

**PSYC 703 – Social Bases of Behavior**  
**Spring 2022**  
**12:00 – 1:15 PM**  
**Mondays & Wednesdays**  
**Angel Cabrera Global Center 1302A**

Instructor: Dr. Lauren Kuykendall  
Email: lkuykend@gmu.edu  
Office: 3072 David King Hall  
Virtual Office Hours: By Appointment

Course Overview	<p>This graduate seminar surveys social influences on behavior.</p> <p>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.</p>
Objectives	<p>By the end of this course, students should:</p> <ul style="list-style-type: none"><li>• Be familiar with classic and contemporary issues in social psychology</li><li>• Understand the major theories driving social psychological research</li><li>• Understand the methodological strategies commonly used to address social psychological research questions</li><li>• Be familiar with major findings in social psychological research</li><li>• Be able to utilize social psychological methods and theories to generate novel research questions and methods for assessing those questions</li><li>• Be able to utilize social psychological methods and theories to generate solutions to real-world problems</li><li>• Develop stronger research skills, critical thinking skills, and written and oral communication skills</li></ul>
Textbook	<p>Optional: Fiske, S. T. (2018). <i>Social beings: Core motives in social psychology</i>. John Wiley &amp; Sons. 4th Edition. ISBN: 978-1-119-49210-8</p>
Course Website	<p>Readings and other miscellaneous information will be posted on Blackboard. Please check Blackboard frequently.</p>
Attendance	<p>Attendance in class is mandatory. Absences and/or lateness will negatively affect your participation grade, though I do allow <b>two no-penalty absences</b> 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</p>

excessively long departures from class may also result in grade penalties to the participation portion of the course grade. If you have any medical or personal issues that you think may cause you to miss more than two classes, please reach out to me to discuss.

Weekly Readings

Readings for each topic will be posted to Blackboard no later than one week prior to class. Please refer to Blackboard (not the syllabus) for weekly readings, as I occasionally change readings.

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. For each class, I will randomly assign you to a discussion group. To facilitate effective discussion, I will assign everyone a role in their discussion group. Roles will be announced the week before class. These roles will influence how you prepare for class. The roles are as follows:

- **Summarizer / Facilitator / Reporter:** Very briefly summarizes the most important points / takeaways from the reading; Gets discussion going (typically with help from Lauren's discussion questions); Keeps conversation on track / on topic / focused on most important issues. Listens intently and prepares to report major discussion themes.
- **Devil's Advocate/Questioner:** Respectfully raises counter-arguments, objections, and alternative explanations/solutions. Encourages group to think critically about the material.
- **Real-world translator:** Considers the applied value of the ideas / how it translates to real-world issues in our lives or professional disciplines.
- **Connector:** Makes connections between the focal material and other important / big-picture themes covered this semester.

In-class participation will be graded using the following observational scale:

Student is consistently prepared for assigned role and actively / productively engaged in group discussions.

100% = Always

85% = Very Frequently

70% = Occasionally

55% = Rarely

0% = Never

As long as you read the articles and come prepared to engage in your assigned role, you will receive full points.

2. Reading Reflections (24%; Each post is 4% of overall grade)

Discussion Board Posts should be contributed a total of 6 times during the semester. Posts should follow the 3-2-1 format, which involves the following:

1. Identify and describe the three most important things you learned from the reading.
2. Identify two aspects of the reading you didn't understand, and discuss why these issues were confusing. If there are more than two confusing aspects, choose the two that interfered the most with your understanding of the material.
3. Pose a question to the text's author. This question should go beyond the areas of confusion covered in (2).

Posts should be 250-500 words and should be posted at least 12 hours before the class period when the reading will be discussed. Post your reaction on the Discussion Board for the relevant week. Your post can focus on a single article or multiple articles for the same class period.

Post	Due date (post on Discussion Board for relevant week)
1	No later than Feb. 8
2	Between Feb. 9 and Feb. 20
3	Between Feb 21 and March 8
4	Between March 9 and March 29
5	Between March 31 and April 12
6	Between April 13 and May 3

Posts will be graded using the following rubric:

Competent (100%)	Needs improvement (60-90%)	Unsatisfactory (0%)
Well-developed post that thoughtfully addresses all aspects of the prompt.	Doesn't address all aspects of the prompt or addresses some aspects superficially, without sufficient thought, or without a careful	No post

	reading of the referenced articles.	
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### 3. Assignments (56%)

Assignment	Due Date	Percent of overall grade
<b>Choose 3 of 4:</b>		
Identifying and Reducing Bias	Assigned: 2/4 Due: 2/18	10%
Cultivating Self-Control	Assigned: 2/14 Part 1 Due: 2/25 Part 2 Due: 3/25	10%
Close Relationships	Assigned: 2/28 Due: 3/11	10%
Promoting Prosocial Behavior	Assigned: 3/7 Due: 4/1	10%
<b>Do Both of These:</b>		
Social Biases (Group Project)	Assigned: 4/4 Due: 5/5	20%
Reflection on Giving Psychology Away	Assigned: 5/5 Due: 5/16	6%

