

**EVALUATIONS IN SOCIAL INTERACTION**  
(Tuesday, 2-5 p.m., Tarbutton Hall 206)

Instructor: Dr. Karen A. Hegtvedt  
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Hours: Tuesday, 1-2 p.m. & by appointment  
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**Course Description**

How do people evaluate the dynamics of social interaction? Components of those dynamics include the perceivers themselves as well as other people. To assess an interaction requires consideration of what people—consciously or not—think and how they feel. Moreover, the multifaceted evaluation process reflects the interdependence of actors and their behaviors. In this course, we will examine fundamental processes that provide a basis for the evaluations that individuals make in the context of social interaction and the implications of those evaluations for subsequent interaction.

We begin by focusing on social cognition and ask, “What are the ways in which individuals process, organize, structure, and retrieve information in order to make sense out of themselves, other people, and situations?” We examine how underlying objective, subjective, and comparison processes drive automatic and controlled categorization processes to give rise to social cognitions. In addition to perceptions about people and contexts, individuals also respond to them emotionally.

The second part of the course asks “What contributes to stimulating emotional experiences and shaping emotional expressions?” We discuss debates regarding the roles of biology and cognitions in creating and controlling emotions. We draw largely from theoretical approaches in Sociology on the construction of emotions and their consequences for interaction.

Finally, we bring together our analysis of social cognitions and emotions by focusing on their role in fairness evaluations. In this third part of the class, we presume that “Justice is in the eye of beholder” and thus relies upon people making sense out of a situation. Generally, we focus on the question, “How do people perceive and respond to injustice?” In doing so, we consider the antecedents and consequences of distributive, procedural, and interactional injustice.

**Specific Course Objectives**

As we progress through the course material, students should:

- ❖ Acquire an understanding of the central concepts, theories, issues, and debates in these subfields of (sociological) social psychology.
- ❖ Grow familiar with the various methods by which social psychologists test empirical hypotheses pertaining to these subfields.

- ❖ Formulate their own critical assessments of the theories and research covered, the potential for links between them, and their implications for social inequality.
- ❖ Learn how to communicate course content effectively to others through review and critical analysis.
- ❖ Consider how the processes interrogated contribute to their own current or future research endeavors.

### **Course Readings**

The course outline indicates readings for specific topics from various sources. Articles and chapters will be available on the course Canvas site, except for the text:

Fiske, Susan T. and Shelley E. Taylor. 2021. *Social Cognition: From Brains to Culture* (4<sup>rd</sup> edition). Thousand Oaks, CA: Sage (abbreviated *SC* below).

The text may be ordered from Amazon. Readings marked with \* are optional.

### **Course Requirements**

You are, of course, expected to attend class regularly, to complete all assigned readings before class, and to participate actively in class discussions (using your “lecture voice” behind your mask!). If you should foresee missing a class session due to illness, please notify me so that we do not delay the start of class waiting for you. Missing more than two (unexcused) class sessions may jeopardize your grade for the class.

In addition to participation (ungraded but presumed), students’ course grades stem from: (parenthetical expressions indicate percent of your total grade).

#### ***Facilitation of Class Sessions (15%)***

Each week, two students will facilitate class meetings (joined by me!). Over the course of the semester, each student will do two facilitations. I will scaffold each class session with opening remarks and will provide, in advance, outlines for each class session. Each facilitator will cover a portion of the outline (e.g., one will cover part I and II and another will cover parts III and IV). Each part of an outline addresses a question relevant to the content of the class session and indicates which readings for the week are relevant.

Student facilitators will be responsible for: 1) writing a memo that briefly summarizes an article (excluding chapters) and identifies its strengths and weaknesses (no more than a page per article); 2) posting memos to Canvas; 3) using memos to scaffold their remarks related to answering the question posed in the relevant part of the outline; 4) offering connections between the reading and other course materials; and 5) specifying questions for discussion during class.

