

Syllabus for

Social Interaction

Psychology 378, 578, section 1

Instructor: Geoffrey Miller, Assistant Professor of Psychology
Where: Logan Hall B15, Psychology Department, UNM Main Campus
When: Mondays 9:30 am to noon, January 24 – May 2
(except for Spring Break March 14)

Overview

This new graduate seminar is a comprehensive overview of the most active research areas in contemporary mainstream social psychology. It emphasizes ideas and results likely to be most relevant to our UNM Ph.D. students in the most active lab groups, such as those in clinical psychology, addictions, cognitive neuroscience, and evolutionary psychology. It frames social psychology themes using game theory, evolutionary biology, and cross-cultural research.

The course will be intellectually demanding, and will require a substantial amount of reading, active in-class discussion, and the attentive development of a serious term paper. The course readings will require about 3 hours per week outside class – an average of 55 pages per week of serious journal papers and book chapters.

The game theory content of this course will not require mathematical sophistication. You will not have to find Nash equilibria for particular games, or prove theorems. However, you will need to learn a few technical terms, and do some careful reasoning about the key strategic issues that arise in each game.

Some standard social psychology topics that this course WILL emphasize

History and methods of social psychology, origins of primate and human sociality
Social attribution, social cognition, Theory of Mind, perspective-taking
Social emotions, commitment, fairness
Person perception, status, prestige, reputation, authority
Social influence, conformity, compliance, obedience
Affiliation, friendship, alliances, social support
Prejudice, stereotyping, discrimination, implicit attitudes
Ethnic and racial conflict, between-group interactions, minority issues
Cross-cultural social psychology
Group dynamics, group coordination, leadership
Reciprocity, signalling, reputation, social norms, altruism
Social dilemmas, cooperation, conflict
Social capital, social networks, trust

Some standard social psychology topics that this course will NOT cover in much detail

Sexual attraction, mate choice, intimate relationships (this is the focus of my graduate

seminar, Psych 650: Mate Choice)
Aggression, violence, criminality (covered by my other graduate seminars Psych 650:
Human Emotions and Psych 650: Behavior Genetics)
Identity, self-presentation, the self (addressed in my Mate Choice seminar)
Attitudes, attitude change (addressed in my Human Emotions seminar)

How this course complements other graduate seminars

This course's content is designed to complement, with minimal overlap, my other 650-level graduate seminars such as mate choice, human emotions, behavior genetics, and evolutionary psychopathology. It also has minimal overlap with my undergraduate courses 231 (human sexuality), 271 (social psych), and 342 (evolutionary psychology), though it builds upon their content. It is also designed to overlap minimally with Steve Gangestad's new evolutionary psychology core graduate course, and with other anthropology and biology courses in the Human Evolutionary Behavioral Sciences (HEBS) interdisciplinary program.

Who should take this course

If you have any concerns about your preparedness for this course, please email or talk with me about what courses you have taken and how well you did.

For graduate students: This is also probably one of the hardest graduate courses, since most of our Ph.D. students have only limited background in advanced social psychology, game theory, or evolutionary theory. It will require some dedication, some reading time, and some sustained work on the term paper.

For undergraduates: This course is open to undergraduates only with my permission, since it is taken by a lot of advanced Ph.D. students, and is one of the hardest psychology courses open to undergraduates. Interested undergraduates should have ideally taken four or more of the following classes:

Psych 105: General psychology

Psych 271: Social psychology

Psych 331: Psychology of personality

Psych 342: Evolution, brain, and behavior

Anthro 360: Human behavioral ecology

Anthro 363: Primate social behavior

Anthro 462: Human evolutionary ecology

Bio 300: Evolution

Econ 106: Introductory microeconomics

Econ 300: Intermediate microeconomics

If you feel well-prepared as an undergraduate for this course, please fill out the 'Application Form' to be distributed in the first class, listing the relevant courses you have taken, the grades you received, and your reasons for wanting to take this class. I will let you know by email within a few days whether you can take the course.

Suggested background reading

This course assumes a basic knowledge of social psychology. If you have not earned a high grade in a comprehensive undergraduate social psych course within the last

few years, I recommend that you read:

Douglas T. Kenrick, Steven L. Neuberg, & Robert B. Cialdini (2005). *Social psychology: Unraveling the mystery* (3rd Ed.). New York: Allyn & Bacon.

Course mechanics

We will meet once a week on Monday mornings for two and a half hours, 9:30 am to noon. I expect punctuality – allow time for parking! There will be a 10-15 minute break about half way through each meeting. If you have to miss a class for any reason, please let me know by email as soon as you know you'll be absent. Unexplained absences will reduce your grade.

Instructors' contact details:

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Office hours: Tuesdays, 11 am to noon, Logan Hall 160

Grading: depends on three kinds of work for this course

60% of grade: one term paper, APA format, c. 3,000 words (10-12 pages double spaced), methodologically oriented, including a critical assessment of a research literature and an outline of a possible study. The term paper is due in three stages weighted as follows:

10% for initial abstract and outline due February 21

20% for detailed outline and bibliography due April 4

30% for final draft due May 2 (last day of class)

40%: class participation and comments on the readings. I expect regular attendance, knowledge of assigned readings, active participation and intellectual engagement, and well-prepared presentations concerning the readings.

no exams

Details on the term paper

The term paper determines 60% of your course grade. You can choose any topic related to the course content and course readings, as long as I approve it. The final paper should be about 3,000 words, plus references. I care more about clarity, insight, research, and the flow of argument than about length per se.