#### 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: <a href="http://oai.gmu.edu/the-mason-honor-code-2/">http://oai.gmu.edu/the-mason-honor-code-2/</a> . 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 <i>guideline</i> , and is highly subject to change.
Adding and Dropping Classes	The last day to add classes to your schedule is January 31. The last day to drop classes with no tuition penalty is February 7. The last day to drop classes with a 50% tuition penalty is February 14. Unrestricted withdrawal period is Tues. February 15 – Tues. March 1. See <a href="#">Spring 2022 Academic Calendar   Office of the University Registrar   George Mason University (gmu.edu)</a> for more details.
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

*Intro to Social Psychology: Its History & Societal Value (1/24)*

No Readings

*Giving Psychology Away Amidst Skepticism (1/26)*

Lewis, N. A., & Wai, J. (2021). Communicating What We Know and What Isn't So: Science Communication in Psychology. *Perspectives on Psychological Science, 16*(6), 1242–1254. <https://doi.org/10.1177/1745691620964062>

Ijzerman, H., Lewis, N. A., Weinstein, N., DeBruine, L., Ritchie, S. J., Vazire, S., Forscher, P., Morey, R., Ivory, J., Anvari, F., Przybylski, A. K. (2020). Use caution when applying behavioural science to policy. *Nature Human Behaviour, 4*, 1092–1094. <https://doi-org.mutex.gmu.edu/10.1038/s41562-020-00990-w>

[Don't trust the psychologists on coronavirus - UnHerd](#)

### Week 2

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

Bond Jr, C. F., & DePaulo, B. M. (2006). Accuracy of deception judgments. *Personality and Social Psychology Review, 10*, 214-234.

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

Vrij, A., Hartwig, M., & Granhag, P. A. (2019). Reading lies: Nonverbal communication and deception. *Annual Review of Psychology, 70*, 295-317.

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

Optional: Fiske, Chapter 3

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*, 491-514.

### Week 3

*Social Cognition (2/7)*

Optional: 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*, 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*, 390-398.

Bessarabova, E., Piercy, C. W., King, S., Vincent, C., Dunbar, N. E., Burgoon, J. K., ... & Lee, Y. H. (2016). Mitigating bias blind spot via a serious video game. *Computers in Human Behavior, 62*, 452-466.

#### *The Self—Self-understanding (2/9)*

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

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

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

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

#### *Week 4*

#### *The Self—Self-control (2/14)*

Hertwig, R., & Grüne-Yanoff, T. (2017). Nudging and boosting: Steering or empowering good decisions. *Perspectives on Psychological Science, 12*(6), 973-986.

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.

Duckworth, A. L., Milkman, K. L., & Laibson, D. (2018). Beyond willpower: Strategies for reducing failures of self-control. *Psychological Science in the Public Interest, 19*, 102-129.

#### *Attraction (2/16)*

Optional: Fiske, Ch. 7

Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science in the Public Interest*, 13, 3-66.

Gerlach, T. M., Arslan, R. C., Schultze, T., Reinhard, S. K., & Penke, L. (2019). Predictive validity and adjustment of ideal partner preferences across the transition into romantic relationships. *Journal of Personality and Social Psychology*, 116, 313-330.

*Week 5*

*Close Relationships, Part 1 (2/21)*

Optional: Fiske, Ch.8

Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24, 238-244

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, 205-232.

NO CLASS – 2/23

*Week 6*

*Close Relationships, Part 2 (2/28)*

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, 904-917.

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, 38-60.

*Situationism & the Person-Situation Debate (3/2)*

Furr, R. M., & Funder, D. C. (2018). Persons, situations, and person-situation interactions. *Handbook of personality: Theory and research*.



*Week 7*

*Attitude Structure & Change, Part 1 (3/7)*

Optional: 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, 24*, 939-946.

Catapano, R., Tormala, Z. L., & Rucker, D. D. (2019). Perspective taking and self-persuasion: Why “putting yourself in their shoes” reduces openness to attitude change. *Psychological Science, 30*, 424-435.

*Attitude Structure & Change, Part 2 (3/9)*

Feinberg, M., & Willer, R. (2013). The moral roots of environmental attitudes. *Psychological Science, 24*, 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*, 809-824

Wolsko, C., Ariceaga, H., & Seiden, J. (2016). Red, white, and blue enough to be green: Effects of moral framing on climate change attitudes and conservation behaviors. *Journal of Experimental Social Psychology, 65*, 7-19.

*Week 8*

*NO CLASS – SPRING BREAK*

*Week 9*

*Prosocial Behavior (3/21)*

Optional: Fiske, Ch. 9

Hortensius, R., & de Gelder, B. (2018). From empathy to apathy: The bystander effect revisited. *Current Directions in Psychological Science, 27*, 249-256.

*Aggression, Part 1 (3/23)*

Optional: 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.

*Week 10*

*Aggression, Part 2 (3/28)*

Williams, M. T. (2021). Racial Microaggressions: Critical Questions, State of the Science, and New Directions. *Perspectives on Psychological Science, 16*(5), 880–885.  
<https://doi.org/10.1177/17456916211039209>

(And reactions)

*Social Biases, Part 1- Measuring Implicit Bias & Documenting its Impact (3/30)*

Greenwald, A. G., & Lai, C. K. (2020). Implicit social cognition. *Annual Review of Psychology, 71*.

