**PSYC 703 – Social Bases of Behavior**

Spring 2019

12:00 – 1:15 PM

Tuesdays & Thursdays

### Innovation Hall 209

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Office Hours: Mondays 1:30 PM – 2:30 PM Tuesdays & Thursdays

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| **Course Overview** | This graduate seminar surveys social influences on behavior. My goal is that each of you will develop: (1) an understanding of the major theories driving social psychological research, (2) appreciation for the methodological strategies common to social psychology, (3) the ability to apply social psychological theories to answer questions within your own subfields and in the real world, and (4) enhanced research skills, critical thinking skills, writing skills, and oral communication skills.  |
| **Objectives** | By the end of this course, students should:* Be familiar with classic and contemporary issues in social psychology
* Understand the major theories driving social psychological research
* Understand the methodological strategies commonly used to address social psychological research questions
* Be familiar with major findings in social psychological research
* Be able to utilize social psychological methods and theories to generate novel research questions and methods for assessing those questions
* Be able to utilize social psychological methods and theories to generate solutions to real-world problems
* Develop stronger research skills, critical thinking skills, and written and oral communication skills
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| **Textbook** | Fiske, S. T. (2014). *Social beings: Core motives in social psychology*. John Wiley & Sons. 3rd Edition. |
| **Course Website** | Readings and other miscellaneous information will be posted on Blackboard. Please check Blackboard frequently. |
| **Attendance** | Attendance in class is mandatory. Absences and/or lateness will negatively affect your participation grade, though I do allow two no-penalty absences for any reason during the semester. A second or third absence will result in a deduction to the participation portion of your grade. A fourth absence will result in a failing grade for the participation portion of the overall course grade. Frequent instances of late arrivals, early departures, and/or excessively long departures from class may also result in grade penalties to the participation portion of the course grade.  |
| **Weekly Readings** | Readings for each topic will posted to Blackboard no later than one week prior to class. |
| **Evaluation Criteria** | **1. Participation (20%)**Participating in class is essential for developing communication and critical thinking skills and for learning from each other. I expect all students to participate in every class. I will moderate the class discussion in a way that ensures that everyone has a chance to contribute, and I ask that you come to class prepared to contribute. This will require not only reading the articles and but also putting some serious thought into questions such as:* What are the central ideas presented?
* Are these ideas coherent, compelling, and complete?
* What alternative explanations could be given for the phenomenon of interest?
* How widely do the explanations likely generalize?
* Does the research design provide a good test of the hypotheses?
* Are the conclusions justified by the data?
* What additional research is needed to extend knowledge about the phenomenon?
* What practical value do the ideas have?

**2. Weekly Discussion Board Posts (20%)** Please contribute to the online discussion board **at least once per week** starting on the second week of class. Please contribute each week by posting a 250-500 word reaction that discusses the articles assigned for the upcoming class no later than 12 hours prior to class AND by commenting on at least one of your classmates’ posts no later than two hours prior to class. Sufficiently substantive posts are those that address one or more of the following:* Do you think the ideas presented in the articles are coherent, compelling, and complete explanations of the phenomena of interest? Why or why not?
* What alternative explanations could be given for the phenomena of interest?
* How widely do the explanations likely generalize? That is, what factors (in addition to what was discussed or found) likely moderate the proposed or observed effects?
* Does the research design provide a good test of the hypotheses?
* Are the conclusions justified by the data?
* What additional research is needed to meaningfully extend knowledge about the phenomenon?

