self-esteem important?

Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D., Simon, L. & Pinel, E. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. *Journal of Personality and Social Psychology, 63,* 913-922. [reprinted in Baumeister, 1999]

Kirkpatrick, L. A., & Ellis, B. J. (2001). An evolutionary approach to self-esteem: Multiple domains and multiple functions. In M. Clark & G. Fletcher (Eds.), *The Blackwell handbook of social psychology, Vol. 2: Interpersonal Processes* (pp. 411-436). Oxford, UK: Blackwell.

Leary, M. R. & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. *Advances in Experimental Social Psychology, 32,* 1-62.

Leary, M. R., Schreindorfer, L. S. & Haupt, A. L. (1995). The role of low self-esteem in emotional and behavioural problems: Why is low self-esteem dysfunctional? *Journal of Social and Clinical Psychology, 14,* 297-314.

Straumann, T. J., Lemieux, A. M. & Coe, C. L. (1993). Self-discrepancy and natural killer cell activity: Immunological consequences of negative self-evaluation. *Journal of Personality and Social Psychology, 64,* 1042-1052.

Lecture 8: Debating the benefits of high self-esteem

Viv Vignoles

Intuitively it seems obvious that self-esteem is a 'good thing'. Taylor and Brown (1988) argue that even *falsely* positive beliefs about the self can be psychologically beneficial, because they enhance self-esteem. It has been claimed that many social problems could be resolved, or at least improved, if people's self-esteem could be raised. However, others have argued that self-esteem is not necessarily a good thing, and that the presumed benefits of high self-esteem and problems associated with low self-esteem have often been exaggerated.

Baumeister and colleagues have proposed that high self-esteem can have a 'dark side'. They argue that many forms of aggression and violence, usually attributed to low self-esteem, are actually the result of *threatened, high self-esteem*.

Subsequent research has examined whether specific *forms* of high self-esteem—rather than high self-esteem *per se*—are associated with aggression. In particular, the construct of narcissism appears to explain a wide range of social (and especially antisocial) behaviours and cognitions. Narcissists typically have highly positive self-views, but these views are in some way fragile. Hence, they are chronic self-enhancers, constantly seeking affirmation of their self-views and reacting defensively when their self-views are challenged.

Learning Outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- critically evaluate evidence for the presumed benefits of raising self-esteem;

- summarise and evaluate the arguments of Baumeister, Bushman & Campbell concerning self-esteem, narcissism and aggression;

- outline the arguments of Kernis and colleagues regarding secure and defensive forms of high self-esteem.

Essential Reading

Baumeister, R. F., Bushman, B. J. & Campbell, W. K. (2000). Self-esteem, narcissism, and aggression: Does violence result from low self-esteem or from threatened egotism? *Current Directions in Psychological Science, 9,* 26-29.

Recommended readings

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 lifestyles? *Psychological Science in the Public Interest, 4,* 1-44.

Heppner, W. L., & Kernis, M. H. (2011). High self-esteem: Multiple forms and their outcomes. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 329-355). New York: Springer.

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

Additional Readings

Debating the benefits of positive illusions

Colvin, C. R. & Block, J. (1994). Do positive illusions foster mental health? An examination of the Taylor and Brown formulation. *Psychological Bulletin, 116,* 3-20. [see also comments of Taylor and Brown (same issue, pp. 21-27), and reply by Block and Colvin (same issue, p. 28)]

Colvin, C. R., Block, J. & Funder, D. C. (1995). Overly positive self-evaluations and personality: Negative implications for mental health. *Journal of Personality and Social Psychology, 68,* 1152-1162.

Robins, R. W. & Beer, J. S. (2001). Positive illusions about the self: Short-term benefits and long-term costs. *Journal of Personality and Social Psychology, 80,* 340-352.

Wright, S. S. (2000). Looking at the self in a rose-colored mirror: Unrealistically positive self-views and academic performance. *Journal of Social and Clinical Psychology, 19,* 451-462.

The 'dark side' of high self-esteem, and the narcissistic personality

Baumeister, R.F., Smart, L., & Boden, J.M. (1996). Relation of threatened egotism to violence and aggression: The dark side of high self-esteem. *Psychological Review, 103,* 5-33.

Bushman, B. J. & Baumeister, R. F. (1998). Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence? *Journal of Personality and Social Psychology, 75,* 219-229.

Bushman, B. J., Bonacci, A. M., van Dijk, M. & Baumeister, R. F. (2003). Narcissism, sexual refusal, and aggression: Testing a narcissistic reactance model of sexual coercion. *Journal of Personality and Social Psychology, 84,* 1027-1040.

Campbell, W. K. (1999). Narcissism and romantic attraction. *Journal of Personality and Social Psychology, 77,* 1254-1270.

Crocker, J. (2002). The costs of seeking self-esteem. *Journal of Social Issues, 58,* 597-615.

Kernis, M. H., Granneman, B. D. & Barclay, L. C. (1989). Stability and level of self-esteem as predictors of anger arousal and hostility. *Journal of Personality and Social Psychology, 56,* 1013-1022.

Kirkpatrick, L. A., Waugh, C. E., Valencia, A., & Webster, G. D. (2002). The functional domain-specificity of self-esteem and the differential prediction of aggression. *Journal of Personality and Social Psychology 82*, 756-767.

Otway, L. & Vignoles, V. L. (2006). Narcissism and childhood recollections: A quantitative test of psychoanalytic predictions. *Personality and Social Psychology Bulletin, 32,* 104-116.

Rose, P. (2002). The happy and unhappy faces of narcissism. *Personality and Individual Differences, 33,* 379-392.

Lecture 9: Self-Regulation

Eleanor Miles

Achieving the important goals we have in our lives requires us to control our thoughts, feelings and behaviour. For example, in order to succeed on this module, you will need to ignore distractions in the lecture theatre, inhibit your anxiety about the exam, and spend time revising instead of doing more enjoyable activities. Collectively, these processes are known as self-regulation. The ability to self-regulate is a key predictor of success in most areas of life, and is a more important predictor of academic achievement than IQ. The purpose of this lecture is to provide an introduction to what psychologists have learned about the science of self-regulation, and how their discoveries can help people to improve their self-regulation abilities and thus achieve their goals. We will discuss models of self-regulation, the relationship between self-regulation and real-life outcomes, the factors that contribute to self-regulation failure, and methods and strategies for improving self-regulation.

Learning Outcomes

- Discuss the relationship between self-regulation ability and emotional, physical and social outcomes.

- Understand the key features of the strength model of self-control, and define ego depletion.

- Describe some of the biases and errors that might lead people to fail at self-regulation, such as the planning fallacy and immune neglect.

