

SOCIAL PSYCHOLOGY

Instructor: Toni Falbo; Version 2.0 Syllabus

EDP 382C (10810), Fall, 2015

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. Students can also request an appointment, as needed.

TA: Shengjie Lin, a third- year HDCLS student. He will be grading your essay exams and help you prepare for tests, as needed. His email address is linedpsych@gmail.com and he will be available for “office hours” are on Wednesday from 12:30 until 3:30.

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

Readings: The required readings consist of articles from scholarly journals. Students can download all the readings from library services (go to the utexas homepage). 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 your essay answers to the TA.

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,

reading the assigned articles, or making a PPT presentation, 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.

Behavior Concerns Advice Line BCAL: (512) 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 512.471.6259 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 yourselves 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.

Social Psychology
Fall, 2015

SZB 444, Mondays, 9-noon

Date	Topic	Readings
Aug 31	Introduction	None ☺
Sept 14	Positive Illusions	Taylor & Brown, 1988
Sept 21	Accurate Self-Knowledge	Helzer & Dunning, 2012
Sept 28	Self-Deception	von Hippel & Trivers, 2011 (pp. 1-15)
Oct 5	Culture & Self-enhancement I	Heine & Hamamura, 2007
Oct 12	Culture & Self-enhancement II	Hepper et al., 2013
Oct 19	FIRST EXAM	All Above
Oct 26	Tight vs Loose cultures	Gelfand, 2011
	Referent Group Effect	Heine et al., 2002
Nov 2	Diversity Science	Kaiser et al., 2013 Livingston & Pearce, 2009
Nov 9	Family Resources	Hertwig et al., 2002
Nov 16	Sibling Status	Falbo et al., 2009
Nov 23	Only Children in China	Falbo & Hooper, 2015
Nov 30	SECOND EXAM	All beginning Gelfand

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. & Hooper, S.Y. (2015). China's only children and psychopathology: A quantitative synthesis. *American Journal of Orthopsychiatry*, 85 (3), 259-274.
- Gelfand, M.J. et al. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100-1104.
- Heine, S. & Hamamura, T. (2007). In search of East Asian self-enhancement. *Personality and Social Psychology Review*, 11 (1), 4-27.
- 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.
- Hepper, E.G., Sedikides, C., Cai, H. (2013). Self-enhancement and self-protection strategies in China: Cultural expressions of a fundamental human motive. *Journal of Cross-Cultural Psychology*, 44 (1), 5-23.
- 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. (2013). Presumed fair: Ironic effects of organizational diversity structures. *Journal of Personality and Social Psychology*. 104 (3), 504-519.
- 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.
- 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 Fall, 2015

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

Sept 14:

- Kitayama, S. et al. (2014). The dopamine D4 receptor gene (DRD4) moderates cultural difference in independent versus interdependent social orientation. *Psychological Science*, 1-9. **Rebecca Hammonds**
- Orehek, E. et al (2014). Interdependent self-construals mitigate the fear of death and augment the willingness to become a martyr. *JPSP*, 107 (2), 265-275. **Marlon Bailey**

Sept 21

- Gino, F. & Ariely, D. (2012). The dark side of creativity: Original thinkers can be more dishonest. *JPSP*, 102 (3), 445-459. **Valerie Gaimon**
- Israel, S. Hart, & Winter (2014). Oxytocin decreases accuracy in the perception of social deception. *Psychological Science*, 25, 293-295. **Rachel Dabb**
- Chance, Z. The slow decay and quick revival of self-deception. *Frontiers in Psychology*, pdf version not available at the time of this syllabus, but ask me for the version I have. **Melissa Andrews**

Sept 28

- Piff, P.K., et al. (2010) Having less, giving more: The influence of social class on prosocial behavior. *JPSP*, 99 (5), 771-784. **Nayantara Kurpad**
- Robins, R.W. et al. (2001) A longitudinal study of personality change in young adulthood. *Journal of Personality*, 69 (4), 617-640. **Sun Young Hwang**
- Kitayama, S. et al. (2004). Is there any “free” choice: Self and dissonance in two cultures. *Psychological Science*, 15 (8), 527-533. **Sarah Arango**