Your comment on a classmates’ post can be just a few sentences and should briefly build upon or provide a counterpoint to their argument (rather than simply expressing agreement or disagreement).**3. Take-home mid-term (30%) – Distributed by 3/8; Due on 3/22** This test will involve writing several essays that synthesize and critically evaluate the literature on a specific topic discussed in class. **4. Take-home final (30%) – Distributed two weeks prior to final exam date; Due at the end of our exam slot.** This test will involve writing several essays that synthesize and critically evaluate the literature on a specific topic discussed in class.  |
| **Communicating with me** | Please do NOT use the Blackboard email system as a form of communication.  |
| **Official Communications via GMU E-mail**  | Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. |
| **Class Cancellation Policy** | If I need to cancel class due to an illness or personal emergency, I will send an email to the class as soon as possible. If the university shuts down for any reason, I will send an email to the class confirming whether or not the class will be held. If class is cancelled, any revisions to the syllabus or changes to class assignments will be announced in class and over email.  |
| **Students with Disabilities** | If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474. |
| **Academic Integrity** | Please familiarize yourself with the University Honor Code found at the following link:<http://oai.gmu.edu/the-mason-honor-code-2/>. Violations of the Honor Code will not be tolerated, and the instructor of this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. |
| **Intentional Inclusivity** | As the instructor for this class, I will strive to promote and maintain an equitable and just work and learning environment. I welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability. I believe that by fostering willingness to hear and learn from a variety of sources and viewpoints, we will gain competence in communication, critical thinking and global understanding, and awareness of our biases and how they affect our interactions with others and the world. |
| **Class Schedule** | The course schedule provided below is to be considered a *guideline*, and is highly subject to change.  |
| **Adding and Dropping Classes** | The last day to add classes to your schedule is January 29. The last day to drop classes with no tuition penalty is February 5. The final day to drop classes is February 12. |
| **Disclaimer** | The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing. |

**Schedule of Topics and Readings**

***Week 1***

***The Value of Social Psychology, Part 1 (1/22)***

Zimbardo, P. G. (2004). Does psychology make a significant difference in our lives?. *American Psychologist*, *59*(5), 339-351.

***The Value of Social Psychology, Part 2 (1/24)***

Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, *67*(2), 111-129.

Gottlieb, S., & Lombrozo, T. (2018). Can science explain the human mind? Intuitive judgments about the limits of science. Psychological science, 29(1), 121-130.

Ferguson, C. J. (2015). “Everybody knows psychology is not a real science”: Public perceptions of psychology and how we can improve our relationship with policymakers, the scientific community, and the general public. *American Psychologist*, *70*(6), 527-542.

***Week 2***

***Ordinary Personology, Part 1 (1/29)***

Fiske, Chapter 3

Porter, S., & Ten Brinke, L. (2008). Reading between the lies: Identifying concealed and falsified emotions in universal facial expressions. *Psychological Science*, *19*(5), 508-514.

Matsumoto, D., & Hwang, H. S. (2011). Evidence for training the ability to read microexpressions of emotion. *Motivation and Emotion*, *35*(2), 181-191.

Vrij, A., Granhag, P. A., & Porter, S. (2010). Pitfalls and opportunities in nonverbal and verbal lie detection. Psychological science in the public interest, 11(3), 89-121.

 ***Ordinary Personology, Part 2 (1/31)***

Goldstein, N. J., & Cialdini, R. B. (2007). The spyglass self: A model of vicarious self-perception. *Journal of Personality and Social Psychology*, *92*(3), 402-417.

Malle, B. F., Knobe, J. M., & Nelson, S. E. (2007). Actor-observer asymmetries in explanations of behavior: New answers to an old question. *Journal of Personality and Social Psychology*, *93*(4), 491-514.

***Week 3***

***Social Cognition* (2/5)**

Fiske, Chapter 4

Pronin, E., & Kugler, M. B. (2007). Valuing thoughts, ignoring behavior: The introspection illusion as a source of the bias blind spot. *Journal of Experimental Social Psychology*, *43*(4), 565-578.

Lilienfeld, S. O., Ammirati, R., & Landfield, K. (2009). Giving debiasing away: Can psychological research on correcting cognitive errors promote human welfare?. *Perspectives on Psychological Science*, *4*(*4),* 390-398.

***The Self—Self-understanding, Part 1 (2/7)***

Wilson, T. D. (2009). Know thyself. *Perspectives on Psychological Science*, *4*(4), 384-389.

Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, *14*(3), 131-134.

Gilbert, D. T., Killingsworth, M. A., Eyre, R. N., & Wilson, T. D. (2009). The surprising power of neighborly advice. Science, 323(5921), 1617-1619.