- Identify interventions which can improve people's success at achieving their goals.

Essential Reading

Baumeister, R. F., & Alquist, J. L. (2009). Is there a downside to good self-control? *Self and Identity, 2 & 3,* 115-130.

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science, 16*(6), 351-355.

Additional Reading

Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. *Psychological Science, 13,* 219-224.

Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Pers Soc Psychol Bull, 38*(9), 1133-1143.

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16,* 939-944.

Gilbert, D. T., & Wilson, T. D. (2009). Why the brain talks to itself: sources of error in emotional prediction. *Philosophical Transactions of the Royal Society B-Biological Sciences, 364*(1521), 1335-1341.

Kruger, J., & Evans, M. (2004). If you don't want to be late, enumerate: Unpacking reduces the planning fallacy. *Journal of Experimental Social Psychology, 40*(5), 586-598. doi: 10.1016/j.jesp.2003.11.001

Mischel, W., Ayduk, O., Berman, M. G., Casey, B. J., Gotlib, I. H., Jonides, J., . . . Shoda, Y. (2010). 'Willpower' over the life span: decomposing self-regulation. *Social Cognitive and Affective Neuroscience.* doi: 10.1093/scan/nsq081

Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality, 72*(2), 271-324.

Lecture 10: Emotions, Judgments and Decision Making

Eleanor Miles

We demonstrate an intuitive understanding of how emotions influence our decisions when we advise our friends not to act while feeling angry, or when we avoid going food shopping while hungry. However, the prevailing belief in society tends to be that emotions cause us to behave less rationally. In this lecture, we will question and evaluate this assumption. We will first consider why we have emotions, and discuss theories which suggest that emotions serve key functions in guiding our cognition and behaviour. We will then consider experimental evidence concerning how emotions influence the judgments and decisions we make about ourselves and about other people. Finally, we will consider the relationship between emotions and decision making from another angle, by looking at how decision-making is affected when brain damage prevents people from experiencing emotions. The overall conclusion is that while the effects of emotions on cognitive processes are sometimes harmful, they can sometimes also be helpful.

Learning Outcomes

- Give examples of how specific emotions or moods can influence the way we think and behave.

- Critically assess whether emotions are harmful or beneficial for judgment and decision making.

- Understand the implications of this evidence for decision making in everyday life.

Essential Reading

Baumeister, R. F., DeWall, N. C., & Zhang, L. (2007). *Do emotions improve or hinder the decision making process?* In K. D. Vohs, R.F. Baumeister, and G. Loewenstein (Eds.) Do Emotions Help or Hurt Decision Making? A Hedgefoxian perspective (pp.11-31). New York: Russell Sage Foundation Press.

Additional Reading

Ariely, D., & Loewenstein, G. (2006). The heat of the moment: The effect of sexual arousal on sexual decision making. *Journal of Behavioral Decision Making, 19*(2), 87-98.

Bechara, A. (2004). The role of emotion in decision-making: evidence from neurological patients with orbitofrontal damage. *Brain and Cognition, 55*(1), 30-40.

Cryder, C. E., Lerner, J. S., Gross, J. J., & Dahl, R. E. (2008). Misery is not miserly: Sad and self-focused individuals spend more. *Psychological Science, 19*(6), 525-530.

Forgas, J. P. (1991). Affective Influences on Partner Choice - Role of Mood in Social Decisions. *Journal of Personality and Social Psychology, 61*(5), 708-720.

Gasper, K., & Clore, G. L. (1998). The Persistent Use of Negative Affect by Anxious Individuals to Estimate Risk. *Journal of Personality and Social Psychology, 74*(5), 1350-1363.

Loewenstein, G. (2010). Insufficient emotion: Soul-searching by a former indicter of strong emotions. *Emotion Review*, *2*(3), 234-239.

Schwarz, N., & Clore, G. L. (1983). Mood, Misattribution, and Judgments of Well-Being - Informative and Directive Functions of Affective States. *Journal of Personality and Social Psychology, 45*(3), 513-523

Simonsohn, U. (2007). Clouds make nerds look good: Field evidence of the impact of incidental factors on decision making. *Journal of Behavioral Decision Making, 20*(2), 143-152.

Tice, D. M., Bratslavsky, E., & Baumeister, R. F. (2001). Emotional distress regulation takes precedence over impulse control: If you feel bad, do it! *Journal of Personality and Social Psychology, 80*(1), 53-67.

II. Macro-Social Phenomena

Lecture 11: Conformity

Peter Harris

Social influence refers to such phenomena as conformity, leadership, obedience, persuasion and group polarization. Asch's (1952) line-judgement studies are the 'classic' demonstrations of conformity - yielding to a majority attitude or behaviour. The Asch paradigm and variants on it have been used to identify a number of variables that affect the degree of conformity (e.g., group size, group unanimity, individual differences, power, culture), and early explanations for conformity followed Deutsch & Gerard (1955) in distinguishing between informational and normative influence processes. However, conformity has been found to occur even without the presence of 'informational' and 'normative' pressures (see Brown, 2000, p. 137). Turner (1991) suggests that conformity is a function of sharing an identification with group members. In this account, the informational-normative distinction is rejected, since 'norms' provide 'information' (our in-group helps us define social reality) and 'information' may convey 'norms' (e.g., about which behaviours are valued).

Learning Outcomes

By the end of this topic students should be able to:

- Describe the main predictors of yielding and resistance to group influence

- Explain how conformity is understood using the theories of Deutsch & Gerard and Turner

- Consider how the findings apply to real-world examples

Essential Reading

Turner, J.C. (1991). *Social influence.* Milton Keynes: Open University Press. Chapter 2: Social conformity.

Recommended readings

Hewstone, M., Stroebe, W., & Jonas, K. (Eds.) (2015). *An Introduction to social psychology* (6th. Ed.). Oxford: Blackwell. Chapter 8: Social Influence. (This provides an introduction to both this lecture and the lecture on minority influence.)

Brown, R. (2000). *Group processes* (Second Edition). Oxford: Blackwell. (Chapter 4).

Additional Readings

Bond, R. & Smith, P.B. (1996). Culture and conformity: A meta-analysis of studies using Asch's (1952b, 1956) line judgement task. *Psychological Bulletin, 119*, 111-137.

Hodges, B.H., & Geyer, A.L. (2006). A nonconformist account of the Asch experiments: Values, pragmatics and moral dilemmas. *Personality and Social Psychology Review*, *10*, 2-19.

