

Missing April DateSOCIAL PSYCHOLOGY

Instructor: Toni Falbo; Version 2.0 Syllabus

EDP 382C (10700), Spring 2016

WEDNESDAY, 4-7 PM, 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 3-4pm on Wednesdays, before class. Students can also request an appointment, as needed.

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 student's 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. Students will upload their exam answers to Canvas.

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
Spring, 2016

SZB 444, Wednesday 4-7 pm

| Date | Topic | Readings |
|-------------|-------------------------------|--|
| Jan 20 | 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 & Self-enhancement I | Heine & Hamamura, 2007 |
| Feb 24 | Culture & Self-enhancement II | Hepper et al., 2013 |
| March 2 | FIRST EXAM | All Above |
| March 9 | Tight vs Loose cultures | Gelfand, 2011 |
| March 23 | Referent Group Effect | Heine et al., 2002 |
| April 6 | Diversity Science | Kaiser et al., 2013 Livingston & Pearce, 2009 |
| April 13 | Family Resources | Hertwig et al., 2002 |
| April 20 | Sibling Status | Falbo et al., 2009 |
| April 27 | Only Children in China | Falbo & Hooper, 2015 |
| May 4 | 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 Spring, 2016

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

Jan 27

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. Taerrang

Feb 3

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

Chung, J.M et al. (2014). Continuity and change in self-esteem during emerging adulthood. *JPSP*, 106 (3), 469-483. Holly

Feb 10

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

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 Bridget

Feb 10

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. Lina

Jiang, C. et al (2014). Distinct effects of self-construal priming on empathic neural responses in Chinese and Westerners. *Social Neuroscience*, 9 (2), 130-138.
<http://dx.doi.org/10.1080/17470919.2013.867899> Gabriela

Feb 17

Luo, S. & Han, S. (2014). The association between an oxytocin receptor gene polymorphism and cultural orientations. *Culture & Brain*, 2 (1), 89-107. DOI: 10.1007/s40167-014-0017-5 Elysia

March 9

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

March 23

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. Jeff

April 6

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. Hannah

Tucker, C.J., et al. (2013). Association of sibling aggression with child and adolescent mental health. *Pediatrics*, 132 (1), 79-84. yookyung

April 20

- Rohrer, J.M., Egloff, B., Schmukle, S.C. (2015). Examining the effects of birth order on personality. PNAS, www.pnas.org/doi/10.1073/pnas.1506451112 Kim
- 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. Kody

April 27

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

Extra

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

| Date | Readings | Name |
|----------|----------------------------|--------------------------|
| 1/27 | Taylor & Brown | Jeff |
| Feb 3 | Helzer & Dunning, 2012 | |
| Feb 10 | Von Hippel & Trivers, 2011 | A: pp.1-7 B:pp.8-15 |
| Feb 17 | Heine & Hamamura | A: 4-7 B: 8-23 |
| Feb24 | Hepper et al. | A: 5-8 B: 8-23 |
| March 9 | Gelfand, 2011 | |
| March 23 | Heine et al 2002 | |
| April 6 | Kaiser, 2013 | - |
| April 6 | Livingston & Pearce | |
| April 13 | Hertwig et al. | A: 728-733 B: 734-end |
| April 20 | Falbo et al 2009 | |
| April 27 | Falbo & Hooper | |