We will coordinate who will facilitate class sessions in a way that everyone gets at least one top pick. And I will confer with facilitators, as necessary, prior to class to ensure

coordination of our roles during class sessions. Facilitation will be assessed as satisfactory/unsatisfactory and include both the quality of the memos and the actual facilitation. (My feedback will be more extensive only in the case of an unsatisfactory assessment; if such an assessment stems from lack of thoroughness and thoughtfulness in the memo, students can re-write that memo.) I will, as previously noted, chime in regularly during the class session with information beyond the specific readings for the day and to ensure the class moves along through the outline for the topic.

NOTE: I have never had class session facilitators! I am trying out this format for class sessions because of the number of the students enrolled in the class. I am hoping that this format will ensure that all students have an opportunity to “own” a part of the content and develop means to communicate it effectively to others. And, in this way, even the quiet voices (and I was such a voice in my grad school days) will penetrate class at least twice during the semester.

### ***Essay Exams (25%)***

To provide students with the opportunity for expressing their individual analyses of issues pertaining to each general topic, the course includes three essay exams. Students will complete **one** exam on a topic ***other than*** the topic addressed in their papers. Each exam requires students to respond to one of two essay questions, much like questions appearing on preliminary exams. I will hand out an exam prior to the end of each course section. Responses may be up to 10 pages in length (double-spaced, 12-point type) and will be due about two weeks later. Please provide paper copies to me.

### ***Research Paper / Alternative (50%)***

The intent of the research paper is to allow you to study in detail a topic that is specific to your own purpose. (You may “piggy-back” this paper on an assignment for another class if the paper’s topic reflects the content of this class in some way. You must discuss this with me *prior* to submitting your paper proposal.) The research paper may take one of the following forms:

- (A) a position paper presenting a cogent argument regarding a theoretical or empirical issue on a topic relevant to evaluations in social interaction;
- (B) a research proposal that includes a review of relevant literature, hypotheses, and tentative research methods; or
- (C) report of your own empirical research, which possibly completes research proposed for another class (this option would include a literature review and theoretical statement in addition to empirical results);
- (D) an analytical synthesis of topics stemming from two different parts of the course.

To develop the research paper, submit **September 28** to me a **one-page prospectus**. Post to Canvas and provide a paper copy of **preliminary drafts by Tuesday, November 30**. (Should others want a paper copy, I will provide them.) We will discuss papers on December 7. By **Tuesday, December 14** (5 p.m.) post **final papers** to Canvas and give a paper copy to me.

Posted to Canvas under the Research Paper assignment, you will find instructions for formatting your paper, guidance for adhering to ASA style guidelines (especially for in-text

citations and reference lists), and writing tips. The latter I have cumulated over many interactions with journal copy editors. Honing writing skills—ensuring clarity and succinctness—is a continual activity of an academic. **Be sure to follow formatting and style guidelines, and practice good writing!!!**

*Alternative:* Because students take this course for various reasons and at various points in their graduate careers, sometimes it does not make sense to devote effort to the development of a research paper that will be solely an exercise and never used for other scholarly purposes. Thus, as an alternative to the research paper, **students may opt to take all three essay exams** (one for each topic).

***Paper Critiques (5%/5%)***

Seminar members will read and critique papers of at least two of their classmates. Authors are responsible for posting their papers to Canvas by November 30. Readers will take the role of "journal reviewer" in examining the papers. Each review (approximately one type-written page) should critique the author's argument and identify other inadequacies while at the same time offer constructive suggestions for revisions. **Readers should post to Canvas their reviews on December 6** (about 24 hours before discussion December 7). The early posting allows authors to consider the criticisms of classmates prior to the discussion. Authors should use the reviews as a basis for revising their papers.

