

**THEORIES IN SOCIAL AND PERSONALITY  
PSYC G4670/MGMT B9710**

**FALL TERM 2013**

**INSTRUCTOR:** E. Tory Higgins, Office 401-D, Schermerhorn Hall  
Friday 2:10-4:00, Schermerhorn Room 405

**\*NOTE:** *On November 1 only, class is from Noon to 2:00pm*

**DESCRIPTION:** Open to graduate students and advanced undergraduates *with the instructor's permission [limited enrollment]*. The purpose of the course is two-fold: to compare the contributions and limitations of major theoretical perspectives on social behavior, and to learn about the nature of theory construction and theory-testing in psychology generally. Both general models and middle-level models of social behavior are reviewed. The advantages and disadvantages of different models for different levels and different kinds of social-personality phenomena are highlighted. Exercises comparing the predictions of different theories for the same study are designed to acquire an appreciation of how to operationalize theories and an understanding of the various features of a "good" theory. How to design research in social-personality that actually tests alternative theories is emphasized.

**ASSIGNMENTS:**

**(A) Class preparation and participation.** Preparation for and participation during class will receive 20% of the total grade. Each week there will be preparation questions. You are to study and prepare for **all of them** because you can be called in class to answer any of them.

**(B) Take-home exercises.** There are four take-home exercises, each worth 20%. For each of the first three exercises, you will be given a method section from an experimental study. In class you will be given two different theories to apply to the study. For each theory, your task will be to use the theory as the basis for making predictions about what the results of the study should be according to the party-line theory. At the beginning of each exercise, the assumptions, axioms and postulates of each theory relevant to making predictions for the study must be described. For each theory, any additional assumptions that you believe need to be made in order to make predictions must be clearly identified as your additional assumptions (as distinct from the theory). The final exercise consists of taking any one of the three studies in the previous exercises and modifying it in order to make it a more adequate test of the predictive power of any two competing theories you choose. Alternatively, you can design a totally new experiment testing the predictive power of any two competing theories you like, even if they were not covered in the course, as long as you use the theories to predict social behavior. Your answers to the exercises **MUST** be handed in on the day that the exercise will be discussed. [The deadline for each will be given when the exercise is handed out.] Each take-home exercise answer should not be longer than a maximum of ***FIVE DOUBLE-SPACED PAGES***.

## **PART I: GENERAL THEORETICAL PERSPECTIVES**

<i><b>DATES</b></i>	<i><b>TOPICS</b></i>	<i><b>READINGS</b></i>
September 6	<i>Introduction and Overview</i>	
September 13	<i>Conditioning Theories</i>	Heidbreder [7] Deutsch & Krauss [4] Watson; Miller; Skinner
September 20	<i>Psychodynamic Theories</i>	Heidbreder [10] Deutsch & Krauss [5] Kohut & Seitz; Erikson
September 27	NO CLASS	
October 4	<i>Gestalt/Field Theories</i>	Heidbreder [9] Deutsch & Krauss [2&3]
October 11	<i>Symbolic Interactionism</i>	Deutsch & Krauss [6] Stryker & Statham Goffman

## **PART II: MIDDLE LEVEL THEORIES**

October 18	<i>Cognitive Consistency</i>	Festinger Festinger&Carlsmith; Heider; Aronson
October 25	NO CLASS	
November 1	<i>Social Perception &amp; Attribution</i>  Exercise 1 Due & Discussed	Jones&Davis; Trope; Bem; Schachter&Singer

**Note.\* This class only is from Noon to 2pm**

<i><b>DATES</b></i>	<i><b>TOPICS</b></i>	<i><b>READINGS</b></i>
November 8	<i><b>Social Information Processing</b></i> <b>Exercise 2 Due &amp; Discussed</b>	<b>Ross; Bargh; Higgins (A)</b>
November 15	<i><b>Attitudes &amp; Persuasion</b></i>	<b>Kelman; Chaiken et al. Hovland,Harvey,&amp;Sherif</b>
November 22	<i><b>Motivation</b></i>  <b>Exercise 3 Due &amp; Discussed</b>	<b>Brewer; Higgins (B); Echterhoff, Higgins&amp;Levine; Tesser</b>
November 29	<i><b>THANKSGIVING</b></i>	
December 6	<i><b>Personality</b></i>  <b>Exercise 4 Due &amp; Discussed</b>	<b>Mischel&amp;Shoda; Higgins (C); Higgins,Kruglanski&amp;Pierro; Kruglanski&amp;Webster</b>

