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 reason, 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**
Week 2

Jan 11– Beliefs and expectancies shaping social behavior

Jan 13– Categorization and automaticity

Week 3

Jan 18 – NO CLASS (MLK DAY)

Jan 20 – Prejudice and stigma

Week 4

Jan 25 – The importance of belonging
Guest Lecturer: Holly Arrow

Jan 27 – Desired selves
Week 5

Feb 1 – Other minds

Feb 3 – Closing the gap between self and other

Week 6

Feb 8 – Judgment and decision making
TBA Reading

Feb 10 – Introduction to personality and personality traits

Week 7

Feb 15 – Trait concepts: strengths and limitations

***First draft of study proposal due***
Feb 17 – Genes and behavior

Week 8

Feb 22 – Goals and self-regulation

Feb 24 – Basic issues in the study of emotions

Week 9

Mar 1 – Emotions and social cognition

Mar 3 – Interpersonal perception and self-perception

**Week 10**

**Mar 8 – Relationships**


**Mar 10 – Lifespan development**


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

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