***Requirements Summary***

Description	Dates (tentative)	% of Grade
<b>Class Session Facilitation</b> (2 over the semester)	various	15
<b>Essay Exams</b> Social Cognition Emotions Justice	February 26-March 1 April 2-5 May 7-10	25/75
<b>Research Paper:</b> Brief description of topic Draft Paper discussions Final version of completed paper	September 28 November 30 December 7 December 14	50
<b>Paper Critiques</b> (2 at end of semester)	December 6	10

**Policies and Resources**

*Considering the Pandemic:* Though this course meets in-person (under Emory’s “Green” zone operations), I recognize that some students may not be on campus (e.g., owing to travel restrictions in home countries) or may face illness. We will appreciate their virtual presence. Should anyone’s situation regarding health (physical or mental well-being), housing, or other matters affect their ability to participate in class, please contact the appropriate Emory student support organizations as soon as possible (see [Emory coronavirus FAQ](#)) and then reach out to me when feasible. Beyond physical illness, if you are feeling overwhelmed and think you might

benefit from additional support, Emory (confidential) [support services](#) are available to you. Emory also offers free, 24/7 emotional, mental health, and medical support resources via [TimelyCare](#). I will exercise flexibility in the attendance policy owing to illness.

Everybody must always keep their face mask (covering nose, mouth, and chin) on while indoors on campus, including our classroom. This disallows eating and drinking in the classroom. Failure to comply with the masking requirement, designed to ensure safety of all in the seminar, will result in a request to leave the class session. Emory's campus masking policy ensures everyone's safety without requiring disclosure of personal health/vaccination status. While masked in class, please project and enunciate so that we can hear each other!

**Communication:** The best way to reach me is via email and I try to respond within 24 hours (though the lag may be longer on the weekends). Consult the syllabus for answers to questions before tagging me in. If your question is one that others might also have, I will post answers to Canvas announcements.

**Academic Conduct:** Students must conduct themselves in accordance with the policies described in the Emory University honor code regarding conduct and academic honesty. When you take an exam or submit your assignments, you are pledging to the honor code. For reference, please consult [honor code policies](#).

**Disabilities:** Students with disabilities must contact the [Department of Accessibility Services](#) (404-727-9877) early in the semester to obtain proper documentation if accommodations are needed. Make sure everything is in order by the third week of the semester.

**Writing Center Access:** In composing your paper, you should feel free to avail yourself of the assistance available at the Emory Writing Center and the ESL Program. Tutors in these programs can assist with a range of projects and in a variety of forms, from inception of an idea to structure of the document, use of sources, grammar, and word choice. (Proofreading, however, is outside of their purview!) Click to learn more about the [Writing Center](#) or about [ESL tutoring](#).

## Course Outline

- I. Introduction (31 August)
- II. Social Cognition
  - A. What drives categorization and other mental representations? (7 September)
    - \* Hegtvedt, Karen A. and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Newbury Park, CA: Sage. (Chapter 5: “Intraindividual Processes: Social Cognition”)
    - SC: Chapter 1, Introduction  
Chapter 2, Dual Modes in Social Cognition  
Chapter 3, Attention and Encoding (pp. 67-68, 74-97)

Chapter 4, Representation in Memory (pp. 117-30)

Mann, Thomas C. and Melissa J. Ferguson. 2015. "Can We Undo Our First Impressions? The Role of Reinterpretation in Reversing Implicit Evaluations." *Journal of Personality and Social Psychology* 108:823-49.

Monroe, Brian M., Bryan L. Koenig, Kum Seong Wan, Tei Laine, Swati Gupta, and Andrew Ortony. 2018 "Re-examining Dominance of Categories in Impression Formation: A Test of Dual-Process Models." *Journal of Personality and Social Psychology* 115:1-30.

\*Scholer, Abigail A. and E. Tory Higgins. 2008. "People as Resources: Exploring the Functionality of *Warm* and *Cold*." *European Journal of Social Psychology* 38:1111-120.

- B. How are perceptions shaped by the "self," comparisons, and shortcuts? (14 September)

SC: Chapter 5, Self in Social Cognition  
Chapter 7, Heuristics and Shortcuts

Suls, Jerry and Ladd Wheeler. 2012. "Social Comparison Theory." Pp. 460-82 in *Handbook of Theories of Social Psychology* (vol. 1), edited by P. A. M. Van Lange, A. W. Kruglanski, and E. T. Higgins. Thousand Oaks, CA: Sage.

