

## **PSY 610: Social and Personality Psychology (Winter 2014)**

*Mondays and Wednesdays, 10:00 – 11:50, 116 Esslinger*

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or by appointment

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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 the following:

- 45% paper [more details below], broken down as follows:
  - draft due to reviewers Monday, February 24
  - 10%, peer reviews, due Monday, March 3
  - 35%, final paper, due Wednesday, March 12
- 20% participation (in-class contributions and miscellaneous assignments)
- 35% final exam: Tuesday, March 18, 10:15 AM

*Paper:* Your paper will be a proposed study that you would conduct to follow up on either (a) a paper published in *Journal of Personality and Social Psychology* 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 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 on February 24. Each paper will be given to one peer reviewer in this class who will write a review/critique due on March 3. 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, open-notes final exam. We will discuss details and dates during the term.

### ***Plagiarism***

Plagiarism will not be tolerated (but we are not anticipating any in a graduate seminar). We reserve the right to run any of your written material in this class through SafeAssign (an electronic database of scholarly sources); staying enrolled in this class is an indication of consent to this.

### ***Classroom climate***

We value a free and candid exchange of intellectual ideas, including the opportunity for everyone in this class (students and instructors alike) to offer opinions, hear one another's opinions, and challenge ideas. That is only possible in an environment of mutual respect. Our teaching style does not overemphasize formality or hierarchy: we view graduate students as junior colleagues in the process of becoming peers. At times your instructors may disagree with each other, students may disagree with other students, we may disagree with you, and we expect – even hope! – that you will disagree with us. We also think humor, in the right time and context, can be an effective teaching element. We believe that all of this can be consistent with, and even promote, the high value we place on intellectual exchange and mutual respect.

We also recognize we are a group with diverse backgrounds and experiences, and the subject matter of this course will at times touch on the lived experiences of people in the class. If you do not feel comfortable in the class, or believe there is more we could do to promote a better learning environment, we would really appreciate you telling us (even – especially! – if we the instructors are the people making you feel uncomfortable). We will always listen to your concerns with respect, and we will make adjustments whenever appropriate.

### ***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 6 – Introduction and history**

No assigned readings

#### **Jan 8 – Personality and personality traits**

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. **[NOTE: Read pages 114-121 (from the beginning until the heading “Defining the Big Five across studies”) and 140-148 (starting at the heading “Critical issues” to the end). The other sections are optional.]**

Saucier, G., & Srivastava, S. (in press). What makes a good structural model of personality? Evaluating the Big Five and alternatives. In L. Cooper & R. Larsen (Eds.), *Handbook of Social and Personality Psychology*. Washington: APA.

### **Week 2**

#### **Jan 13 – Personality and situations / Guest speaker: Gerard Saucier**

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.

Additional reading TBA.

#### **Jan 15 – Lifespan development**

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

Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165.

Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366.

### **Week 3**

#### **Jan 20 – MLK Day, class will not meet**

#### **Jan 22 – Goals and self-regulation**

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.]

Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, 7, 450-463.

### **Week 4**

#### **Jan 27 – 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.

Penke, L., Denissen, J. J., & Miller, G. F. (2007). The evolutionary genetics of personality. *European Journal of Personality*, 21, 549-587.

#### **Jan 29 – 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. (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.

### **Week 5**

#### **Feb 3 – Affect and choices / Guest speaker: Paul Slovic**

Slovic, P. & Peters, E. (2006). Risk perception and affect. *Current Directions in Psychological Science*, 15, 322-325.

Slovic, P. (May 11, 2011). The psychology of intervention: Why we need a villain. *The Ottawa Citizen*.

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

Gilbert, D. T., & Wilson, T. D. (2009). Why the brain talks to itself: Sources of error in emotional prediction. *Philosophical Transactions of the Royal Society (B)*, 364, 1335-1341.

### **Feb 5 – 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.

### **Week 6**

### **Feb 10 – Self-perception and 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.

Kenny, D. A., West, T. V., Malloy, T. E., & Albright, L. (2006). Componential analysis of interpersonal perception data. *Personality and Social Psychology Review*, 10, 282-294.

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

### **Feb 12 – Class will not meet today**

### **Week 7**

### **Feb 17 - 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.

### **Feb 19 - 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., Lewis, K. L., & Ickes, W. (in press). The matter of other minds: Empathic accuracy and the factors that influence it. In P. Shaver, M. Mikulincer (Eds.), J. A. Simpson, & J. Dovidio (Assoc. Eds.), *APA handbook of personality and social psychology: Vol 2. Interpersonal relations and group processes*. Washington, DC: American Psychological Association.

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.

## **Week 8**

### **Feb 24 – Implicit associations**

Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83, 1314-1329.

Richeson, J. A., & Shelton, J. N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16, 316-320.

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.

### **Feb 26 - Stereotypes, fitting in, and opting out**

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.

Smith, J. L., Lewis, K. L., Hawthorne, L., & Hodges, S. D. (2013). When trying hard isn't natural: Women's belonging with and motivation for male-dominated STEM fields as a function of effort expenditure concerns. *Personality and Social Psychology Bulletin*, 39, 131-143.

## **Week 9**

### **Mar 3 – Evolution & morality / Guest lecture by Azim Shariff**

Tybur, J. M., Lieberman, D., Kurzban, R., & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological Review*, 120, 65-84.

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 5 – 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. (2010). Adult attachment and dating strategies: How do insecure people attract mates? *Personal Relationships*, 17, 599-614.

Additional reading TBA.

**Week 10**

**Mar 10 – Power, hierarchy, hormones / Guest lecture by Pranj Mehta**

Fiske, S. T., & Berdahl, J. (2007). Social power. In Kruglanski et al. (Eds.), *Social psychology: Handbook of basic principles* (2nd ed., pp. 678-692). New York: Guilford.

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 12 – Social and personality neuroscience / Guest lecture by Elliot Berkman**

Readings TBA.