Lecture 12: Minority Influence

Peter Harris

This lecture and the previous one focus on majority and minority social influence, and the relation between them. Work in this area has gone through three distinct stages. Until the 1970s, research was concerned almost solely with the influence of the majority on the minority. Then, until the early 1980s, the emphasis shifted to minority influence, due largely to the pioneering work of Serge Moscovici. Current research attempts to integrate minority and majority influence by searching for common underlying processes.

Moscovici criticized conformity research and theory for being biased towards the maintenance of the status quo. He argued that the study of social influence must be concerned with social change and, in particular, how minorities, often with no power, can change the attitudes and behaviour of the majority. Moscovici suggested initially that the minority's behavioural style (and in particular their consistency) was the major factor underlying minority influence. Later, he argued that minority influence leads to true opinion change ('conversion', which takes place through cognitive elaboration) whereas majority influence produces agreement in public but disagreement in private ('compliance').

A key question is the relation between conformity and minority influence: is the same psychological process operating or do different psychological processes underlie the two different forms of social influence? Reviews of the literature (e.g., Wood et al., 1994) provide at least partial support for a dual-process account of the type suggested by Moscovici.

Learning Outcomes

By the end of this topic students should be able to:

- Outline and cite evidence for the features of the behavioural style that Moscovici suggests explains how minorities can be influential

- Explain Moscovici's argument that majority and minority influence are separate processes and describe at least one study in support of such a 'dual process' account.

- Understand the link between theories of minority influence and theories of persuasion and how the processing of persuasive communications might vary depending on whether the source is a minority or majority

Essential Reading

Brown, R. (2000). *Group processes* (Second Edition). Oxford: Blackwell. (Chapter 4).

Recommended Reading

Mackie, D.M. (1987). Systematic and non-systematic processing of majority and minority persuasive communications. *Journal of Personality and Social Psychology*, *53*, 41-52.

Additional Readings

Crano, W.D. (2000). Milestones in the study of social influence. *Group Dynamics: Theory, Research and Practice*, *4*, 68-80.

Maass, A. & Clark, R.D. (1983). Internalization versus compliance: Differential processes underlying minority influence and conformity. *European Journal of Social Psychology*, *13*, 197-215.

Moscovici, S. (1980). Towards a theory of conversion behaviour. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. Vol. 13 (pp. 209-239). New York: Academic Press.

Prislin, R., & Filson, J. (2009). Seeking conversion versus advocating tolerance in the pursuit of social change. *Journal of Personality and Social Psychology, 97*, 811-822.

Wood, W., Lundgren, S., Ouellette, J.A., Busceme, S. & Blackstone, T. (1994). Minority influence: A meta-analytic review of social influence processes. *Psychological Bulletin*, *115*, 323-345.

Lecture 13: Collective Behaviour

John Drury

An army in battle, a rioting crowd, a political party in conference, or a nation on the brink of some important historical event: in these examples, people seem to act in both spontaneously but in a unitary fashion. Their behaviours seem coordinated and concerted, as if they were not simply a collection of separate individuals but parts of a psychological whole. Explaining collective behaviour has been referred to as the 'master problem of social psychology' (Allport, 1962, p. 7), and was the defining issue at the birth of the sub-discipline. In this lecture, we consider first the earliest theories – 'group mind' and individualism – put forward to explain collective behaviour. Against these early approaches, social psychologists influenced by the Gestalt tradition – such as Lewin, Sherif and Asch – argued that individuals become psychologically part of collectives through internalizing group products (such as norms and values). The idea that internalized representations of the group can guide conduct was developed in self-categorization theory (SCT), which suggests that *'social identity is the cognitive mechanism that makes group behaviour possible'* (Turner, 1982, p. 21). Put differently, we change from acting as individuals to acting as part of a collective through a shift in our level of self-categorization from personal to social identity. SCT specifies the conditions for this psychological shift to take place.

The main research example in the lecture is Reicher's (1984, 1987) study of the St Pauls' riot, which illustrates how a shared social identity both enables and limits collective behaviour. SCT has subsequently been successfully applied to the full range of group-related phenomena in social psychology – including stereotyping, social influence, leadership, attraction, and mass emergency behaviour. In arguing that groups are psychologically real, SCT represents an alternative to social-cognitivist accounts in social psychology.

Learning Outcomes

After this week's lecture and reading, the successful student will be able to:

- Critically evaluate Le Bon's 'group mind' account
- Outline the key features of the SCT account of collective behaviour
- Describe at least three consequences of depersonalization
- Use social psychological theory to explain the limits of crowd behaviour.

Core/ Essential reading

Hewstone, M., Stroebe, W., & Jonas, K. (2015). *Introduction to social psychology* (6th edn.) Chichester, UK: BPS Blackwell. (pp. 131, 256-257, 341-344, 381-382, 465)

Recommended reading

Drury, J., Cocking, C., & Reicher, S. (2009). The nature of collective resilience: Survivor reactions to the 2005 London bombings. *International Journal of Mass Emergencies and Disasters*, *27*, 66-95.

Haslam, S. A. (2001/2004). *Psychology in organizations: The social identity approach*. London: Sage. (pp. 42-57 in the First Edition; or pp. 28-39 in the Second Edition)

Reicher, S. D. (1984). The St Pauls riot: An explanation of the limits of crowd action in terms of a social identity model. *European Journal of Social Psychology*, *14*, 1-21.

Reicher, S. D. (1987). Crowd behaviour as social action. In J. C. Turner, M. A. Hogg, P. J. Oakes, S. D. Reicher & M. S. Wetherell, *Rediscovering the social group: A self-categorization theory* (pp. 171-202). Oxford: Blackwell.

Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory.* Oxford, UK: Basil Blackwell. (Chapters 1, 2, 3)

Turner, J. C., & Oakes, P. J. (1997). The socially structured mind. In C. McGarty & S. A. Haslam (Eds.), *The message of social psychology* (pp. 355-373). Oxford: Blackwell.

Further/background reading

Drury, J., & Stott, C. (2011). Contextualizing the crowd in contemporary social science. *Contemporary Social Science, 6*(3), 1-15.

Reicher, S. (2001). The psychology of crowd dynamics. In M. A. Hogg & R. S. Tindale (Eds.), *Blackwell handbook of social psychology: Group processes* (pp. 182-208). Oxford, UK: Blackwell.

Reicher, S. D., Haslam, S. A., Spears, R., & Reynolds, K. J. (2012). A social mind: The context of John Turner's work and its influence. *European Review of Social Psychology, 23*, 344-385.