***Week 4***

***The Self—Self-understanding, Part 2 (2/12)***

Vazire, S. (2010). Who knows what about a person? The self–other knowledge asymmetry (SOKA) model. *Journal of Personality & Social Psychology.* 98, 281–300.

McAdams, D. P. (2013). The psychological self as actor, agent, and author. *Perspectives on Psychological Science*, *8*(3), 272-295.

***The Self—Self-esteem (2/14)***

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest, 4,* 1 – 44.

Leary, M. R. (2005). Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. *European Review of Social Psychology*, *16*(1), 75-111.

***Week 5***

***Attitude Structure & Change, Part 1 (2/19)***

Fiske, Ch. 6

Fernbach, P. M., Rogers, T., Fox, C. R., & Sloman, S. A. (2013). Political extremism is supported by an illusion of understanding. *Psychological Science*, 939-946.

Toner, K., Leary, M. R., Asher, M. W., & Jongman-Sereno, K. P. (2013). Feeling superior is a bipartisan issue extremity (not direction) of political views predicts perceived belief superiority. *Psychological Science, 24(12),* 2454-2462.

***Attitude Structure & Change, Part 2 (2/21)***

Feinberg, M., & Willer, R. (2013). The moral roots of environmental attitudes. *Psychological Science*, *24*(1), 56-62.

Campbell, T. H., & Kay, A. C. (2014). Solution aversion: On the relation between ideology and motivated disbelief. *Journal of Personality and Social Psychology*, *107*(5), 809-824

Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: an integrative review of implicit and explicit attitude change. *Psychological Bulletin*, *132*(5), 692-731.

***Week 6***

***Attraction, Part 1 (2/26)***

Fiske, Ch. 7

Eastwick, P. W., & Finkel, E. J. (2008). Sex differences in mate preferences revisited: Do people

know what they initially desire in a romantic partner? Journal of Personality and Social

Psychology, 94, 245-264.

Eastwick, P. W., Finkel, E. J., & Eagly, A. H. (2011). When and why do ideal partner

preferences affect the processes of initiating and maintaining romantic relationships? Journal of

Personality and Social Psychology, 11, 1012-1032.

***Attraction, Part 2 (2/28)***

Joel, S., Eastwick, P. W., & Finkel, E. J. (2017). Is romantic desire predictable? Machine learning applied to initial romantic attraction. *Psychological Science*, *28*(10), 1478-1489.

Gerlach, T. M., Arslan, R. C., Schultze, T., Reinhard, S. K., & Penke, L. (2017). Predictive Validity and Adjustment of Ideal Partner Preferences Across the Transition Into Romantic Relationships. Journal of Personality and Social Psychology, *116*(2), 313-330.

***Week 7***

***Close Relationships, Part 1 (3/5)***

Fiske, Ch.8

Finkel, E. J., Hui, C. M., Carswell, K. L., & Larson, G. M. (2014). The suffocation of marriage: Climbing Mount Maslow without enough oxygen. *Psychological Inquiry*, *25*(1), 1-41.

Conley, T. D., Matsick, J. L., Moors, A. C., & Ziegler, A. (2017). Investigation of consensually nonmonogamous relationships: Theories, methods, and new directions. *Perspectives on Psychological Science, 12(2),* 205-232.

Neff, L. A., & Geers, A. L. (2013). Optimistic expectations in early marriage: A resource or vulnerability for adaptive relationship functioning? *Journal of Personality and Social Psychology, 105(1),* 38-60.

***Close Relationships, Part 2 (3/7)***

Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of Personality and Social Psychology*, *91*(5), 904-917.

Impett, E. A., Gordon, A. M., Kogan, A., Oveis, C., Gable, S. L., & Keltner, D. (2010). Moving toward more perfect unions: daily and long-term consequences of approach and avoidance goals in romantic relationships. *Journal of Personality and Social Psychology, 99(6),* 948.

Finkel, E. J., Slotter, E. B., Luchies, L. B., Walton, G. M., & Gross, J. J. (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. *Psychological Science*, *24*(8), 1595-1601.

