

SEMINAR IN SOCIAL PSYCHOLOGY

Version 2.0 Syllabus

EDP 381M (11155): Spring, 2014

Monday, 9-noon, SZB 444

Instructor: Toni Falbo, Professor of Educational Psychology. The most reliable way of contacting Falbo is email: toni@prc.utexas.edu. She has a phone in her office (SZB506Q): (512) 471.0603. Falbo will be in her office from noon - 12:30 on Monday, Tuesday, and Thursday.

Objective: To familiarize graduate students with basic theories and methods of social psychology. The course will cover the following topics: self-deception, diversity science, models of agency, positivity biases, referent group effect, sibling status, family relations, family resources, and more.

Readings: The required readings consist of articles from scholarly journals. Students can download all but one of the readings from library services (go to the utexas homepage). The single reading that is not downloadable is available on our Bb site. Students should read the required articles **before** coming to class.

Student Presentation: Each student will select one journal article from the list provided by Prof Falbo and present the contents of each article to the class. The student should explain why the research is important (which involves explaining the contents of the literature review), the hypotheses, how the data were collected (including a description of the subjects and methods), and what the study found. The presentation should take about 20-30 minutes. This presentation counts 30% of final grade. If the student chooses to make slides to assist in the presentation (and PPTs are not required), the student cannot read out loud from the slides. The student needs to talk to his/her classmates as though trying to explain the journal article in conversational language.

Tests: There will be two comprehensive exams that we take in class. Each contributes 30% to your final grade. The tests are all essay and the questions for the tests will be shared with students soon after the beginning of the first class. You will email me your essay answers.

Posing Questions: Each student will pose at least two questions to the class based on the required reading of the day. The question poser should, of course, have a lot to say about the answers to the questions he/she poses. Students will select their reading during the first class. This work will count for 10% of the course grade.

Courtesy: As an expression of respect, students are expected to give their full attention to their instructor and classmates during class time. Laptops should be opened only for taking notes, or reading the assigned articles, not reading email or doing other work. All other electronic communication devices must be silenced, unless the instructor indicates the use of these devices is appropriate.

University Policies: Behavior Concerns Advice Line BCAL: 232-5050

Students with Disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students, at 471.6259 or 471.4641 TTY.

Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Service
http://deanofstudents.utexas.edu/sjs/acint_student.php

Religious Holidays: By UT Austin policy, students must notify Prof Falbo of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If students must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, he/she will be given an opportunity to complete the missed work within a reasonable time after the absence.

EVACUATIONS: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Students, familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Seminar in Social Psychology

Spring, 2014

SZB 444; Mondays, 9-noon

Jan 13	Introduction	None ☺
Jan 27	Positive Illusions	Taylor & Brown, 1988
Feb 3	Accurate Self-Knowledge	Helzer & Dunning, 2012
Feb 10	Self-Deception	von Hippel & Trivers, 2011 (pp. 1-15)
Feb 17	Culture & Social Class	Stephens et al., 2007 & 2009
Feb 24	Models of Agency	Stephens et al., 2012
March 3	Tight vs. Loose cultures	Gelfand, 2011
March 17	FIRST EXAM	All Above
March 24	Referent Group Effect	Heine et al, 2002
March 31	Diversity Science	Kaiser et al, in press; Livingston & Pearce, 2009
April 7	Family Resources	Hertwig et al., 2002
April 14	Sibling Status	Falbo et al., 2009
April 21	Only Children	Falbo & Polit, 1986
April 28	SECOND EXAM	All since Gelfand

Your grade will be determined by the average of your two exams (60%), your question posing (10%), and your student presentation (30%).

