

SOCIAL PSYCHOLOGY

Instructor: Toni Falbo; Version 1.0 Syllabus

EDP 382C (10795), Fall 2016

MONDAY: 9AM UNTIL NOON, SZB 435

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 after class. Students can also request appointments at other times, as needed.

Objective: To familiarize graduate students with basic theories and methods of social psychology. The course will cover a variety of topics, including accurate self-knowledge, culture & self-enhancement, self-deception, social referents, social comparison, globalization, 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 each of the required articles **before** coming to class on the days the readings are assigned.

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 well before the scheduled exams. 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.

Carrying of Handguns

Students in this class should be aware of the following university policies:

Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Please also review the following information: Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)

[Full Policy](#)

The instructor requests that students inform her if they intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help the instructor to effectively coordinate response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student. Per her right, the instructor prohibits carrying of handguns in her personal office (i.e., SZB 506Q). Note that this information will also be conveyed to all students orally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Social Psychology

Fall, 2016

SZB 435, Mondays 9-noon

Date	Topic	Readings
August 29	Introduction	No readings, but listen to podcast (brett cohen/invisibilia)
Sept 12	Accurate Self-Knowledge	Helzer & Dunning, 2012
Sept 19	Narcissism	Orth et al. 2016
Sept 26	Self-Deception	von Hippel & Trivers, 2011 (pp. 1-15)
Oct 3	Implicit Association Tests	Greenwald et al 2009
Oct 10	Social Referents	Paluck & Shepherd 2012
Oct 17	Social Comparison	Cheung & Lucas 2016
Oct 24	First Exam	Study all from beginning
Oct 31	Globalization	Chen et al 2016
Nov 7	Family Resources	Hertwig et al., 2002
Nov 14	Only Children in the U.S.	Falbo & Polit 1986
Nov 21	Sibling Status	Falbo et al 2009
Nov 28	Only Children in China	Falbo & Hooper, 2015
Dec 5	SECOND EXAM DUE	All since Chen

Citations for Readings that **All Students** Need to Read
—Note JPSP = *Journal of Personality and Social Psychology*

- Cheung, F. & Lucas, R.E. (2016) Income inequality is associated with stronger social comparison effects: The effect of relative income on life satisfaction. *JPSP*, 110 (2), 332-341.
- Chen, S.X. et al. (2016). Conceptualizing psychological processes in response to globalization: Components, antecedents, and consequences of global orientations. *JPSP*, 110 (2), 302-331.
- 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.
- Falbo, T. & Polit, D. F. (1986). Quantitative review of the only child literature: Research evidence and theory development. *Psychological Bulletin*, 100 (2), 176-189.
- Greenwald, A.G. et al. (2009) Understanding and using the implicit association test: III. Meta-analysis of predictive validity. *JPSP*, 97 (1), 17-41.
- 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. *JPSP*, 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.
- Orth, U., Robins, R.W., Meier, L.L., & Conger, R.D. (2016) Redefining the vulnerability model of low self-esteem and depression: Disentangling the effects of genuine self-esteem and narcissism. *JPSP*, 110 (1), 133-149.
- Paluck, B.L. & Shepherd, H. (2012) The salience of social referents: A field experiment on collective norms and harassment behavior in a school social network. *JPSP*, 103, 899-915.
- Von Hippel, W., & Trivers, R. (2011). Evolution and the psychology of self-deception. *Behavioral and Brain Sciences*. 34, 1-15.

Student Presentations Fall, 2016

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

Sept 12

Lynch, B.P., & O'Mara, E.M. (2015). Do autonomous individuals strive for self-positivity? Examining the role of autonomy in the expression of self-enhancement. *Self and Identity*. 14 (4), 403-419.

Sept 19

Meisel, M.K., Ning, H., Campbell, W.K., & Goodie, A. (2016). Narcissism, overconfidence, and risk taking in US and Chinese student samples. *Journal of Cross-Cultural Psychology*, 47 (3), 385-400.

Stavrova, O. & Ehlebracht, D. (2015). Cynical beliefs about human nature and income: Longitudinal and cross-cultural analyses. *JPSP*. 110 (1), 116-132.

Sept 26

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

Heck, P.R. & Krueger, J.i. (2015). Self-enhancement diminished. *Journal of Experimental Psychology: General*. 144 (5), 1003-1020.

Oct 3

Hahn, A. et al, Awareness of implicit attitudes *Journal of Experimental Psychology*, 143 (3), 1369-1392.

Oct 10

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

Oct 17

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

Oct 31

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

Nov 7

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

Nov 14

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

Nov 21

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.

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.

Nov 28

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

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.

Schedule for Question Posing

Sept 12	Helzer & Dunning	
Sept 19	Orth et al	
Sept 26	vonHippel & Trivers	A:pp. 1-7 B: pp. 8-15
Oct 3	Greenwald et al	A: 17-23 B: 23-32
Oct 10	Paluck & Shepherd	
Oct 17	Cheung & Lucas 2016	A: 332-336 B: 336-340
Oct 31	Chen et al 2016	
Nov 7	Hertwig et al 2002	A: 728-733 B: 734-end
Nov 14	Falbo & Polit 1986	
Nov 21	Falbo et al 2009	
Nov 28	Falbo & Hooper 2015	