Pepping, C. A., MacDonald, G., & Davis, P. J. (2018). Toward a Psychology of Singlehood: An Attachment-Theory Perspective on Long-Term Singlehood. *Current Directions in Psychological Science*, 27(5), 324-331.

***Week 8 – No Class (Spring Break)***

***Week 9***

 ***Prosocial Behavior, Part 1 (3/19)***

Fiske, Ch. 9

Maner, J. K., Luce, C. L., Neuberg, S. L., Cialdini, R. B., Brown, S., & Sagarin, B. J. (2002). The effects of perspective taking on motivations for helping: Still no evidence for altruism. *Personality and Social Psychology Bulletin*, *28*(11), 1601-1610.

Zaki, J., & Mitchell, J. P. (2013). Intuitive prosociality. *Current Directions in Psychological Science*, *22*(6), 466-470.

***Prosocial Behavior, Part 2 (3/21)***

Batson, C. D., Eklund, J. H., Chermok, V. L., Hoyt, J. L., & Ortiz, B. G. (2007). An additional antecedent of empathic concern: Valuing the welfare of the person in need. *Journal of Personality and Social Psychology*, *93*(1), 65-74.

Piff, P. K., Kraus, M. W., Côté, S., Cheng, B. H., & Keltner, D. (2010). Having less, giving more: the influence of social class on prosocial behavior. *Journal of Personality and Social Psychology*, *99*(5), 771-784.

Brethel-Haurwitz, K. M., Cardinale, E. M., Vekaria, K. M., Robertson, E. L., Walitt, B., VanMeter, J. W., & Marsh, A. A. (2018). Extraordinary altruists exhibit enhanced self–other overlap in neural responses to distress. *Psychological Science, 29(10),* 1631-1641.

***Week 10***

***Aggression, Part 1 (3/26)***

Fiske, Ch. 10

Halevy, N. (2017). Preemptive strikes: Fear, hope, and defensive aggression. *Journal of Personality and Social Psychology*, *112*(2), 224-237.

Chester, D. S., & DeWall, C. N. (2017). Combating the sting of rejection with the pleasure of revenge: A new look at how emotion shapes aggression. Journal of Personality and Social Psychology, 112(3), 413-430.

Sawaoka, T., & Monin, B. (2018). The paradox of viral outrage. *Psychological Science, 29(10),*

1665-1678.

***Aggression, Part 2 (3/28)***

Cox, W. T., & Devine, P. G. (2014). Stereotyping to infer group membership creates plausible

deniability for prejudice-based aggression. *Psychological Science*, *25*(2), 340-348.

Lilienfeld, S. O. (2017). Microaggressions: Strong claims, inadequate evidence. *Perspectives on*

*Psychological Science*, *12*(1), 138-169.

(And reactions)

***Week 11***

***Social Biases, Part 1- Racial Biases (4/2)***

Fiske, Ch. 11

Richeson, J. A., Sommers, S. R. (2016). Toward a social psychology of race and race relations

for the twenty-first century. *Annual Review of Psychology, 67,* 439–463. (just section on classic

and contemporary theories of race relations – 444-448)

Axt, J. R., Ebersole, C. R., Nosek, B. A. (2014). The rules of implicit evaluation by race, religion, and age. *Psychological Science, 25,* 1804–1815.

Bianchi, E. C., Hall, E. V., & Lee, S. (2018). Reexamining the link between economic downturns and racial antipathy: Evidence that prejudice against Blacks rises during recessions. *Psychological Science, 29(10),* 1584–1597.

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Kteily, N. S., Bruneau, E. (2017). Darker demons of our nature: The need to (re)focus attention on blatant forms of dehumanization. *Current Directions in Psychological Science, 26,* 487–494

***4/4 – NO CLASS***

***Week 12***

***Social Biases, Part 2 (4/9) – Addressing Causes & Consequences of Racial Biases***

Sherman, D. K., Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba,

S., ... & Cohen, G. L. (2013). Deflecting the trajectory and changing the narrative: How self

affirmation affects academic performance and motivation under identity threat. *Journal of*

*Personality and Social* *Psychology*, *104*(4), 591-618.