Read one of the following:

Régner, I., Thinus-Blanc, C., Netter, A., Schmader, T., & Huguet, P. (2019). Committees with implicit biases promote fewer women when they do not believe gender bias exists. *Nature Human Behavior, 3*(11), 1171–1179

Rachlinski, J. J., Johnson, S. L., Wistrich, A. J., & Guthrie, C. (2009). Does Unconscious Racial Bias Affect Trial Judges?, *84 Notre Dame L. Rev, 1195, 1221*. (Cited by 715)

Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., ... & Coyne-Beasley, T. (2015). Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: a systematic review. *American Journal of Public Health, 105*(12), e60-e76.

*Week 11*

*Addressing Causes and Consequences of Racial Biases, Part 1 (4/4)*

Onyeador, I. N., Hudson, S. T. J., & Lewis, N. A. (2021). Moving Beyond Implicit Bias Training: Policy Insights for Increasing Organizational Diversity. *Policy Insights from the Behavioral and Brain Sciences, 8*(1), 19–26. <https://doi.org/10.1177/2372732220983840>

Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. E. L., Joy-Gaba, J. A., ... & Frazier, R. S. (2014). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General*, *143*, 1765-1785.

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*, 1267-1278.

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.

#### *Addressing Causes and Consequences of Racial Biases, Part 2 (4/6)*

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.

Calanchini, J., Lai, C. K., & Klauer, K. C. (2021). Reducing implicit racial preferences: III. A process-level examination of changes in implicit preferences. *Journal of Personality and Social Psychology*, *121*(4), 796-818. <https://doi.org/10.1037/pspi0000339>

Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology*, *72*, 533-560.

#### *Week 12*

#### *Addressing Causes & Consequences of Gender Biases (4/11)*

Wood, W., & Eagly, A. H. (2012). Biosocial construction of sex differences and similarities in behavior. In *Advances in experimental social psychology* (Vol. 46, pp. 55-123). Academic Press.

Carnes, M., Devine, P. G., Manwell, L. B., Byars-Winston, A., Fine, E., Ford, C. E., ... & Palta, M. (2015). Effect of an intervention to break the gender bias habit for faculty at one institution: A cluster randomized, controlled trial. *Academic Medicine: Journal of the Association of American Medical Colleges*, *90*(2), 221.

Devine, P. G., Forscher, P. S., Cox, W. T., Kaatz, A., Sheridan, J., & Carnes, M. (2017). A gender bias habit-breaking intervention led to increased hiring of female faculty in STEM departments. *Journal of Experimental Social Psychology*, *73*, 211-215.

#### *Group Processes, Part 1 (4/13)*

Optional: Fiske, Ch. 12

Lemmer, G., & Wagner, U. (2015). Can we really reduce ethnic prejudice outside the lab? A meta-analysis of direct and indirect contact interventions. *European Journal of Social Psychology, 45*, 152–168. doi:10.1002/ejsp.2079

Turner, R. N., Hodson, G., & Dhont, K. (2020). The role of individual differences in understanding and enhancing intergroup contact. *Social and Personality Psychology Compass, 14*(6), e12533.

One of these:

Dovidio, J. F., Love, A., Schellhaas, F. M., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes & Intergroup Relations, 20*(5), 606-620.

Paluck, E. L., Green, S. A., & Green, D. P. (2019). The contact hypothesis re-evaluated. *Behavioural Public Policy, 3*(2), 129-158.

Zhou, S., Page-Gould, E., Aron, A., Moyer, A., & Hewstone, M. (2019). The extended contact hypothesis: A meta-analysis on 20 years of research. *Personality and Social Psychology Review, 23*(2), 132-160.

*Week 13*

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

Jost, J. T., & Hunyady, O. (2005). Antecedents and consequences of system-justifying ideologies. *Current Directions in Psychological Science, 14*, 260-265.

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*, 99-108.

*Social Influence, Part 1 (4/20)*

Optional: Fiske, Ch. 13

Packer, D. J. (2008). Identifying systematic disobedience in Milgram's obedience experiments: A meta-analytic review. *Perspectives on Psychological Science, 3*, 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*, 154-179.

*Week 14*

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

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

Bohns, V. K., & DeVincent, L. A. (2019). Rejecting unwanted romantic advances is more difficult than suitors realize. *Social Psychological and Personality Science*, 10, 1102-1110.

4/27

*NO CLASS – SIOP*

*Week 15*

*Social Influence, Part 3 (5/2)*

Paluck, E. L., Shepherd, H., & Aronow, P. M. (2016). Changing climates of conflict: A social network experiment in 56 schools. *Proceedings of the National Academy of Sciences*, 113, 566-571.

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

5/4

*WRAP-UP*

Walton, G. M., & Wilson, T. D. (2018). Wise interventions: Psychological remedies for social and personal problems. *Psychological Review*, 125, 617-655.