Oct 5

- Chung, J.M et al. (2014). Continuity and change in self-esteem during emerging adulthood. *JPSP*, 106 (3), 469-483. **Consuela Wright**
- Cavanagh, S.R. et al (2014). Emotion reactivity and regulation are associated with psychological functioning following the 2011 earthquake, tsunami, and nuclear crisis in Japan. *Emotion*, 14 (2), 235-240. **Crystal Guevara**
- Gebauer, J.E. et al (2015) Cultural norm fulfillment, interpersonal belonging, or getting ahead? A large-scale cross-cultural test of three perspectives on the function of self-esteem *JPSP*. Doi=10.1037/pspp0000052 **Lisi Wang**

Oct 12:

- *Henrich, J. (2014). Rice, psychology, and innovation. *Science*, 344, 593-594. **PLUS**
- *Talhelm, T. et al. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*, 344, 603-608 **Hien Nguyen**
- Israel, S. et al (2014). Translating personality psychology to help personalize preventive medicine for young adult patients. *JPSP*, 106 (3), 484-498. **Wafa Amayreh**

Oct 26:

- 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. **Hayley Loblein**
- Tucker, C.J., et al. (2013). Association of sibling aggression with child and adolescent mental health. *Pediatrics*, 132 (1), 79-84. **Whitney Adams**
- Sharpe, D. (2002). Siblings of children with a chronic illness: A meta-analysis. *Journal of Pediatric Psychology*, 27 (8) 699-710. **Ashlee Mitchell von Buttlar**

Nov 2

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. **Michelle Cook**

Doss, B.D. et al. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *JPSP*, 96(3), 601-619. **Edgar Fiallos**

Nov 9

Fung, H.H., & Carstensen, L.L. (2006). Goals change when life's fragility is primed: Lessons learned from older adults, the September 11 attacks, and SARS. *Social Cognition*, 24 (3), 248-278. **Bentley Fink**

Grossman, I. et al. (2014). A cultural perspective on emotional experiences across the life span. *Emotion*. 14(4), 679-692. **Maytal Eyal**

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

Nov 16

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

Sims, T.S. et al (2015). Wanting to maximize the positive and minimize the negative: Implications for missed affective experience in American and Chinese contexts. *JPSP*, doi=10.1037/a0039276 **Youngwon Kim**

Nov 23

Cai, H., Sedikides, C., & Jian, L. (2012). Familial self as a potent source of affirmation: Evidence from China. *Social Psychological and Personality Science*, 4(5), 529-537. **Abigail Mitchell**

Fuligni & Zhang (2004). Attitudes toward family obligation among adolescents in contemporary urban and rural China. *Child Development*, 74 (1), 180-192.

Schedule for Question Posing

Date	Readings	Name
9/14	Taylor & Brown	A: 193-200 Lisi Wang B: 200-205 Melissa Andrews
9/21	Helzer & Dunning, 2012	A: 38-44 Hien Nguyen B: 45-51 Consuela Wright
9/28	Von Hippel & Trivers, 2011	A: pp.1-7 Edgar Fiallos B: pp.8-15 Wafa Amayreh
10/5	Heine & Hamamura	A: _4-7 Sun Young Hwang B: 8-23 Bentley Fink
10/12	Hepper et al.	A: 5-8 Marlon Bailey B: 8-23 Yidan Wang
10/26	Heine et al 2002	A: 903-908 Rachel Dabb B: 908-913 Valerie Gaimon C: 913-916 Whitney Adams
	Gelfand, 2011	A: 1100-1104 Nayantara Kurpad
11/2	Kaiser, 2013	_A: 504-512 Young Won Kim B: 512-517 Crystal Guevara
	Livingston & Pearce	_A: 1229-1235 Michelle Cook
11/9	Hertwig et al.	A: 728-733 Ashlee Mitchell von Buttlar B: 734-end Sarah Arango
11/16	Falbo et al 2009	A: 677-681 Hayley Loblein B: 681-686 Rebecca Hammonds
11/23	Falbo & Hooper	_A: 259-262 Annette Leija B: 263-274 Abigail Mitchell