Lecture 14: Emotions and Social Interactions

Eleanor Miles

Earlier in the module, we discussed the function of emotions in terms of how they influence our judgments and decision making. This lecture takes a different perspective on emotions by considering their *social* function. As we will discuss, our emotions influence not only our own behaviour in social interactions, but also the behaviour of others, and some researchers have argues that these social effects are the key function of emotions. In particular, 'self-conscious emotions' such as guilt and pride seem to be especially important in guiding our social behaviour. As well as considering the social function of emotions, this lecture will consider other aspects of emotion and social influence, such as how emotions can be transmitted in groups, and the role negative and positive emotions play in maintaining our relationships with others.

Learning Outcomes

- Describe the principles of key theories such as the Emotions-as-Social-Information model.
- Demonstrate an understanding of the social functions of emotions, particularly self-conscious emotions.
- Demonstrate an understanding of emotional processes in relationships, and which types of emotional expression can be particularly helpful or harmful.

Essential Reading

Lieberman, M. D., & Eisenberger, N. I. (2009). Pains and Pleasures of Social Life. *Science, 323*(5916), 890-891.

Van Kleef, G. A. (2009). How emotions regulate social life: The emotions as social information (EASI) model. *Current Directions in Psychological Science, 18*, 184-188.

Additional Reading

DeSteno, D. (2009). Social emotions and intertemporal choice. "Hot" mechanisms for building social and economic capital. *Current Directions in Psychological Science*, *18*, 280-284.

Graham, S. M., Huang, J. Y., Clark, M. S., & Helgeson, V. S. (2008). The positives of negative emotions: Willingness to express negative emotions promotes relationships. *Personality and Social Psychology Bulletin, 34*(3), 394-406.

Joiner, T. E., Jr. (1994). Contagious depression: Existence, specificity to depressed symptoms, and the role of reassurance seeking. *Journal of Personality and Social Psychology, 67,* 287-296.

Ilies, R., Wegner, D. T., & Morgeson, F. P. (2007). Explaining affective linkages in teams: Individual differences in susceptibility to contagion and individualism-collectivism. *Journal of Applied Psychology*, *92*, 1140-1148.

McNulty, J. K. (2010). When positive processes hurt relationships. *Current Directions in Psychological Science*, *19*, 161-171.

Niedenthal, P. M., & Brauer, M. (2012). Social functionality of emotion. *Annual Review of Psychology*, *63*, 259-285.

Parkinson, B. (1996). Emotions are social. *British Journal of Psychology, 87*, 663-683.

Tracy, J. L., & Robins, R. W. (2007). Emerging insights into the nature and function of pride. *Current Directions in Psychological Science, 16*(3), 147-150.

Stereotyping and Prejudice

This series of three lectures examines the role of cognitive and affective processes in stereotyping and prejudice. The first two lectures focus on the use of stereotypes and the practice of prejudice. A question of central concern is, "what is the relation between stereotypes and prejudice?" Are stereotypes a cognitive process that leads to the affective process of prejudice as has often been presumed? The third lecture focuses on the control of stereotypes and the reduction of prejudice. Of central concern here is the question of whether people can stop stereotyping or at least prevent their stereotypes from having negative effects.

Lecture 15: Stereotypes and Social Cognition: The Cognitive Perspective

Marlon Nieuwenhuis

Social cognition researchers use either questionnaire or computer-based methods to infer how people think about particular groups. Thus, the mental representation of group stereotypes is studied just like any other mental representation. This approach has been criticised both because of its reductionist perspective and because its laboratory-based experimental methods are so far removed from the real-world social processes it attempts to explain. Nonetheless, because of its elegant experimental methods and because of the sense that those methods allow psychologists to see the "real" unconscious or implicit stereotypes that people might hide (Devine), social cognition remains very popular among social psychologists studying prejudice.

Firstly, we will consider how stereotypes have been conceptualised. Generally, stereotypes are seen as problematic because they are inaccurate over-generalisations, i.e. they ascribe certain characteristics to any and all members of a social group. Furthermore, they bias our thinking in a number of different ways so that we tend attend to, and remember information that confirms the expectancies that stereotypes create. The same confirmatory bias applies to the interpretations and explanations we generate for behaviour. This perspective characterises social perceivers as cognitive misers – if only we put in more effort, then we could perceive individuals and their behaviour more accurately. In contrast, other researchers (e.g. Macrae) see stereotypes as useful tools, which allow us to make quick and efficient judgments while freeing up our cognitive resources for other, possibly more important, uses.

Learning Outcomes

After studying this topic, a successful student will be able to:

- Provide a definition of a stereotype
- Describe several different cognitive biases associated with stereotypical thinking
- Evaluate the costs associated with the use of stereotypes
- Evaluate the benefits associated with the use of stereotypes

Essential Reading

Macrae, C.N., Milne, A.B. & Bodenhausen G.V. (1994), Stereotypes as energy saving devices. *Journal of Personality and Social Psychology*, *66*, 37-47.

Additional Reading

Augoustinos, M & Walker, I (2014). S*ocial cognition: An integrated introduction*. Third Edition Sage Chapter 7 especially pages 234-238 and chapter 3 pages 67-87.

Brown, R. (2000). *Group processes. Second Edition* Oxford: Blackwell pp. 290-307

Brown, R. (1995). *Prejudice: Its social psychology* Oxford, Blackwell. Chapter 4. pp. 83-111

Hewstone, M., Stroebe, W. & Jonas, K. (2016). *Introduction to social psychology* (6th. ed.). Oxford: BPS Blackwell. Chapter 4. pp94-108

Hogg, M.A., & Vaughan, G. (2011). *Social Psychology* (6th. Ed): Pearson. Chapter 2, especially pp. 54-60; Chapter 11 pp. 412-418

Macrae, C.N. & Bodenhausen, G.V. (2000). Social cognition: Thinking categorically about others, *Annual Review of Psychology*, *51*, 93-120

Quinn, K.A., Macrae, C.N. & Bodenhausen, G.V. (2007). Stereotyping and impression formation: How categorical thinking shapes person perception. In M.A. Hogg & J. Cooper (Eds.) *The Sage handbook of social psychology* pp68-84

Stangor, C. (2004). *Social groups in action and interaction* Psychology Press. Chapter 5.

Stangor, C. (Ed.) (2000). *Stereotypes and prejudice: Essential readings*. Taylor Francis.

Lecture 16: Stereotypes: The Social Perspective

Karen Long

In political psychology, stereotypes of national and ethic groups have sometimes been conceptualized as "images." These images include, "barbarian," "dependent," "enemy," and "ally." We will discuss the image theory approach to stereotyping and analyse its similarities and differences with the social cognitive approach. We will also discuss the notion that stereotypes are functional – they follow from perceptions of a group's status, power, and cooperativeness (or competition).

We will also discuss the more general issue of how stereotypes are related to affect toward groups who are stereotyped. We will briefly revise social identity theory and draw links to material covered later on the module concerning social functions of ingroup and outgroup stereotypes.