Tropp, L. R., & Barlow, F. K. (2018). Making Advantaged Racial Groups Care About Inequality: Intergroup Contact as a Route to Psychological Investment. Current Directions in *Psychological Science, 27(3),* 194–199.

Lai, C. K., Skinner, A. L., Cooley, E., Murrar, S., Brauer, M., Devos, T., ... & Simon, S. (2016). Reducing implicit racial preferences: II. Intervention effectiveness across time. *Journal of Experimental Psychology: General*, *145*(8), 1001-1016

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, *48*(6), 1267-1278.

***Social Biases, Part 3 (4/11) – Gender Biases***

Rothwell, Hodson, & Prusaczyk (2019). Why Pillory Hillary? Testing the endemic

sexism hypothesis regarding the 2016 U.S. election. *Personality and Individual Differences, 138,*

106-108.

Parker, L. R., Monteith, M. J., Moss-Racusin, C. A., & Van Camp, A. R. (2018). Promoting concern about gender bias with evidence-based confrontation. Journal of Experimental Social Psychology, 74, 8-23.

Hammond, M. D., & Overall, N. C. (2017). Dynamics within intimate relationships and the causes, consequences, and functions of sexist attitudes. Current Directions in Psychological Science, 26(2), 120-125.

Hideg, I., & Ferris, D. L. (2016). The compassionate sexist? How benevolent sexism promotes and undermines gender equality in the workplace. Journal of Personality and Social Psychology, 111(5), 706-727.

***Week 13***

***Group Processes, Part 1 (4/16)***

Fiske, Ch. 12

Jost, J. T., Becker, J., Osborne, D., & Badaan, V. (2017). Missing in (Collective) Action:

Ideology, System Justification, and the Motivational Antecedents of Two Types of Protest

Behavior. *Current Directions in Psychological Science*, *26*(2), 99-108.

***Group Processes, Part 2 (4/18)***

Minson, J. A., & Mueller, J. S. (2012). The cost of collaboration: Why joint decision making exacerbates rejection of outside information. *Psychological Science*, *23*(3), 219-224.

Ronay, R., Greenaway, K., Anicich, E. M., & Galinsky, A. D. (2012). The path to glory is paved with hierarchy: When hierarchical differentiation increases group effectiveness. *Psychological Science*, *23*(6), 669-677.

Swaab, R. I., Schaerer, M., Anicich, E. M., Ronay, R., & Galinsky, A. D. (2014). The too-much-talent effect: Team interdependence determines when more talent is too much or not enough. *Psychological Science*, *25*(8), 1581-1591.

***Week 14***

***Social Influence, Part 1 (4/23)***

Fiske, Ch. 13

Packer, D. J. (2008). Identifying systematic disobedience in Milgram's obedience experiments: A meta-analytic review. *Perspectives on Psychological Science*, *3*(4), 301-304.

Haslam, S. A., & Reicher, S. D. (2012). When prisoners take over the prison: A social psychology of resistance. *Personality and Social Psychology Review*, *16*(2), 154-179.

Swann Jr, W. B., & Jetten, J. (2017). Restoring Agency to the Human Actor. *Perspectives on Psychological Science*, *12*(3), 382-399.

***Social Influence, Part 2 (4/25)***

Reicher, S. D., Haslam, S. A., & Smith, J. R. (2012). Working toward the experimenter: Reconceptualizing obedience within the Milgram paradigm as identification-based followership. *Perspectives on Psychological Science*, *7*(4), 315-324.

Bohns, V. K. (2016). (Mis) Understanding Our Influence Over Others: A Review of the Underestimation-of-Compliance Effect. *Current Directions in Psychological Science*, *25*(2), 119-123.

***Week 15***

***Social Influence, Part 3 (4/30)***

Gelfand, M. J., Harrington, J. R., & Jackson, J. C. (2017). The strength of social norms across human groups. *Perspectives on Psychological Science*, *12*(5), 800-809.

Sparkman, G., & Walton, G. M. (2017). Dynamic norms promote sustainable behavior, even if it is counternormative. *Psychological Science*, *28*(11), 1663-1674.

***Wrap-up (5/2)***