Brown, Douglas J., D. Lance Ferris, Daniel Heller, and Lisa M. Keeping. 2007; "Antecedents and Consequences of the Frequency of Upward and Downward Social Comparisons at Work." *Organizational Behavior and Human Decision Processes* 102:59-75.

Baldwin, Matthew and Thomas Mussweiler. 2018. "The Culture of Social Comparison." *Proceedings of the National Academy of Science* 115:E0967-74.

- C. How do people assess others' behavior and situations? How "accurate" are their perceptions? (21 September)

SC: Chapter 6, Attribution  
Chapter 8, Accuracy and Efficiency in Social Inference (pp. 227-50)

Okten, Irmak Olcaysoy and Gordon B. Moskowitz. 2018. "Goal Versus Trait Explanations: Causal Attributions Beyond the Trait-Situation Dichotomy." *Journal of Personality and Social Psychology* 114:211-29.

Todd, Andrew R., Daniel C. Molden, Jaap Ham, and Roos Vonk. 2011. "The Automatic and Co-Occurring Activation of Multiple Social Inferences." *Journal of Experimental Social Psychology* 47:37-49.

D. How do cognitions underlie stereotyping? How do such assessments affect subsequent behavior? (28 September)

\* Hegtvedt, Karen A. and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Newbury Park, CA: Sage. (Chapter 12: "Intergroup Processes")

SC: Chapter 11, Stereotyping: Cognition and Bias  
Chapter 15, Behavior and Cognition (pp. 450-71)

Sherman, Jeffrey W., Steven J. Stroessner, Frederica R. Conrey, and Omar A. Azam. 2005. "Prejudice and Stereotype Maintenance Processes: Attention, Attribution, and Individuation." *Journal of Personality and Social Psychology* 89:607-22.

Prati, Francesca, Richard J. Crisp, and Monica Rubini. 2021. "40 Years of Multiple Social Categorization: A Tool for Social Inclusivity." *European Review of Social Psychology* 32:47-87.

Zerubavel, Eviatar. 2019. "Cognitive Sociology: Between the Personal and the Universal Mind." Pp. 31-41 in *The Oxford Handbook of Cognitive Sociology*, edited by W. H. Brekhus and G. Ignatow. Oxford: Oxford University Press.

### III. Emotions

A. What are emotions? (5 October)

\* Hegtvedt, Karen A. and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Newbury Park, CA: Sage. (Chapter 7: "Beyond Cognitions: Affect and Emotion")

\*SC: Chapter 13, From Social Cognition to Affect (skim)

Turner, Jonathan H. and Jane E. Stets. 2005. *The Sociology of Emotions* (chapter 1 "Conceptualizing Emotions Sociologically"). Cambridge: Cambridge University Press.

Ashkanasy, Neal M. and Alana D. Dorris. 2017. "Emotions in the Workplace." *Annual Review of Organizational Psychology and Organizational Behavior* 4:67-90.

Matsumoto, David and Hyi Sung Hwang. 2012. "Culture and Emotion: The Integration of Biological and Cultural Contributions." *Journal of Cross-Cultural Psychology* 43:91-118.

Cordaro, Daniel T., Rui Sun, Dacher Keltner, Shanmukh Kamble, Niranjan Huddar, and Galen McNeil. 2018. "Universals and Cultural Variations in 22 Emotional Expressions across Five Cultures." *Emotion* 18:75-93.

**Fall Break** (12 October)

B. How do emotional experiences emerge? (19 October)

\* Turner, Jonathan H. and Jan E. Stets. 2006. "Sociological Theories of Human Emotion." *Annual Review of Sociology* 32: 25-52.

SC: pp. 161-162 (description of Schachter and Singer 1962)

Lively, Kathryn and David R. Heise. 2014. "Emotions in Affect Control Theory." Pp. 51-75 in *Handbook of the Sociology of Emotions, volume II*, edited by J. E. Stets and J. H. Turner. New York: Springer.