Learning Outcomes

After studying this topic, a successful student will be able to:

- Describe image theory
- Describe the social functions that stereotypes serve from at least two different theoretical perspectives
- Understand the relationship between stereotype content and structural properties of intergroup relationships
- Understand the relationship between stereotype content and motivational aspects of intergroup relationships

Essential Reading

Alexander, M.,G., Brewer, M.B., & Herrmann, R.K. (1999). Images and affect: A functional analysis of out-group stereotypes. *Journal of Personality and Social Psychology, 77*, 78-93.

Additional Reading

Alexander, M., G., Brewer, M.B., & Livingstone, R. W.(2005). Putting stereotype content in context; Image theory and interethnic stereotypes. *Personality and Social Psychology Bulletin*, *31*, 781-794.

Augoustinos, M & Walker, I (2014). *Social cognition: An integrated introduction*. Third Edition Sage Chapter 3, pp. 87-91 and Chapter 7, especially pp. 239-246

Cottrell, C.A & Neuberg, S.L. (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to 'prejudice'. *Journal of Personality and Social Psychology*, 88 (5), 770-789.

Fiske, S.T. (2000) Stereotyping, prejudice and discrimination at the seam between the centuries: Evolution, culture, mind and brain, *European Journal of Social Psychology, 30*, 299-323.

Fiske, S.T. ; Cuddy, A.; Glick, P., & Xu, J. (2002). A model of (often mixed) stereotypic content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, *82*, 878-902.

Fiske, S.T., Cuddy, A., & Glick, P. (2006). Universal dimensions of social cognition: Warmth and competence. *Trends in Cognitive Sciences,11*, (2) 77-83.

Hewstone, M., Stroebe, W. & Jonas, K. (2016). *Introduction to social psychology* (6th. ed.). Oxford: BPS Blackwell. Chapter 14 pp453-472.

Jost, J.T. & Banaji, M.R. (1994). The role of stereotyping in system-justification and the production of false consciousness *British Journal of Social Psychology*, *33*, 1-27

Operario, D. & Fiske, S. (2001). Stereotypes: Content, structure, process and context. In R. Brown & S. Gartner (Eds.) *Blackwell handbook of social psychology, Vol 4:* Intergroup processes (pp22-44).

Wright, S.C. & Taylor, D.M. (2007). The social psychology of cultural diversity: Social stereotyping, prejudice and discrimination. In M.A. Hogg & J. Cooper (eds) *The Sage handbook of social psychology* pp361-387

Lecture 17: Reducing Prejudice: Control and Change

Karen Long

In this lecture we will consider whether is it possible for people to control their stereotype use, and examine the motivations and conditions that might encourage people to attempt to do this. The pessimistic view is that stereotypes are activated automatically, without our awareness, and we cannot escape them. However, Devine's paper differentiates between the activation and application of stereotypes, arguing that it is possible for individuals to control their stereotypes consciously. Monteith et al. examine the degree to which being made aware that one's prejudice is greater than one would like leads to negative affect. Monteith et al. suggest that peoples' "compunction" over their stereotypes and prejudice may provide important motivation to control stereotypes and prejudice.

Learning Outcomes

After studying this topic, a successful student will be able to:

- Differentiate automatic from controlled stereotyping

- Critically discuss the extent to which we have conscious control over our stereotypes

- Evaluate methods of encouraging control of stereotypes

- Consider the relationship between stereotypes and prejudice

Essential Reading

Devine, P. G. (1989). Stereotyping and prejudice: Their automatic and controlled components *Journal of Personality and Social Psychology*, *56*, 5-18.

Hewstone, M., Stroebe, W. & Jonas, K. (2015). *Introduction to social psychology* (6th. ed.). Oxford: BPS Blackwell. Chapter 4 p108-121.

Additional Reading

Brown, R. (1995). *Prejudice: Its social psychology* Oxford, Blackwell. Chapter 4. pp. 111-116

Devine, P et al. (2005). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, *82* (5) 835-848

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

Fiske, S.T. (1998). Stereotypes, prejudice and discrimination. In D.T. Gilbert, S.T. Fiske & G. Lindzey (Eds.), T*he handbook of social psychology,*4th ed, (pp.357-411). N Y: McGraw-Hill.

Kawakami, K., et al. (2000). Just say no (to stereotyping): Effects of training in the negation of stereotypic associations on stereotype activation. *Journal of Personality and Social Psychology 78*, 871-888

Macrae, C.N., Bodenhausen, G.V, Milne, A.B, & Wheeler, V. (1996) On resisting the temptation for simplification: Counterintentional effects of stereotype suppression on social memory. *Social Cognition*, *14*, 1-20

Monteith, M.J., Sherman, J.W., & Devine, P.G. (1998) Suppression as a stereotype control strategy. *Personality and Social Psychology Review, 2*, 63-82.

Monteith, M.J., Devine, P.G., & Zuwerink, J.R. (1993). Self-directed versus other-directed affect as a consequence of prejudice-related discrepancies. *Journal of Personality and Social Psychology*, *64*, 198-210.

Monteith, M., Spicer, C.V. & Tooman, G.D. (1998) Consequences of stereotype suppression: Stereotypes on AND not on the rebound *Journal of Experimental Social Psychology 34*, 355-377

Cross-Cultural Social Psychology

Lecture 18: Cross-cultural differences

Viv Vignoles

Theories in psychology typically aim for universality, yet many classic research findings do not replicate when studies are conducted in different nations across the world. Early studies in cross-cultural psychology simply explored similarities and differences in research findings in different nations. However, Geert Hofstede's (1980) work, *Culture's Consequences*, changed psychologists' approach to culture forever, introducing the idea of a cross-national, or 'ecological' level of analysis. Using data from over 100,000 respondents in more than 70 nations, Hofstede's goal was to identify a set of core dimensions of national cultural differences. Despite identifying some methodological weaknesses, subsequent studies (e.g., Chinese Culture Connection, 1987; Oyserman, Coon, & Kemmelmeier, 2002; Schimmack, Oishi, & Diener, 2005; Schwartz, 1994) have generally refined, but not refuted, Hofstede's main conclusions.

Learning outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- explain the distinction between individual and ecological levels of analysis;

- discuss the strengths and weaknesses of Hofstede's (1980) research in the light of subsequent research;

- accurately describe the distinction between individualist and collectivist cultures.

Essential Reading

Hewstone, M., Stroebe, W. & Jonas, K. (Eds.) (2016). *Introduction to Social Psychology* (6th Ed.). Oxford: BPS Blackwell. Chapter 15: "Cultural Social Psychology" (pp. 491-503).