# PREPARATION QUESTIONS

## PART I: GENERAL THEORETICAL PERSPECTIVES

### 1. Conditioning Theories

#### A.

According to conditioning theories, what motivates people?

According to conditioning theories, what is the nature of learning?

What is a stimulus? What is a response? What is the relation between them?

#### B.

What psychological principles or mechanisms represented in conditioning theories are part of modern social-personality psychology?

#### C.

Think about the pros (strengths) and the cons (weaknesses) of conditioning theories? On balance, do you think there are more pros or cons? If your answer is “more pros”, describe just the pros. If your answer is “more cons”, describe just the cons. Be prepared to defend your position.

### 2. Psychodynamic Theories

#### A.

According to psychodynamic theories, what motivates people?

According to psychodynamic theories, what is the nature of learning?

What is the role of conflict in motivating people?

What is meant by the unconsciousness, the preconscious, and the conscious?

#### B.

What psychological principles or mechanisms represented in psychodynamic theories are part of modern social-personality psychology?

#### C.

Think about the pros (strengths) and cons (weaknesses) of psychodynamic theories relative to conditioning theories. On balance, do you think there are more pros or cons? If your answer is “more pros”, describe just the pros. If your answer is “more cons”, describe just the cons. Be prepared to defend your position.

### 3. Gestalt/Field Theories

#### A.

How are the scientific assumptions of gestalt/field theories more like psychodynamic theories than conditioning theories? How are they more like conditioning than psychodynamic theories?

#### B.

According to gestalt/field theories, what motivates people?

According to gestalt/field theories, what is the nature of learning?

What is a gestalt? What is a field of forces? How do they differ from stimulus-response in conditioning theories?

What is the role of tension in gestalt/field theories? Compare and contrast the psychological nature and consequences of tension in gestalt/field versus psychodynamic theories.

#### C.

Think about the pros (strengths) and cons (weaknesses) of gestalt/field theories relative to psychodynamic theories. On balance, do you think there are more pros or cons? If your answer is “more pros”, describe just the pros. If your answer is “more cons”, describe just the cons. Be prepared to defend your position.

### **SPECIAL EXERCISE ON: DRIVE METAPHORS OF MOTIVATION**

Conditioning theories (e.g., Hull-Spence), psychodynamic theories (e.g., Freud), and Gestalt theories (e.g., Lewin) all posit **DRIVE** as a motivational force. What has not received enough attention is that there are two *Different* drive metaphors:

(A) **The Water Pressure “Hydraulic” Metaphor:** Drive as energy or tension that builds up pressure which needs release or it will explode. [Drive from too much of something]

(B) **The Empty Gas Tank Metaphor:** Drive to refill the resources to satisfy a need that has dropped too low from deprivation. [Drive from too little of something]

**So Which Is It!**

(1) What are the psychological implications of these two different metaphors? What is drive and how does it work?

(2) What are the practical implications for a motivational intervention when performance is poor? Given that things are not working, what do you do to make motivation more effective?

(3) Design a “thought experiment” that would distinguish between these models by making different predictions for each model.

#### **4. Symbolic Interactionism**

##### **A.**

According to symbolic interactionism theories, what motivates people?

According to symbolic interactionism theories, what is the nature of learning?

What is symbolic about symbolic interactionism? How does this kind of symbolism differ from symbolism in psychodynamic theories?

What is the nature of the relation between self and others in symbolic interactionism? How does the nature of this relation in symbolic interactionism differ from either gestalt/field or psychodynamic theories?