Kroska, Amy and Trent C. Cason. 2019. "The Gender Gap in Business Leadership: Exploring an Affect Control Theory Explanation." *Social Psychology Quarterly* 82:75-97.

Kemper, T. D. 2006. "Power and Status and the Power-Status Theory of Emotions." Pp. 114-134 in *Handbook of the Sociology of Emotions*, edited by Jan E. Stets and Jonathan H. Turner. NY: Springer.

Collett, Jessica L. and Omar Lizardo. 2010. "Occupational Status and the Experience of Anger." *Social Forces* 88:2079-2104.

Trettevik, Ryan. 2016. "Identities, Goals, and Emotions." *Social Psychology Quarterly* 79:263-83.

C. How are emotions managed? (26 October)

Hochschild, Arlie Russell. 1990. "Ideology and Emotion Management: A Perspective and Path for Future Research." Pp. 117-142 in *Research Agendas in the Sociology of Emotions*, edited by T. D. Kemper. Albany, NY: SUNY Press.

Wingfield, Adia Harvey 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems* 57:251-268.



Lively, Kathryn J. 2000. "Reciprocal Emotion Management." *Work and Occupations* 27:32-63.

Cottingham, Marci D., and Rebecca J. Erickson. 2020. "The Promise of Emotion Practice: At the Bedside and Beyond." *Work and Occupations* 47:173-99.

\* Cahill, Spencer E. and Robin Eggleston. 1994. "Managing Emotions in Public: The Case of Wheelchair Users." *Social Psychology Quarterly* 57:300-312.

D. How does group structure and the context affect emotions? (2 November)

Thye, Shane, Edward J. Lawler, and Jeongkoo Yoon. 2019. "The Formation of Group Ties in Open Interaction Groups." *Social Psychology Quarterly* 82:158-81.

Johnson, Cathryn, Rebecca Ford, and Joanne Kaufmann. 2000. "Emotional Reactions to Conflict: Do Dependence and Legitimacy Matter?" *Social Forces* 79:107-137.

Gengler, Amanda M. 2020. "Emotions and Medical Decision-Making." *Social Psychology Quarterly* 83:174-94.

Lively, Kathryn J. and Brian Powell. 2006. "Emotional Expression at Work and at Home: Domain, Status, or Individual Characteristics?" *Social Psychology Quarterly* 69:17-38.

#### IV. Justice Processes

A. What is justice? (9 November)

\* Hegtvedt, Karen A. and Cathryn Johnson. 2018. *Social Psychology: Individuals, Interaction, and Inequality*. Newbury Park, CA: Sage. (Chapter 11: "Justice Processes and Evaluations within Groups")

Hegtvedt, Karen A. 2018. "Justice Frameworks." Pp. 54-80 in *Contemporary Social Psychological Theories* (2<sup>nd</sup> edition), edited by Peter J. Burke. Stanford, CA: Stanford University Press.

Vermunt, Riël and Herman Steensma. 2016. "Procedural Justice." Pp. 219-36 in *Handbook of Social Justice Theory and Research*, edited by C. Sabbagh and M. Schmitt. New York: Springer.

Skitka, Linda J., Christopher W. Bauman, and Elizabeth Mullen. 2015. "Morality and Justice." Pp. 407-24 in *Handbook of Social Justice Theory and Research*, edited by C. Sabbagh and M. Schmitt. New York: Springer.

Jasso, Guillermina. 1983. "Fairness of Individual Rewards and Fairness of the Reward Distribution: Specifying the Inconsistency between the Micro and Macro Principles of Justice." *Social Psychology Quarterly* 46:185-199.

Leung, Kowk. 2005. "How Generalizable Are Justice Effects across Cultures?" Pp. 555-86 in *Handbook of Organizational Justice*, edited by J. Greenberg and J. A. Colquitt. Mahwah, NJ: Lawrence Erlbaum Associates.