Recommended readings

Berry, J.W. (1989). Imposed etics - emics - derived etics: The operationalisation of a compelling idea. *International Journal of Psychology, 24,* 721-735.

Hofstede, G. (2009). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture* (Unit 2, Chapter 14). International Association for Cross-Cultural Psychology. [Available online from http://scholarworks.gvsu.edu/orpc/]

Schwartz, S.H. (2006). A theory of cultural value orientations: Explication and applications. *Comparative Sociology, 5,* 137-182.

Smith, P. B. (2002). Levels of Analysis in Cross-Cultural Psychology. *Online Readings in Psychology and Culture* (Unit 2, Chapter 7). International Association for Cross-Cultural Psychology. [Available online from http://scholarworks.gvsu.edu/orpc/]

Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). *Social psychology across cultures: Engaging with others in a changing world.* London: Sage. Chapters 1 and 2.

Additional readings

Chinese Culture Connection. (1987). Chinese values and the search for culture-free dimensions of culture. *Journal of Cross-Cultural Psychology*, 18, 143-164.

Chiu, C. Y. & Hong, Y. Y. (2006). *Social psychology of culture.* Hove: Psychology Press. [Chapters 1 and 2]

Hofstede, G. (1980/2002). *Culture's Consequences* (1st/2nd Ed.). Thousand Oaks, CA: Sage.

Kim, U. (1994). Individualism and collectivism: conceptual clarification and elaboration. In U. Kim, H. C. Triandis, Ç. Kâgitçibasi, S. C. Choi & G. Yoon (Eds.), *Individualism and collectivism: Theory, method, and applications.* (pp. 19-40). Thousand Oaks, CA: Sage.

O'Dell, L., de Abreu, G. & O'Toole, S. (2004). The turn to culture. *The Psychologist, 17,* 138-141.

Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128, 3-72. [See also commentaries which follow this article]

Schimmack, U., Oishi, S., & Diener, E. (2005). Individualism: A valid and important dimension of cultural differences between nations. *Personality and Social Psychology Review, 9,* 17-31.

Schwartz, S. H. (1992). Universals in the content and structure of values. *Advances in Experimental Social Psychology*, 25, 1-65.

Schwartz, S. H. (1994). Beyond individualism-collectivism: New cultural dimensions of values. In U. Kim, H. C. Triandis, Ç. Kağıtçıbaşı, S. C. Choi & G. Yoon (Eds.), *Individualism and collectivism: Theory, method, and applications.* (pp. 85-119). Thousand Oaks, CA: Sage.

Shweder, R.A. (1990). Cultural psychology: What is it? In J.W. Stigler et al. (eds.) *Cultural Psychology: Essays on Comparative Human Development*. Cambridge U.P.

Triandis, H. C. (1995). *Individualism and Collectivism.* Boulder, CO: Westview Press.

Lecture 19: Unpackaging culture: Subjective culture and the theory of self-construals

Viv Vignoles

Ecological analyses make it possible to identify broad dimensions of cultural variation. However, more fine-grained approaches are needed if we are to *unpack* cultural differences, rather than simply using national culture as a mysterious, 'black-box' explanatory variable. Over the last 20 years, several aspects of *subjective culture* have begun to receive focused examination at an individual level of analysis. There is a growing interest in studies which test the role of individual-level measures of particular dimensions of cultural orientation as *mediators* of national differences on dependent variables of interest (e.g., Singelis, Bond, Sharkey, & Lai, 1999). Markus and Kitayama (1991) wrote a hugely influential paper comparing *independent* and *interdependent self-construals* based on research and theory from the US and Japan. Their theory has had an enormous impact on social and cross-cultural psychology, but it has also come in for some criticism. Anthropologists and indigenous psychologists have questioned their portrayal of both Western and Eastern cultures (Kim, 1994; Spiro, 1993). Many findings do not support the theorised differences between West and East (Matsumoto, 1999; Takano & Osaka, 1999). Categorising cultures may exaggerate the differences and obscure the similarities between them.

Learning outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- critically evaluate the theoretical claims of Markus & Kitayama (1991) in the light of subsequent theorising and research;

- explain the logic of mediation analyses in cross-cultural research.

Essential Reading

Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). *Social psychology across cultures: Engaging with others in a changing world.* London: Sage. Chapter 7: "Self and Identity Processes".

Recommended readings

Kitayama, S, & Uskul, A. K. (2011). Culture, mind, and the brain: Current evidence and future directions. *Annual Review of Psychology, 62,* 419-449.

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

Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construal. *Asian Journal of Social Psychology*, 2, 289-310.

Markus, H. R., & Kitayama, S. (2003). Culture, self, and the reality of the social. *Psychological Inquiry, 14*, 277-283.

Additional readings

Self-construals

Cross, S. E., Hardin, E. E., & Gercek-Swing, B. (2011). The what, how, why, and where of self-construal. Personality and Social Psychology Review, 15, 142 -179.

Kağıtçıbaşı, Ç. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of Cross-Cultural Psychology, 36,* 403-422.

Singelis, T. M., Bond, M. H., Sharkey, W. F., & Lai, S. Y. (1999). Unpackaging culture's influence on self-esteem and embarrassability: The role of self-construals. *Journal of Cross-Cultural Psychology, 30,* 315-341.

Singelis, T.M. & Sharkey, W.F. (1995). Culture, self-construal and embarrassability. *Journal of Cross-Cultural Psychology, 26,* 622-644.

Smith, P. B. (2011). Cross-cultural perspectives on identity: Conceptions and measurement. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of Identity Theory and Research* (pp. 249-266). New York: Springer.

Spiro, M. E. (1993). Is the Western conception of the self "peculiar" within the context of the world cultures? *Ethos, 21,* 107-153.

Other aspects of subjective culture

Bond, M. H., Leung, K., Au, A., Tong, K. K., Reimel de Carrasquel, S., Murakami, F., et al. (2004). Culture-level dimensions of social axioms and their societal correlates across 41 cultures. *Journal of Cross-Cultural Psychology*, *35*, 548-570.

Chiu, C. Y. & Hong, Y. Y. (2006). *Social psychology of culture.* Hove: Psychology Press. [Chapter 6]

Hong, Y. Y., Morris, M. W., Chiu, C. Y. & Benet-Martínez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.

Kashima, Y., Kashima, E., Chiu, C. Y., Farsides, T., Gelfand, M., Hong, Y. Y., et al. (2005). Culture, essentialism, and agency: Are individuals universally believed to be more real entities than groups? *European Journal of Social Psychology, 35,* 147-169.