##### **B.**

What psychological principles or mechanisms represented in symbolic interactionism are part of modern social-personality psychology?

##### **C.**

Think about the pros (strengths) and cons (weaknesses) of symbolic interactionism theory relative to gestalt/field theories? On balance, do you think there are more pros or cons? If your answer is “more pros”, describe just the pros. If your answer is “more cons”, describe just the cons. Be prepared to defend your position.

### **PART II: MIDDLE LEVEL THEORIES**

#### **1. Cognitive Consistency**

##### **A.**

According to cognitive consistency theories, what motivates people?

According to cognitive consistency theories, what is the nature of learning?

What is meant by “consistency” in cognitive consistency theories?

Why is meant by “cognitive” in cognitive consistency theories?

**B.**

What psychological principles or mechanisms represented in cognitive consistency theories are part of modern social-personality psychology?

**C.**

Compare and contrast Cognitive Dissonance theory and Balance theory regarding the motivation for cognitive consistency and the manner of achieving it. What are the distinct contributions and strengths of each theory? What are the limitations of each?

## **2. Social Perception & Attribution**

**A.**

What is the function of social perception? What is the function of self-perception? Compare and contrast the motivational/functional underpinnings of perception of *self* versus perception of *others*.

**B.**

What psychological principles or mechanisms represented in perception/attribution theories are part of modern social-personality psychology?

**C.**

What mechanisms are used in the perception of *self* that differ from those used in the perception of *others*, if any?

How does the role of expectancy in perception of *self* differ from the role of expectancy in perception of *others*? Are the sources of expectancy in self versus other perception different?

## **4. Social Information Processing**

**A.**

According to social information processing theories, what is the nature of learning?

What are the costs and benefits of each of the psychological mechanisms discussed by the information processing theories?

Can errors from information processing mechanisms be corrected?

What does it mean to *control* or not control information processing?

**B.**

How do information processing theories provide a non-motivational account of biases in social perception?

**C.**

Compare and contrast Higgins' theory and Ross' theory regarding the mechanisms underlying how information is used to make judgments and inferences. What are the distinct contributions and strengths of each theory? What are the limitations of each?

## **5. Attitudes & Persuasion**

**A.**

According to attitudes & persuasion theories, what motivates people?

According to attitudes & persuasion theories, what is the nature of learning?

What is the function of holding attitudes?

What motivates people to be persuaded or yield to social influence?

**B.**

Message quality, source expertise, source attractiveness, source trustworthiness have been treated historically as separate factors in persuasion. To what extent are they? What is their independent, interdependent, and substitutable status in different attitudes & persuasion theories? Do these influence factors vary in the quality of *accurate* information that they provide, in the extent to which they *should* have influence on the message recipient?

**C.**

Compare and contrast Chaiken's theory and Kelman's theory regarding the mechanisms underlying social persuasion. What are the distinct contributions and strengths of each theory? What are the limitations of each?

## **6. Motivation**

### **A.**

Are there basic cognitive operations that are not influenced by motivation?

If there were cross-cultural differences in social motivation, what would they look like?

### **B.**

What is the status of the independent, individualistic person in the different social motivation theories? What is the psychological status of “I”, “me”, “they”, “we”, and “us”?

### **C.**

Compare and contrast Freud’s theory and Echterhoff, Higgins, & Levine’s shared reality theory regarding how social relationships impact the way individuals’ understand and get along in the world. How are these theories similar? Where they differ, what are the distinct contributions and strengths of each theory?

## **8. Personality**

### **A.**

Are there psychological mechanisms or principles that are unique to personality (e.g., distinct from social psychological mechanisms or principles)?

### **B.**

How can the person X situation interactive effect on behavior be conceptualized? What does it mean to have a personality? When is personality revealed?

### **C.**

What ways of being effective relate to strong promotion, prevention, locomotion, or assessment? Are these ways independent of one another or are they related in distinct meaningful ways?