B. How do people perceive injustice? (16 November)

Proudfoot, Devon and E. Allan Lind. 2015. "Fairness Heuristic Theory, the Uncertainty Management Model, and Fairness at Work." In *The Oxford Handbook of Justice in the Workplace*, edited by Russell S. Cropanzano and Maureen L. Ambrose. Online Publication DOI: 10.1093/oxfordhb/9780199981410.013.17

Freundenthaler, Heribert H. and Gerold Mikula. 1998. "From Unfulfilled Wants to the Experience of Injustice: Women's Sense of Injustice regarding the Lopsided Division of Household Labor." *Social Justice Research* 11:289-312.

Van den Bos, Kees. 2003. "On the Subjective Quality of Social Justice: The Role of Affect as Information in the Psychology of Justice Judgments." *Journal of Personality and Social Psychology* 85:482-498.

Schneider, Simone M. and Peter Valet. 2017. "Relative Standards and Distributive Justice: How Social Comparison Orientations Moderate the Link between Relative Earnings and Justice Perceptions." *Social Psychology Quarterly* 80:276-87.

Parris, Christie L., Karen A. Hegtvedt, and Cathryn Johnson. 2021. "Assessments of Environmental Justice Among Black Americans." *Social Currents* 8:45-63.

C. How do people respond to injustice? (23 November)

\*Hegtvedt, Karen A. and Christie Parris. 2014. "Emotions in Justice Processes." Pp. 103-26 in *Handbook of Sociology of Emotions*, edited by Jan Stets and Jonathan Turner. New York: Springer.

Barclay, Laurie J. and Tina Kiefer. 2018. "Approach or Avoid? Exploring Overall Justice and the Differential Effects of Positive and Negative Emotions." *Journal of Management* 40:1857–98.

O'Reilly, Jane, Karl Aquino, and Daniel Skarlicki. 2016. "The Lives of Others: Third Parties' Response to Others' Injustice." *Journal of Applied Psychology* 101:171-89.

Lively, Kathryn J., Lala Carr Steelman, and Brian Powell. 2010. "Equity, Emotion, and the Household Division of Labor." *Social Psychology Quarterly* 73: 358-379.

Mullen, Elizabeth and Tyler G. Okimoto. 2015. "Compensatory Justice." In *The Oxford Handbook of Justice in the Workplace*, edited by Russell S. Cropanzano and Maureen L. Ambrose. Online Publication DOI: 10.1093/oxfordhb/9780199981410.013.23

Olson, James M. and Carolyn Hafer. 2001. "Tolerance of Personal Deprivation." Pp. 157-175 in *The Psychology of Legitimacy: Emerging Perspectives on Ideology, Justice, and Intergroup Relations*, edited by John T. Jost and Brenda Major. Cambridge: Cambridge University Press.

D. How do justice processes play out in interaction and society? (30 November)

Lotz, Sebastian, Anna Baumert, Thomas Schlösser, Franz Gresser, and Detlef Fechenhauer. 2011. "Individual Differences in Third-Party Interventions: How Justice Sensitivity Shapes Altruistic Punishment." *Negotiation and Conflict Management Research* 4:297-313.

Wenzel, Michael and Tyler G. Okimoto. 2014. "On the Relationship between Justice and Forgiveness: Are All Forms of Justice Made Equal?" *British Journal of Social Psychology* 53:463-83.

Miron, Anca M., Ruth H. Warner, and Nyla R. Branscombe. 2011. "Accounting for Group Differences in Appraisals of Social Inequality: Differential Injustice Standards." *British Journal of Social Psychology* 50:342-53.

Schneider, Simone M. and Juan C. Castillo. 2015. "Poverty Attributions and the Perceived Justice of Income Inequality: A Comparison of East and West Germany." *Social Psychology Quarterly* 78:263-82.

Hegtvedt, Karen A., Cathryn Johnson, Ryan Gibson, Kate Hawks, and Jennifer L. Hayward. Forthcoming. "Power and Procedure: Gaining Legitimacy in the Workplace." *Social Forces*.