Leung, K., & Bond, M. H. (2004). Social axioms: A model for social beliefs in multicultural perspective. *Advances in Experimental Social Psychology*, *36*, 119-197.

Menon, T., Morris, M. W., Chiu, C. Y. & Hong Y. Y. (1999). Culture and the construal of agency: attribution to individuals versus group dispositions. *Journal of Personality and Social Psychology*, 76, 701-717.

Nisbett, R. E., Peng, K. P., Choi, I., & Norenzayan, A. (2000). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review, 108,* 224-253.

Oishi, S., Diener, E. F., Lucas, R. E., & Suh, E. M. (1999). Cross-cultural variations in predictors of life satisfaction: Perspectives from needs and values. *Personality and Social Psychology Bulletin*, 25, 980-990.

Triandis, H. C. (2002). Subjective Culture. *Online Readings in Psychology and Culture* (Unit 15, Chapter 1). International Association for Cross-Cultural Psychology. [Available online from http://scholarworks.gvsu.edu/orpc/]

Lecture 20: Beyond subjective culture: Interpersonal and group practices

Viv Vignoles

Research into subjective culture focuses on the potential role of beliefs and values in explaining differences in behaviour across cultures. Yet, ironically, this focus on intra-psychic explanations for cross-cultural differences arguably may reflect an individualistic cultural bias on the part of cross-cultural psychologists. Studies into communication and interpersonal relationships across cultures suggest that not all differences in behaviour across cultures can be explained by differences in psychological experience. On the contrary, *behavioural norms* seem to play a considerable role: for example, cross-cultural differences have been identified in *display rules for emotion* in interpersonal encounters (Matsumoto, 1990), and in the formation and conduct of *intimate relationships* (Levine, Sato, Hashimoto, & Verma, 1995), neither of which appears to be wholly explicable in terms of subjective culture.

Learning outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- describe cross-cultural differences in norms of interpersonal communication;

- discuss the influence of subjective culture and economic circumstances on the formation and conduct of intimate relationships in different nations.

Essential Reading

Hewstone, M., Stroebe, W. & Jonas, K. (Eds.) (2016). *Introduction to Social Psychology* (6th Ed.). Oxford: BPS Blackwell. Chapter 15: "Cultural Social Psychology" (pp. 509-519).

Recommended readings

Levine, R. V., Sato, S., Hashimoto, T., & Verma, J. (1995). Love and marriage in eleven cultures. *Journal of Cross-Cultural Psychology*, 26, 554-571.

Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). *Social psychology across cultures: Engaging with others in a changing world.* London: Sage. Chapter 9: "Interpersonal Behavior".

Additional readings

Berry, J. W. (1976). *Human ecology and cognitive style : Comparative studies on cultural and psychological adaptation.* New York : Sage.

Buss, D.M. & 49 co-authors (1990). International preferences in selecting mates: A study of 37 cultures. *Journal of Cross-Cultural Psychology*, 21, 5-47.

Chiu, C.Y. (2011). Language and culture. *Online Readings in Psychology and Culture.* [Available online from http://scholarworks.gvsu.edu/orpc/]

Chiu, C. Y. & Hong, Y. Y. (2006). *Social psychology of culture.* Hove: Psychology Press. [Chapter 7]

Georgas, J. (2003). Family: Variations and Changes Across Cultures. *Online Readings in Psychology and Culture* (Unit 13, Chapter 3). International Association for Cross-Cultural Psychology. [Available online from http://scholarworks.gvsu.edu/orpc/]

Georgas, J., van de Vijver, F. J. R., & Berry, J. W. (2004). The ecocultural framework, ecosocial indices, and psychological variables in cross-cultural research. *Journal of Cross-Cultural Psychology, 35,* 74-96.

Gudykunst W.B. & Ting-Toomey S. (1988). *Culture and interpersonal communication*. Thousand Oaks, CA: Sage.

Kağıtçıbaşı, Ç. (1990). Family and socialisation in cross-cultural perspective. In J.J. Berman (Ed.) *Cross-cultural perspectives.* (Nebraska Symposium on Motivation, 1989) University of Nebraska Press. (pp. 135-200).

Levine, R. V. & Norenzayan, A. (1999). The pace of life in 31 countries. *Journal of Cross-Cultural Psychology, 30,* 178-205.

Matsumoto, D. (1990). Cultural similarities and differences in display rules. *Motivation and Emotion*, 14, 195-214.

Matsumoto, D., Consolacion, T., Yamada, H., Suzuku, R., Franklin, B., Paul, S., Ray, R., & Uchida, H. (2002). American-Japanese cultural differences in judgements of emotional expressions of different intensities. *Cognition and Emotion, 16,* 721-747.

Matsumoto, D., Kasri, F., & Kooken, K. (1999). American-Japanese cultural differences in judgements of expression intensity and subjective experience. *Cognition and Emotion, 13,* 201-218.

Matsumoto, D., Takeuchi, S., Andayani, S., Kouznetsova, N., & Krupp, D. (1998). The contribution of individualism vs. collectivism to cross-national differences in display rules. *Asian Journal of Social Psychology, 1,* 147-165.

Neto, F., Mullet, E., Deschamps, J. C., Barros, J., Benvindo, R., Carmino, L. et al. (2000). Cross-cultural variations in attitudes toward love. *Journal of Cross-Cultural Psychology*, 31, 626-635.

Rothbaum, F., & Tsang, B. Y. P. (1998). Lovesongs in the US and China: On the nature of romantic love. *Journal of Cross-Cultural Psychology, 29,* 306-319.

Semin, G. R. & Rubini, M. (1990). Unfolding the concept of person by verbal abuse. *European Journal of Social Psychology*, 20, 463-474.

Shackelford, T. K., Schmitt, D. P., & Buss, D. M. (2005). Universal dimensions of human mate preferences. *Personality and Individual Differences, 39,* 447-458.

Van de Vliert, E., Huang, X., & Parker, P. M. (2004). Do colder and hotter climates make richer societies more, but poorer societies less, happy and altruistic? *Journal of Environmental Psychology, 24,* 17-30.

Van de Vliert, E., Schwartz, S. H., Huismans, S. E., Hofstede, G., & Daan, S. (1999). Temperature, cultural masculinity, and domestic political violence: A cross-national study. *Journal of Cross-Cultural Psychology, 30,* 291-314.

Lecture 21: When Cultures Collide: Intercultural Relations and Global Change
Viv Vignoles

A striking feature of recent world history is the spread of 'globalisation' over the last 100 years or so. People are more mobile than ever before in history, travelling to other cultures as tourists, visitors, migrants, or refugees. Characteristics of both the traveller and the host culture, as well as interactions between the two, can influence individuals' psychological and sociocultural adaptation to their new surroundings (Berry, 1997; Ward, Bochner, & Furnham, 2001). Moreover, even without travelling, people are exposed to distant cultures through international communication and mass media. These processes of globalisation have made cross-cultural psychology possible, but will they also eventually make cross-cultural psychology redundant, wiping out differences between cultures?

