

PSY 610: Social and Personality Psychology (Winter 2010)

Mon/Wed 10:00 – 11:50, Straub 143

Prof. Sara D. Hodges
sdhodges@uoregon.edu
Office hours: Mondays 1:15-3:15
(first 6 weeks of term only)

Prof. Sanjay Srivastava
sanjay@uoregon.edu
Office hours: Mondays 2:00-3:00

This graduate seminar provides a foundation and an overview of topics in social and personality psychology. It serves as a core course in the Psychology Department's PhD curriculum. Topics to be covered include social influence, social categories, group processes, the self, person perception, relationships, social comparisons and judgments, personality traits, emotions, person knowledge, interpersonal processes, and motivation and self-regulation.

Readings and Class Meetings

Readings are theoretical and empirical articles from peer-reviewed psychology journals and chapters from books. There is no text book for the course. Readings are to be read by everyone before the seminar meets. Most if not all required readings will be available electronically on Blackboard (<http://blackboard.uoregon.edu/>). If you have problems getting them, please let us know as soon as possible. References are provided for all the readings, so you may read them in the original journal or book if you wish. Class time will consist of lecture and discussion of the readings.

Course Components and Grading

In order to pass the course, each separate component (participation, presentation, and paper) must be at a passing level (non-compensatory model). Grades will be based on:

- 45% paper [more details below], broken down as follows:
 - 15%, initial draft, due Feb 15
 - 10%, peer reviews, due Feb 22
 - 20%, final draft, due Mar 12
- 20% participation (in-class contributions and related assignments)
- 35% final exam (10:15, Wednesday, March 17)

Paper: Your paper will be a proposed study that you would conduct as a next study to follow up on the research of one of the Psychology Department's social/personality/emotion job candidates. That is, your proposed study should be related to and inspired by the research of one of the candidates visiting our department this term. This series of talks is a wonderful opportunity to hear about top-notch, cutting-edge work in the areas of social, personality, and emotion psychology, and aspects of the candidates' research will be incorporated into class discussions. For this reasons, we encourage you to go to their colloquia and brown bags (the dates and times are noted on the syllabus). If you cannot make these talks "live," videotaped versions are typically made available by the Psychology Department technical staff. In some cases, you may also have the opportunity to join a graduate student lunch with these candidates. We will try to facilitate access to at least some of candidates' publications.

The proposed study should be about 8-10 pages of text, not including references. The theoretical background for the study should come from both the job candidate's research and from readings covered in the course, in addition to other background reading you will do for the proposal. We

encourage you to write a proposal for a study that you a) really could run and b) would really be excited to run. Ideally, we would like some of these studies to be run at some point in the future. The first submission of your proposal will be due February 15. Each proposal will be given to two anonymous peer reviewers (classmates), and you will also provide reviews of two of your peers' proposals by February 22. These reviews will be included along with feedback from one of the instructors, and you will use these critiques to revise your paper for the final due date on March 12. Your grade will be based on all parts: your initial submission, your reviews, and the revised proposal.

Participation: Much of the educational value of this course will come from class discussions. We expect your active participation in these discussions, and this will require that you have read and thought about the course readings prior to each class meeting. From time to time, you will be given small assignments designed to facilitate your understanding and consideration of the readings. These may include writing responses or answering specific questions about the readings; complete instructions will be provided in class. One unexcused absence is allowable with no penalty. Additional absences can count against your participation grade. It is in your best interest to discuss any absences that you know of in advance with the instructors.

Final exam: There will be a cumulative open-book/notes exam (short answer and short essay) during the regularly scheduled exam time for this course (Wednesday, March 17, 10:15-12:15). You can take this exam anywhere you have a reliable computer and Internet connection (to receive the questions and to return the exam) or in the room where the course has met.

Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with one of the instructors as soon as possible. Please request that the counselor for students with disabilities send a letter verifying your disability.

Changes/Plagues/Weather

Topics, readings, or grading criteria may be made at the instructors' discretion. Changes will be announced in class, over email, or on Blackboard. If necessary, accommodations in response to swine flu, other pestilence, or inclement weather will be decided by the instructors in accordance with university guidelines and will be communicated to students via email and/or Blackboard.

SCHEDULE & TOPICS

Note: no class on Monday, January 18 due to MLK Jr. Day.

Week 1

Jan 4 – Introductory meeting

Jan 6 – Situational influences

Cialdini, R. B. (2001). Social proofs: Truths are us. In *Influence: Science and Practice* (pp. 98-142). Boston: Allyn & Bacon.