## EXERCISE 1

### Conditioning (Classical or Operant or Both)

#### Versus

#### “Festinger’s Cognitive Dissonance”

Students were induced to write essays taking a very unpopular position – that controversial speakers should be banned from the university. Half of the students were required to write their attitude-discrepant essays, and they were paid unexpectedly either a small or a large amount of money for their participation immediately after they wrote the essay.

The other half of the students were asked whether they would be willing to write their essays and were promised either the small or the large amount of money as an incentive for their efforts. It was emphasized that the decision to write the essay was completely up to the students. They all agreed to write the essay. These students were paid the amount of money promised them before they wrote the essay.

After writing the essay, the subjects were asked how much they agreed or disagreed that controversial speakers should be banned from the university. The subjects had been previously asked this question as part of an opinion survey they answered a week before the experimental session. The dependent measure was attitude change.

## EXERCISE 2

### “Festinger’s Dissonance & Schachter’s Misattribution”

Versus

### “Bem’s Self-perception”

As part of a study on “ways to improve memory,” undergraduates took a “drug” that was supposed to improve memory. The “drug” was actually a placebo capsule filled with flour. Some were told that the drug had “no side effects,” while others were told either that it would make them feel “tense” or that it would make them feel “relaxed.” While the subjects were waiting for the “drug” to take full effect, they agreed to participate in “another study” for which they wrote a counter-attitudinal essay supporting the military draft. On an opinion survey taken a week before, all subjects had opposed the military draft.

Subjects in the “no side effects” condition agreed to participate in the second, counter-attitudinal essay, study under either high or low choice. Subjects in all other conditions agreed under high choice. Subjects returned for a “second set of memory tests” 2 weeks later when they were asked to recall verbatim the essay they had previously written. After subjects had recalled the essay they had previously written, they were all reminded of all the circumstances under which they had previously written the essay (i.e., the “drug” side effect and their choice to write the essay). After this reminder of the circumstances, they were given the attitude measure.

The variables, therefore, are “drug” side effects, choice to write the essay, temporal delay, reinstatement of writing the essay (all subjects were in this condition), and reinstatement of the circumstances of writing the essay. You are to predict subjects’ attitude change (i.e, change from opinion survey attitude to current attitude) *at the end of the first session* (after writing the essay) and *at end of the second session* after recalling the essay they had previously written and being reminded of the circumstances of writing the essay.

### EXERCISE 3

#### **Choose Any Two Theories (Covered in the Course) Relevant to Social Influence And Make Separate Predictions for Each Theory**

Overview. All subjects were randomly assigned to read a statement advocating reduced sleep supposedly written by either an attractive or an expert source. For half of the subjects within each source condition the message consisted of a simple statement of opinion that people generally sleep too much, without supporting arguments; for the other subjects the same statement of opinion was accompanied by six separate supporting arguments. After exposure to the experimental materials, subjects' agreement with the source's opinion was measured.

Subjects were female students in introductory psychology courses who participated in the experiment for research credit. At the beginning of the experimental session, subjects were told that the study concerned "sex differences in empathy." They were informed that the research was endeavoring to find out whether men and women differed in their ability to make accurate attributions about another person's personality and character on the basis of relatively little information. The experimenter explained that each subject would be presented with information about a particular real target person. This information would consist of a picture of the person, some facts about the individual (age, occupation, hobbies, etc.) and also a statement made by the individual in response to the request that they write about something concerning which they had strong feelings.

The stimulus material consisted of two parts. The first was a short information sheet, which contained the target person's picture and some personal information. In the attractive source condition, the picture was of a smiling, physically attractive young man. He was described as a 20-year-old undergraduate in a general arts program at a large Canadian University. His hobbies were athletics and music and he had recently been elected to the student government council at his University. In the expert condition, subjects were presented with a picture of an unattractive middle-aged man. He was described as a 43-year-old professor of physiological psychology at a large Canadian University, who had recently co-authored a book on the functions of sleep.

