

PSY 610: Social and Personality Psychology (Winter 2012)

Mon/Wed 10:00 – 11:50, Straub 143

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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 categories, 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 textbook 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:
 - draft due to reviewers February 27
 - 10%, peer reviews, due March 5
 - 35%, final paper, due Mar 12
- 20% participation (in-class contributions and miscellaneous assignments)
- 35% final exam (date TBA)

Paper: Your paper will be a proposed study that you would conduct to follow up on either (a) a paper published in JPSP within the last 2 years, or (b) a paper published by one of the social-personality faculty at the University of Oregon. That is, your proposed study should be related to and inspired by the paper you are basing this assignment on.

Your paper should be about 8-10 pages of text, not including references. The theoretical background for the study should come from the paper you are starting from, from readings covered in the course, and 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. A complete first draft of your paper will be due February 27. Each paper will be given to one peer reviewer in this class who will write a review/critique due by March 5. You will use these critiques to revise your paper for the final due date on March 12. You will be graded on both the critique that you

write and your final paper. Although the first draft is not separately graded, incomplete or poorly written first drafts will count against your final grade.

Participation and assignments: 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. We will discuss details and dates early in the term.

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 changed 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: Readings are listed in a suggested order. Some readings may change (for example depending on guest speakers); consult Blackboard for updates.

Week 1

Jan 9 – Introduction and history

Swann, W.B., Jr. & Seyle, C. (2005). Personality psychology's comeback and its emerging symbiosis with social psychology. *Personality and Social Psychology Bulletin*, 31, 155-165.

Tracy, J. L., Robins, R. W., & Sherman, J. W. (2009). The practice of psychological science: Searching for Cronbach's two streams in social-personality psychology. *Journal of Personality and Social Psychology*, 96, 1206-1225.

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

Jan 11 – Personality and personality traits / Guest lecture by Gerard Saucier

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

John, O. P., Naumann, L., & Soto, C. J. (2008). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 114-158). New York, NY: Guilford.

Saucier, G. (2009). What are the most important dimensions of personality? Evidence from studies of descriptors in diverse languages. *Social and Personality Psychology Compass*, 3/4, 620-637.

Week 2**Jan 16 – MLK Day (no class today)****Jan 18 – Personality and situations**

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

Funder, D. C. (2006). Towards a resolution of the personality triad: Persons, situations, and behaviors. *Journal of Research in Personality*, 40, 21-34.

Fleeson, W. (2001). Toward a structure- and process-integrated view of personality: Traits as density distributions of states. *Journal of Personality & Social Psychology*, 80, 1011-1027.

Week 3**Jan 23 – Lifespan development**

Roberts, B.W., Wood, D., & Caspi, A. (2008). Personality development. In O.P. John & R.W. Robins (Eds.), *Handbook of personality: Theory and research*, 3rd ed. (pp. 375-398). New York, NY: Guilford.

Scheibe, S., & Carstensen, L. L. (2010). Emotional aging: Recent findings and future trends. *Journals of Gerontology: Series B*, 65B, 135-144.

McLean, K. C., Pasupathi, M., & Pals, J. L. (2007). Selves creating stories creating selves: A process model of self-development. *Personality and Social Psychology Review*, 11, 262-278.

Jan 25 – No class today**Week 4****Jan 30 – Goals and self-regulation / Guest lecture by Elliot Berkman**

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.]

Baumeister, R., Vohs, K., & Tice, D. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16, 351-355.

Heatherton, T. F., & Wagner, D. D. (2011). Cognitive neuroscience of self-regulation failure. *Trends in Cognitive Sciences*, 15, 132-139.

Feb 1 – 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. (1998). Heritability and biological explanation. *Psychological Review*, 105, 782-791.

Harden, K. P., Turkheimer, E., & Loehlin, J. C. (2007). Genotype by environment interaction in adolescents' cognitive aptitude. *Behavior Genetics*, 37, 273-283.

Week 5

Feb 6 – Emotions / Guest lecture by Robert Mauro

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

Gross, J.J. (2008). Emotion regulation: Personality processes and individual differences. In O.P. John, R.W. Robins, and L.A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed.) (pp. 701-722). New York, NY: Guilford.

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

Feb 8 – Emotions and decisions / Guest lecture by Paul Slovic

Lerner, J. S., Gonzalez, 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.

Slovic, P., Peters, E., Finucane, M. L., & MacGregor, D. G. (2005). Affect, risk, and decision making. *Health Psychology*, 24, s35-s40.

Hsee, C. K., & Hastie, R. (2006). Why don't we choose what makes us happy? *Trends in Cognitive Sciences*, 10, 31-37.