Burger, J. M. (in press). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.

Carnahan, T., & McFarland, S. (2007). Revisiting the Stanford prison experiment: Could participant self-selection have led to the cruelty? *Personality and Social Psychology Bulletin*, 33, 603-614.

Week 2

Jan 11– Beliefs and expectancies shaping social behavior

Roese, N. J., & Sherman, J. W. (2007). Expectancy. In A. W. Kruglanski and E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 91-115). New York, NY, US: Guilford Press.

Rosenthal, R. (1994). Interpersonal expectancy effects: A 30-year perspective. *Current Directions in Psychological Science*, 3, 176-179.

Jussim, L. (1991). Social perception and social reality: A reflection-construction model. *Psychological Review*, 98, 54-73.

Jan 13– Categorization and automaticity

Smith, E. R., & Queller, S. (2004). Mental representations. In M. B. Brewer & M. Hewstone (Eds.), *Social cognition* (pp. 5-27). Malden, MA: Blackwell Publishing.

Payne, B. K. (2006). Weapon bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science* 15, 287–291.

Blair, I. V. (2002). The malleability of automatic stereotypes and prejudice. *Personality and Social Psychology Review*, 6, 242-261.

Week 3

Jan 18 – NO CLASS (MLK DAY)

Jan 20 – Prejudice and stigma

Blascovich, J., Spencer, S. J., Quinn, D., & Steele, C. (2001). African Americans and high blood pressure: The role of stereotype threat. *Psychological Science*, 12, 225-229.

Marx, D. M., Ko, S. J., & Friedman, R. A. (2009). The “Obama effect”: How a salient role model reduces race-based performance differences. *Journal of Experimental Social Psychology*, 45, 953-956.

Walton, G. M., & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92, 82-96.

Week 4

Jan 25 – The importance of belonging

Guest Lecturer: Holly Arrow

Arrow, H. (2009). Dynamical systems approach. In J. Levine & M. Hogg (Eds.) *Encyclopedia of Group Processes and Intergroup Relations* (pp. TBA). Thousand Oaks, CA: Sage.

Arrow, H., & Crosson, S. (2003). Musical chairs: Membership dynamics in self-organized group formation. *Small Group Research*, 34, 523-556.

Baumeister, R.F., & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Jan 27 – Desired selves

Tesser, A. (2001). On the plasticity of self-defense. *Current Directions in Psychological Science*, 10, 66-69.

Swann, W. B. Jr. (1997). The trouble with change: Self-verification and allegiance to the self. *Psychological Science*, 8, 177-180.

Kruger, J., Windschitl, P. D., Burrus, J., Fessel, F., & Chambers, J. R. (2008). Therational side of egocentrism in social comparisons. *Journal of Experimental Social Psychology*, 44, 220-232.

Week 5

Feb 1 – Other minds

Ames, D. R. (2004). Inside the mind reader's tool kit: Projection and stereotyping in mental state inference. *Journal of Personality and Social Psychology*, 87, 340-353.

Hodges, S. D., Kiel, K. J., Kramer, A. D. I., Veach, D., & Villanueva, B. R. (in press). Giving birth to empathy: The effects of similar experience on empathic accuracy, empathic concern, and perceived empathy. *Personality and Social Psychology Bulletin*.

Malle, B. F. (2007). Actor-observer asymmetries. In R. Baumeister & K. Vohs (Eds.), *The Encyclopedia of Social Psychology*. Thousand Oaks, CA: Sage.

Feb 3 – Closing the gap between self and other

Aron, A., Melinat, E., Aron, E. N., Vallone, R., & Bator, R. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, 23, 363-377.

Myers, M. W., & Hodges, S. D. (under review). Looking for overlap: The structure of self-other overlap and its relationship to perspective taking. Unpublished manuscript.

Goldstein, N. J., & Cialdini, R. B. (2007). The spyglass self: A model of vicarious self-perception. *Journal of Personality and Social Psychology*, 92, 402-417.

Week 6

Feb 8 – Judgment and decision making

Guest Lecturer: Paul Slovic

TBA Reading

Weber, E. U., & Johnson, E. J. (2009). Mindful judgment and decision making. *Annual Review of Psychology*, 60, 53-85.

Feb 10 – Introduction to personality and personality traits

McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63, 365-396.

Swann, W. B., & Seyle, C. (2006). Personality psychology's comeback and its emerging symbiosis with social psychology. *Personality and Social Psychology Bulletin*, 31, 155-165.