Following the information sheet, the target person's statement was presented. In the no arguments condition, the essay was approximately one-third page in length. It simply stated that in the target person's opinion people sleep too much, and they would be better off if they cut down the amount they sleep to less than the typical 8 hours. In the arguments condition, a 3 1/2 page statement was provided which included not only the statement of opinion given in the no arguments condition, but also six separate arguments designed to support the overall position. Finally subjects were asked to indicate the extent to which they agreed with what the target person had said in his statement.

## **EXERCISE 4**

### **FREEDOM!!**

For Exercise 4 you have the following options:

- (1) Choose one of your previous exercises. Revise the Methods & Procedures in order to make the study a more appropriate test of the competing theories. Explain why your revisions are more appropriate to the theories. Given your new Methods & Procedures, predict the results of your study for each theory as you have done in the previous exercises.
- (2) Choose the two theories tested in one of your previous exercises. Create a new study that you believe would be a more appropriate test of the competing theories. Explain why your study would be a more appropriate test of the theories than the original study. Given your new study, predict the results of your study for each theory as you have done in the previous exercises.
- (3) Choose any two competing theories in social-personality psychology, including ones not covered in the course. Create a new study that you believe would be an appropriate test of the competing theories. Explain why your study would be an appropriate test of the theories. Given your new study, predict the results of your study for each theory as you have done in the previous exercises.

## READINGS

Aronson, E. (1997). Back to the future: Retrospective review of Leon Festinger's A Theory of Cognitive Dissonance. The American Journal of Psychology, 110, 127-157.

Bargh, J. A. (1989). Conditional automaticity: Varieties of automatic influence in social perception and cognition. In J. S. Uleman and J. A. Bargh (Eds.), Unintended thought (pp. 3-51). New York: Guilford.

Bem, D. J. (1965). An experimental analysis of self-persuasion. Journal of Experimental Social Psychology, 1, 199-218.

Brewer, M. B. (1991). The social self: On being the same and different at the same time. Personality and Social Psychology Bulletin, 17, 475-482.

Chaiken, S., Liberman, A., & Eagly, A. H. (1989). Heuristic and systematic information processing within and beyond the persuasion context. In J. S. Uleman and J. A. Bargh (Eds.), Unintended thought. New York: Guilford.

Deutsch, M., & Krauss, R. M. (1965). Theories in social psychology. New York: Basic Books.

Echterhoff, G., Higgins, E. T., & Levine, J. M. (2009). Shared reality: Experiencing commonality with others' inner states about the world. Perspectives On Psychological Science, 4, 496-521.

Erikson, E. H. (1963). Childhood and society (Revised edition. Original edition, 1950). New York: W. W. Norton & Co.

Festinger, L. (1957). A theory of cognitive dissonance. Evanston, Ill.: Row, Peterson.

Festinger, L., & Carlsmith, J.M. (1959). Cognitive consequences of forced compliance. Journal of Abnormal and Social Psychology, 58, 203-211.

Goffman, E. (1959). The presentation of self in everyday life. Garden City, W.Y.: Doubleday.

Heidbreder, E. (1933). Seven psychologies. New York: Appleton-Century-Crofts.

Heider, F. (1958). The psychology of interpersonal relations. New York: Wiley.

Higgins, E. T. (1996). Knowledge activation: Accessibility, applicability, and salience. In E. T. Higgins and A. W. Kruglanski (Eds.), Social psychology: Handbook of basic principles (pp. 133-168). New York: Guilford. [A]

Higgins, E. T. (2006). Value from hedonic experience and engagement. Psychological Review, 113, 439-460.

