

SOCIAL PSYCHOLOGY: SYLLABUS

Instructor: Toni Falbo

EDP 382C (10220), Spring 2018

WEDNESDAY: 4-7PM SZB 422

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 before 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, self-deception, implicit biases, social referents, social comparison, 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 must download each article and write answers to questions posted on canvas by 4PM on the day we are discussing this article in class. Each week students earn 5 points when they answer the questions and upload them onto canvas ON TIME. There are 11 readings, worth 5 points each, and so this accounts for 55% of each student's grade.

Student Presentation: Students 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 or student team chooses to make slides to assist in the presentation (and PPTs are not required), the students cannot read out loud from the slides. The students need to talk to classmates as though trying to explain the journal article in conversational language.

Tests: There are no tests.

Posing Questions: Once during the semester, each student will pose at least two questions to the class about the required reading of the day. Students select the reading that they will pose their questions about. The question posers should, of course, have a lot to say about the answers to the questions posed, in case other students are silent. Students will select their reading during the first class. This work will count for 15% 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.

Counseling and Mental Health Center, 24/7 HOTLINE: (512) 471-2255.

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.

Policy on Academic Integrity

Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website

at: <http://deanofstudents.utexas.edu/conduct>.

Religious Holy Days

Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the Texas Education Code address absences by students and instructors for religious holy days.

Section 51.911 states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy required students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

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 the building and assembling outside. Students should familiarize themselves with all exit doors of each classroom and building. 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

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.

Social Psychology-SCHEDULE

Spring, 2018

SZB 422, Wednesdays, 4-7pm

Date	Topic	Readings
Jan.17	Introduction	No readings, but listen to podcast (invisibilia)
Jan 24	Willpower	Job et al. 2015
Jan 31	Accurate Self-Knowledge	Helzer & Dunning, 2012
Feb 7	Narcissism	Orth et al. 2016
Feb 14	Self-Deception	von Hippel & Trivers, 2011 (pp. 1-15)
Feb 21	Implicit Association Tests	Greenwald et al 2009
Feb 28	Social Referents	Paluck & Shepherd 2012
March 7	Norm Perception	Tankard & Paluck, 2016
March 21	Social Comparison	Cheung & Lucas 2016
March 28	Social Axioms	Chen et al 2016
April 4	Family Resources	Hertwig et al., 2002
April 11	Only Children in the U.S.	Falbo & Polit 1986
April 18	Sibling Status	Falbo et al 2009
April 25	Only Children in China	Falbo & Hooper, 2015
May 2	Let's talk about your research	You et al. 2018

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). Do people's world views matter? The Why and How. *JPSP*, 110 (5), 743-765.
- 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.
- Job, V. et al. (2015). Implicit theories: About willpower predict self-regulation and grades in everyday life, *JPSP*, 108 (4), 637-647.
- 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, E.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.
- Tankard, M.E. & Paluck, E.L. (2016). Norm perception as a vehicle for social change.

Social Issues and Policy Review, 10 (1), 181-211.

Von Hippel, W., & Trivers, R. (2011). Evolution and the psychology of self-deception. *Behavioral and Brain Sciences*. 34, 1-15.

Student Presentations: Spring 2018

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

Jan 24

Ainsworth, S. et al. (2014). Ego depletion decreases trust in economic decision making. *Journal of Experimental Social Psychology*, 54, 40-49.

Jan 31

Sanchez, C. & Dunning, D. (2018). Overconfidence among beginners: Is a little learning a dangerous thing? *JPSP*, 114 (1), 10-28.

Feb 7

Wurst, S.N. et al. (2017). Narcissism and romantic relationships: The differential impact of narcissistic admiration and rivalry. *JPSP*, 112 (2), 280-306.

Feb 14

Geukes, K. et al. (2017). Puffed-up but shaky selves: State self-esteem level and variability in narcissists. *JPSP*, 112 (5), 769-786.

Feb 21

Jones & Paulhus (2017). Duplicity among the dark triad: Three faces of deceit. *JPSP*, 113 (2), 329-342.

Feb 28

Hu, X. et al. (2015). Unlearning implicit social biases during sleep. *Science*, 348, 1013-1015.

Also study and present the Supplemental Materials. Ask Falbo if you do not know what that means.

March 7

Miller, J. G. et al. (2017). Cultural variation in communal versus exchange norms: Implications for social support. *JPSP*, 113 (1), 81-94.

March 21

Bai, Y. et al. (2017). Awe, the diminished self, and collective engagement: Universals and cultural variations in the small self. *JPSP*, 113 (2), 185-209.

March 28

Sutin, A.R. et al. (2017). Parental educational attainment and adult offspring personality: An intergenerational life span approach to the origin of adult personality traits. *JPSP*, 113 (1), 144-166.

April 4

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

April 11, April 18, April 25

QUESTION POSING

Date	Reading	Student
Jan 24	Job et al	
Jan 31	Helzer& Dunning	
Feb 7	Orth et al. 2016	
Feb 14	von Hippel & Trivers, 2011(pp. 1-15)	
Feb 21	Greenwald et al 2009	
Feb 28	Paluck & Shepherd 2012	
March 7	Tankard & Paluck	
March 21	Cheung & Lucas 2016	
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April 11	Falbo & Polit 1986	
April 18	Falbo et al 2009	
April 25	Falbo & Hooper, 2015	