John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 102-138). New York: Guilford.

Week 7

Feb 15 – Trait concepts: strengths and limitations ***First draft of study proposal due***

Funder, D. C., & Colvin, R. C. (1991). Explorations in behavioral consistency: Properties of persons, situations, and behaviors. *Journal of Personality and Social Psychology*, 60, 773-794.

Mischel, W., & Shoda, Y. (1998). Reconciling processing dynamics and personality dispositions. *Annual Review of Psychology*, 49, 229-258.

Funder, D. C., & Ozer, D. J. (1983). Behavior as a function of the situation. *Journal of Personality and Social Psychology*, 44, 107-112.

Roberts, B. W., Kuncel, N., Shiner, R., N., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes. *Perspectives in Psychological Science*, 2, 313-345.

Feb 17 – Genes and behavior

Bouchard, T. J. Jr. (2004). Genetic influence on human psychological traits: A survey. *Current Directions in Psychological Science*, 13, 148-151.

Turkheimer, E. (2000). Three laws of behavior genetics and what they mean. *Current Directions in Psychological Science*, 9, 160-164.

Moffitt, T. E., Caspi, A., & Rutter, M. (2006). Measured Gene-Environment Interactions in Psychopathology. Concepts, Research Strategies, and Implications for Research, Intervention, and Public Understanding of Genetics. *Perspectives in Psychological Science*, 1, 5-27.

Week 8**Feb 22 – Goals and self-regulation*******Peer reviews of proposals due*****

Carver, C. S., & Scheier, M. F. (1999). Themes and issues in the self-regulation of behavior. In R. S. Wyer, Jr. (Ed.), *Advances in social cognition* (Vol. 12, pp. 1-105). Mahwah, NJ: Erlbaum. [NOTE: Read pages 1-52; the rest are optional.]

Brunstein, J. C., Schultheiss, O. C., & Grässmann, R. (1998). Personal goals and emotional well-being: The moderating role of motive dispositions. *Journal of Personality and Social Psychology*, 75, 494-508.

Hong, Y. Y., Chiu, C., Dweck, C. S., Lin, D., & Wan, W. (1999) Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, 77, 588-599.

Feb 24 – Basic issues in the study of emotions

Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), *Handbook of cognition and emotion*. Sussex, U.K.: Wiley.

Gross, J.J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39, 281-291.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13, 505-521.

Week 9**Mar 1 – Emotions and social cognition**

Lerner, J. S., Gonzales, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science*, 14, 144-150.

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834.

Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131-134.

Mar 3 – Interpersonal perception and self-perception

Robins, R. W., & John, O. P. (1997). The quest for self-insight: Theory and research on accuracy and bias in self-perception. In R. T. Hogan, J. A. Johnson, & S. R. Briggs (Eds.), *Handbook of personality psychology* (pp. 649-679). New York: Academic Press.

Kwan, V. S. Y., John, O. P., Kenny, D. A., Bond, M. H., & Robins, R. W. (2004). Reconceptualizing individual differences in self-enhancement bias: An interpersonal approach. *Psychological Review*, 111, 94-110.

Gosling, S. D., Ko, S. J., Mannarelli, T., & Morris, M. E. (2002). A room with a cue: Judgments of personality based on offices and bedrooms. *Journal of Personality and Social Psychology*, 82, 379-398.

Week 10

Mar 8 – Relationships

Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology*, 4, 132-154.

Downey, G., & Feldman, S. I. (1996). Implications of rejection sensitivity for intimate relationships. *Journal of Personality and Social Psychology*, 70, 1327-1343.

Chen, S., Boucher, H. C., & Tapias, M. P. (2006). The relational self revealed: Integrative conceptualization and implications for interpersonal life. *Psychological Bulletin*, 132, 151-179.

Mar 10 – Lifespan development

Caspi, A., Roberts, B. W., Shiner, R. (2005). Personality development. *Annual Review of Psychology*, 56, 453-484.

Helson, R., & Srivastava, S. (2001). Three paths of adult development: Conservers, seekers, and achievers. *Journal of Personality and Social Psychology*, 80, 995-1010.

McLean, K. C., & Pratt, M. W. (2006). Life's little (and big) lessons: Identity statuses and meaning-making in the turning point narratives of emerging adults. *Developmental Psychology*, 42, 714-722.

*****Friday, March 12, 4 pm - Final proposals due*****

*****Wednesday, March 17, 10:15 – Final exam*****