Learning outcomes

Those who attend the relevant teaching sessions and do sufficient reading on this topic should be able to:

- describe and evaluate the acculturation research and theories of Berry and Ward;

- distinguish between the constructs of modernisation, post-modernisation and globalization;

- critically evaluate arguments for and against historical convergence of cultures.

Essential Reading

Sam, D. L., & Berry, J. W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science, 5,* 472-481.

Recommended readings

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review, 46,* 5-34.

Inglehart, R. & W.E. Baker (2000). Modernisation, cultural change and the persistence of cultural values. *American Sociological Review, 65,* 19-51.

Jensen, L.A., Arnett, J.J., & McKenzie, J. (2011). Globalization and cultural identity. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 285-301). New York: Springer.

Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (in press). *Social psychology across cultures: Engaging with others in a changing world.* London: Sage. Chapters 13 and 14. "Acculturation Processes".

Additional readings

Arnett, J.J. (2002). The psychology of globalization. *American Psychologist*, *57*, 774-783.

Benet-Martínez, V., & Hong, Y.-Y. (Eds.) (2014). The Oxford Handbook of Multicultural Identity. New York: Oxford University Press.

Berry, J. W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations, 32,* 328-336.

Brown, R.J., & Zagefka, H. (2011). The dynamics of acculturation: An intergroup perspective. In J. Olson & M. Zanna (Eds.), *Advances in Experimental Social Psychology* (vol. 44, pp. 129-184). Burlington, MA: Academic Press.

Celenk, O., & van de Vijver, F. (2011). Assessment of acculturation: Issues and overview of measures. *Online Readings in Psychology and Culture.* http://scholarworks.gvsu.edu/orpc .

Chiu, C. Y. & Hong, Y. Y. (2006). *Social psychology of culture.* Hove: Psychology Press. [Chapters 10 and 11.]

Georgas, J., Berry, J. W., Shaw, A., Christakopoulou, S., & Mylonas, K. (1996). Acculturation of Greek family values. *Journal of Cross-Cultural Psychology, 27,* 329-338.

Gelfand, M., Lyons, S., & Lun, J. (2011). Towards a psychological science of globalization. *Journal of Social Issues*, *67*, 841-853.

Huynh, Q.-L., Nguyen, A.M., & Benet-Martínez, V. (2011). Bicultural identity integration. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 827–842). New York: Springer.

Licata, L., Sanchez-Mazas, M., & Green, E. T. (2011). Identity, immigration, and prejudice in Europe: A recognition approach. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (Vol. 2*,* pp. 895-916). New York: Springer.

Sam, D., & Berry. J. (Eds.) (2006). *The Cambridge handbook of acculturation psychology.* Cambridge, UK: Cambridge University Press.

Schönpflug, U. (Ed.) (2001). Special issue: Perspectives on cultural transmission. *Journal of Cross-Cultural Psychology, 32,* 131-255.

Urry J. (1990). *The Tourist Gaze.* Thousand Oaks, CA: Sage. Chapters 1 and 7.

Ward, C., Bochner, S. & Furnham, A. (2001). *The Psychology of Culture Shock* (2nd Ed.). New York: Routledge.

Yang K.S. (1988). Will societal modernisation eventually eliminate cross-cultural psychological differences? In M.H. Bond (Ed.) *The cross-cultural challenge to social psychology* (pp. 67-85). Thousand Oaks, CA: Sage.

Lecture 22: Emotions and Culture

Eleanor Miles

Are emotions the same across cultures and societies? This lecture will build on the previous two emotion lectures by considering how and why emotions differ across cultures, and also how cultures differ in how emotions are perceived and reacted to by others. While there are some basic, universal emotions that are experienced similarly across cultures, there is also evidence that our emotions are culturally shaped. We will discuss how emotion concepts and labels differ across cultures, how the emotions people *want* to feel differ across cultures, and how these factors might contribute to cultural differences in the emotions people feel. We will also examine how culture influences the way in which people interpret and react to emotions in social situations.

Learning Outcomes

- Demonstrate an understanding of how emotion concepts and labels differ across cultures.

- Give examples of cross-cultural differences in the expression and interpretation of emotions.

- Discuss why ideal affect might differ between cultures.

Essential Reading

Tsai, J. L. (2007). Ideal Affect: Cultural Causes and Behavioral Consequences. *Perspectives on Psychological Science, 2*(3), 242-259.

Additional Reading

Adam, H., Shirako, A., & Maddux, W. W. (2010). Cultural variance in the interpersonal effects of anger in negotiations. *Psychological Science*, 21, 882-889.

Cohen, D., Bowdle, B. F., Nisbett, R. E., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An "Experimental ethnography". *Journal of Personality and Social Psychology, 70*(5), 945-960.

Eid, M., & Diener, E. (2001). Norms for experiencing emotions in different cultures: Inter- and intranational differences. *Journal of Personality and Social Psychology, 81*(5), 869-885.

Feldman-Barrett, L. (2006). Solving the emotion paradox: Categorization and the experience of emotion. *Personality and Social Psychology Review, 10(1), 20-46.*

Kitayama, S., Markus, H. R., & Kurokawa, M. (2000). Culture, emotion, and well-being: Good feelings in Japan and the United States. *Cognition & Emotion, 14(1),* 93-124.

Kraus, M. W., Côté, S., & Keltner, D. (2010). Social Class, Contextualism, and Empathic Accuracy. *Psychological Science, 21*(11), 1716-1723.

Mesquita, B. & Frijda, N. H. (1992). Cultural variations in emotion: A review. *Psychological Bulletin*, 112, 179-204.

Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). Concepts of Happiness Across Time and Cultures. *Personality and Social Psychology Bulletin*, 39(5), 559-577.

Russell, J. A. (1991). Culture and the categorization of emotions. *Psychological Bulletin, 110*(3), 426-450.

Uchida, Y., Townsend, S. S. M., Rose Markus, H., & Bergsieker, H. B. (2009). Emotions as Within or Between People? Cultural Variation in Lay Theories of Emotion Expression and Inference. *Personality and Social Psychology Bulletin, 35(11),* 1427-1439.

Week 12 Exam and Revision

Karen Long will explain the exam structure and give some brief advice on how to approach exam essays. There will be an opportunity to ask any questions you have about the exam. (Exact arrangements to be confirmed).