Citations for Readings that All Students Need to Read

- Falbo, T., Kim, S.H. & Chen, K. (2009). Alternate Models of Sibling Status Effects on Health in Later Life. *Developmental Psychology*, 45(3), 677- 687.
- Falbo, T., & Polit, D. (1986). A quantitative review of the only--child literature: Research evidence and theory development. *Psychological Bulletin*, 100, 176-189.
- Gelfand, M.J. et al. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100-1104.
- Heine, S.J., Lehman, D.R., Peng, K. and Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of Personality and Social Psychology*, 82 (6), 903-918.
- Helzer, E.G. & Dunning, D. (2012). Why and when peer prediction is superior to self-prediction: The weight given to future aspiration versus past achievement. *Journal of Personality and Social Psychology*. 103 (1), 38-53.
- Hertwig, R., Davis, J.N., & Sulloway, F.J. (2002). Parental investment: How equity motive can produce inequality. *Psychological Bulletin*, 128, 728-745.
- Kaiser, et al. (in press). Presumed fair: Ironie effects of organizational diversity structures. *Journal of Personality and Social Psychology*. Available on Bb.
- Livingston, R.W. & Pearce, N.A. (2009). The teddy-bear effect: Does having a baby face benefit Black Chief Officers? *Psychological Science*, 20 (10), 1229-1236.
- Stephens, N.M., Fryberg, S.A., Markus, H. Johnson, C.S., & Covarrubias, R. (2012). Unseen disadvantage: American universities' focus on independence undermines the academic performance of first-generation college students. *JPSP*, 102 (6), 1178-1197.
- Stephens, N.M., Hamedani, Y, Markus, H.R., Bergsieker, H.B., & Eloul, L. (2009). Did they choose to stay? *Psychological Science*, 20 (7), 878-886.
- Stephens, N.M., Markus, H.R., & Townsend, S.S.M. (2007) Choice as an act of meaning: The case of social class. *Journal of Personality and Social Psychology*, 93 (5), 814-830.
- Taylor, S. E. & Brown, J.D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103 (2), 193-210.
- Von Hippel, W., & Trivers, R. (2011). Evolution and the psychology of self-deception. *Behavioral and Brain Sciences*. 34, 1-15.

Student Presentations Spring, 2014

Note: JPSP = *Journal of Personality and Social Psychology*

Feb 3

Taylor et al (2003). Portrait of the self-enhancer. *JPSP*, 84, 84, 165-176. Rich

Feb 10

Fay, Ehrlinger, & Gaplen (under review). Polite social feedback as a contributor to overconfidence. Under review. (available on Bb). Jin

Feb 17

Gino, F. & Ariely, D. (2012). The dark side of creativity: Original thinkers can be more dishonest. *JPSP*, 102 (3), 445-459. Andrew

Feb 24

Piff, P.K., et al. (2010) Having less, giving more: The influence of social class on prosocial behavior. *JPSP*, 99 (5), 771-784. Suzy

March 3

Cai, et al, (2011). Tactical self-enhancement in China. *Social Psychological and Personality Science*, 2 (1), 59-64. Nathaniel

March 31

Brescoll, V.L. Uhlmann, E.L., & Newman, G.E. (2013). The effects of system-justifying motives on endorsement of essentialist explanations for gender differences. *JPSP*, 105 (6), 891-908. Chris

April 7

Buist, K.L. et al (2013). Sibling relationship quality and psychopathology of children and adolescents: A meta-analysis. *Clinical Psychology Review*. 33, 97-106. Gleb

April 14

Waldinger, R.J., Vaillant, G.E., & Orav, E.J. (2007). Childhood sibling relationships as a predictor of major depression in adulthood: a 30-year prospective study. *American Journal of Psychiatry*, 164 (6), 949-954. Haein

April 21

Cameron, L. et al. (2013). Little Emperors: Behavioral impacts of China's one-child policy. *Science*, 10, January, page 2. 10.1126/science.1230221 Ziyi

Schedule for Question Posing

2/3	Helzer & Dunning, 2012	___Jin_____
2/10	Von Hippel & Trivers, 2011	___Chris_____
2/17	Stephens et al (2007)	
	Stephens et al (2009)	___Haein_____
2/24	Stephens et al 2012	___Gleb_____
3/3	Gelfand, 2011	___Nathaniel_____
3/24	Heine et al 2002	___Rich_____
3/31	Kaiser, in press	___Andrew_____
	Livingston & Pearce	
4/7	Hertwig et al.	___Ziyi_____
4/14	Falbo et al 2009	___Suzy_____
4/21	Falbo & Polit	_____