[B]

- Higgins, E. T. (1997). Beyond pleasure and pain. American Psychologist, 52, 1280-1300. [C]
- Higgins, E. T., Kruglanski, A. W., Pierro, A. (2003). Regulatory mode: Locomotion and assessment as distinct orientations. In M. P. Zanna (Ed.), Advances in Experimental Social Psychology (Vol. 35, pp. 293-344). New York: Academic Press.
- Higgins, E. T., & Winter, L. (1993). The "acquisition principle": How beliefs about a behavior's prolonged circumstances influence correspondent inference. Personality and Social Psychology Bulletin, 19, 605-619.
- Hovland, C. I., Harvey, O. J., & Sherif, M. (1957). Assimilation and contrast effects in reactions to communication and attitude change. Journal of Abnormal and Social Psychology, 55, 244-252.
- Jones, E. E., & Davis, K. E. (1965). From acts to dispositions: The attribution process in person perception. In L. Berkowitz (Ed.), Advances in experimental social psychology, Volume 2 (pp. 219-266). New York: Academic Press.
- Kelman, H. C. (1958). Compliance, identification, and internalization: Three processes of attitude change. Journal of Conflict Resolution, 2, 51-60.
- Kohut, H., & Seitz, P. F. D. (1964). Concepts and theories of psychoanalysis. In D. Wepman (Ed.), Theories of personality. New York: McGraw-Hill.
- Kruglanski, A. W. and Webster, D.M. (1996). Motivated closing of the mind: "Seizing" and "freezing". Psychological Review, 103, 263-283.
- Miller, N. E. (1959). Liberalization of basic S-R concepts: Extensions to conflict behavior, motivation, and social learning. In S. Koch (Ed.), Psychology: A study of a science (Vol.2). General systematic formulations, learning, and special processes. (pp.196-292). New York: McGraw-Hill.
- Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. Psychological Review, 102, 246-268.
- Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), Advances in Experimental Social Psychology, (Vol. 10, pp. 173-220). New York: Academic Press.
- Schachter, S., & Singer, J. E. (1962). Cognitive, social and physiological determinants of emotional state. Psychological Review, 69, 379-399.
- Sherif, M. (1936). The psychology of social norms. New York: Harper & Brothers.
- Skinner, B. F. (1959). A case history in scientific method. In S. Koch (Ed.), Psychology: A study of a science, Volume 2 (pp. 359-379). New York: McGraw-Hill.

- Stryker, S., & Statham, A. (1985). Symbolic interaction and role theory. In G. Lindzey and E. Aronson (Eds.), Handbook of social psychology, Volume I (pp. 311-378). New York: Random House.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin and S. Worchel (Eds.), The social psychology of intergroup relations (pp. 33-47). Monterey, CA.: Brooks/Cole.
- Tesser, A. (1986). Some effects of self-evaluation maintenance on cognition and action. In R. M. Sorrentino and E. T. Higgins (Eds.), Handbook of motivation and cognition, Volume 1 (pp. 435-464). New York: Guilford.
- Trope, Y. (1986). Identification and inferential processes in dispositional attribution. Psychological Review, 93, 239-257.
- Watson, J. B. (1913). Psychology as the behaviorist views it. Psychological Review, 20, 158-177.
- Weiner, B., Frieze, I., Kukla, A., Reed, L., Rest, S., & Rosenbaum, R. M. (1971). Perceiving the causes of success and failure. In E. E. Jones, D. E. Kanouse, H. H. Kelley, R. E. Nisbett, S. Valins, & B. Weiner (Eds.), Attribution: Perceiving the causes of behavior (pp. 95-120). Morristown, N.J.: General Learning Press.

## **From the Faculty Statement on Academic Integrity**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

### **Columbia College Honor Code**

The Columbia College Student Council, on behalf of the whole student body, has resolved that maintaining academic integrity is the preserve of all members of our intellectual community – including and especially students.

As a consequence, all Columbia College students will now make the following pledge:

We, the undergraduate students of Columbia University, hereby pledge to value the integrity of our ideas and the ideas of others by honestly presenting our work, respecting authorship, and striving not simply for answers but for understanding in the pursuit of our common scholastic goals. In this way, we seek to build an academic community governed by our collective efforts, diligence, and Code of Honor.

In addition, all Columbia College students are committed to the following honor code:

I affirm that I will not plagiarize, use unauthorized materials, or give or receive illegitimate help on assignments, papers, or examinations. I will also uphold equity and honesty in the evaluation of my work and the work of others. I do so to sustain a community built around this Code of Honor.