Slovic, P. (2010). The more who die, the less we care. In E. Michael-Kerjan & P. Slovic (Eds.), *The irrational economist: Decision making in a dangerous world* (pp. 30-40). New York: Public Affairs Press.

Week 6

Feb 13 – Motivation and the self

Leary, M. R. (2007). Motivational and emotional aspects of the self. *Annual Review of Psychology*, 58, 317-344.

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

Weinstein, N. D., & Klein, W. M. (1995). Resistance of personal risk perceptions to debiasing interventions. *Health Psychology*, 14, 132-140.

Feb 15 – Interpersonal 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.

Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, 4, 605-620.

Week 7

Feb 20 - Perceiving other minds

Hall, J. (2011). Manipulated motivation and interpersonal accuracy. In J. L. Smith, W. Ickes, J. Hall, & S. D. Hodges (Eds.), *Managing interpersonal sensitivity: Knowing when—and when not—to understand others* (pp. 1-20). Hauppauge, NY: Nova Science Publishers.

Hodges, S. D., Kiel, K. J., Kramer, A. D. I., Veach, D., & Villanueva, B. R. (2010). Giving birth to empathy: The effects of similar experience on empathic accuracy, empathic concern, and perceived empathy. *Personality and Social Psychology Bulletin*, 36, 398-409.

Ames, D. R. (2004). Strategies for social inference: A similarity contingency model of projection and stereotyping in attribute prevalence estimates. *Journal of Personality and Social Psychology*, 87, 573-585.

Feb 22 - Self and other: Overlaps and gaps

Pronin, E. (2008). How we see ourselves and how we see others. *Science*, 320, 1177-1180.

Kruger, J. (1999). Lake Wobegon be gone! The "below-average effect" and the egocentric nature of comparative ability judgments. *Journal of Personality and Social Psychology*, 77, 221-232.

Malle, B. F. (2006). The actor-observer asymmetry in attribution: A (surprising) meta-analysis. *Psychological Bulletin*, 132, 895-919.

Week 8

Feb 27 – Measuring implicit (and unpopular) attitudes

Shelton, J. N., Richeson, J. A., Salvatore, J., & Trawalter, S. (2005). Ironic effects of racial bias during interracial interactions. *Psychological Science*, 16, 397-402.

Han, H. A., Czellar, S., Olson, M. A., & Fazio, R. H. (2010). Malleability of attitudes or malleability of the IAT? *Journal of Experimental Social Psychology*, 46, 286-298.

Blanton, H., Jaccard, J., Klick, J., Meller, B., Mitchell, G., & Tetlock, P. E. (2009). Strong claims and weak evidence: Reassessing the predictive validity of the IAT. *Journal of Applied Psychology*, 94, 567-582.

Feb 29 - Stereotype, fitting in, and opting out

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.

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331, 1447-1451.

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

Diekmann, A. B., Brown, E. R., Johnston, A. M., & Clark, E. K. (2010). Seeking congruity between goals and roles: A new look at why women opt out of science, technology, engineering, and mathematics careers. *Psychological Science*, 21, 1051-1057.

Week 9

Mar 5 – Evolution & Morality/ Guest lecture by Azim Shariff

Buss, D. M. (1995). Evolutionary psychology: A new paradigm for psychological science. *Psychological Inquiry*, 6, 1-30.

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

Norenzayan, A., & Shariff, A. F. (2008). The origin and evolution of religious prosociality. *Science*, 322, 58-62.

Mar 7 – Belonging / Guest lecture by Holly Arrow

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.

Brumbaugh, C. C. & Fraley, R. C. (2006). The evolution of attachment in romantic relationships. In M. Mikulincer & G. S. Goodman (Eds.), *Dynamics of romantic love: Attachment, caregiving, and sex* (pp. 71-101). New York, NY: Guilford Press.

Arrow, H., & Burns, K. L. (2004). Self-organizing culture: How norms emerge in small groups. In M. Schaller & C. Crandall (Eds.), *The psychological foundations of culture* (pp. 171-199). Mahwah, NJ: Lawrence Erlbaum Associates.

Week 10

Mar 12 – Power, hierarchy, hormones / Guest lecture by Pranj Mehta

Keltner, D., Van Kleef, G. A., Chen, S., & Kraus, M. W. (2008). A reciprocal influence model of social power: Emerging principles and lines of inquiry. *Advances in Experimental Social Psychology*, 40, 151-192.

Srivastava, S. & Anderson, C. (2011). Accurate when it counts: Perceiving power and status in social groups. In J. L. Smith, W. Ickes, J. Hall, & S. D. Hodges (Eds.), *Managing interpersonal sensitivity: Knowing when—and when not—to understand others* (pp. 41-58). Hauppauge, NY: Nova Science Publishers.

Additional reading TBA.

Mar 14 – Topic and readings TBA