For graduate students, you would ideally produce a paper that you could submit to a decent journal as a review or commentary piece to improve your C.V., and that you would be proud to submit in an application for a post-doc, tenure-track job, or clinical internship. You'll get extra credit if you actually submit the term paper for publication in a reputable journal. Please provide a copy of your submission cover letter.

To make sure that you are thinking, researching, and writing the paper on a good schedule throughout the semester, I require the following:

1. February 21: Provisional abstract, outline, and bibliography due.

You should include a provisional topic statement in the form of a one-paragraph abstract, a rough one-page outline of the paper, and provisional bibliography. In the abstract, just let me know what you think you'll probably write about. If you change your mind, no problem, just tell me in an email later. But I want you to have some topic in mind by this date. Pick a topic that you feel passionate about – you'll have to live with it for several months! The bibliography should list about 10 to 20 references (not all from the syllabus here!) that you have actually read, with brief notes about their relevance to your paper. This topic statement/outline will determine 10% of the course grade. Late submissions will be penalized.

After you submit this outline and bibliography, come to our office hours at least once for my feedback. This is very important; I will try to make sure your paper looks viable and will try to give you some useful suggestions and references

2. April 4: Detailed outline and bibliography.

This should be a much more detailed outline of your term paper, clearly showing the planned structure of your paper, with a much more complete bibliography. The outline should be several pages long, and each outline entry should be a clear, detailed, specific statement, not just a short, vague phrase. For example, a good outline entry would be “A critical review of 18 recent implicit association studies shows low reliability and validity for this fashionable new measure of unconscious prejudices”. A bad outline entry would be “Review of implicit association research”. Within the outline, refer to your bibliography entries using standard APA reference format.

After I get this outline, I will write comments and suggestions on it and return it to you as soon as I can. This should allow you to submit a really good final draft, and I hope it will help you improve your writing generally. This outline will determine 20% of the course grade. Late submissions will be penalized.

3. May 2: Final draft due.

This should be a highly polished document in correct APA format with no spelling or grammatical errors. It should represent the culmination of three months of research, thinking, and writing about a topic that passionately interests you. This final draft should be computer-printed, double-spaced, single-sided, in 11 point Arial font (preferably), with a proper title page, abstract, references, and page numbering. See the *APA Publication Manual* (4th Edition) for details. The final draft will determine 30% of your course grade. Late submissions will be penalized. I will try to grade final drafts by the last days of exams.

Structure of the term paper: The ideal final paper would include the following elements:

Title page: a decent, descriptive, memorable title, and all other information required for APA format

Abstract page: a concise, punchy abstract that interests the reader in your paper

Introduction: Start with a bang. Pose the problem that interests you, how you'll approach it, and why the reader should care. Be specific and clear; mix the

theoretical and methodological level of discourse with real-life examples and issues.

Body of the paper: this could include a literature review, an overview of relevant ideas and research from a related area or field, a series of theoretical or methodological arguments. If you review a scientific literature, do so with a purpose, critically, as it pertains to your topic.

Research proposal: ideally, towards the end of your paper, you could sketch out a new empirical way to resolve one or more of the issues you've raised in your paper. This could be a brief outline of an experiment, an observational method, a meta-analysis, etc.

Bibliography: Only include things you've read. If your bibliography includes good, relevant papers and books that I haven't seen before, I will be impressed.

The assigned readings

Readings for each week will be distributed by the instructor at least a week ahead of time to each student, either through email (e.g. pdf or Word file) or xeroxed hard-copy.

All of the readings were published in the 21st century; most were published since the last time I taught a course similar to this, in spring 2002. Many are concise review papers in top-quality journals such as *Nature*, *Science*, *Psychological Review*, *Psychological Bulletin*, *J. Personality and Social Psychology*, and *Trends in Cognitive Sciences*. Most weeks there will be 3 or 4 papers or chapters, ranging from 40 to 80 pages of actual text to read (not counting references sections), with a mean of 55 pages. This should take about three hours. Some of the readings are harder than others; some weeks require more reading than other weeks. This reading load is slightly less than in my other previous graduate seminars, and less than in Jane Ellen Smith's graduate psychopathology seminar.

Please do not take this course if you cannot commit an average of three hours a week to the readings. The major educational benefits of the course depend on you doing the readings on time; otherwise, the class discussions will mean very little to you. I expect all of each week's required readings to be completed well before class, so you have time to digest them, think about them, compare and contrast them, and prepare intelligent comments and questions about them. Last-minute reading on Sunday night will not result in good comprehension or good in-class discussion.

Some of the readings are from the following books, which you may want to buy so you can read ahead:

Colin Camerer (2003). *Behavioral game theory*. Princeton, NJ: Princeton U. Press.

Robert Cialdini (2001). *Influence: Science and practice*. Boston, MA: Allyn & Bacon.

Preparing notes on the assigned readings for each class

One week before each reading is due to be discussed, I will ask two student volunteers to each prepare a one-page set of notes, comments, and questions concerning that reading. I expect each student to volunteer for several such reading analyses throughout the semester. The quality of these analyses will form a substantial portion of your class participation grade, which is 40% of your final course grade.

When it is your week to present a reading, please bring enough copies of your

one-page analysis to distribute to everyone else in the class. Assume that the other students have read the paper fairly attentively, and want to know what you think of it. These analyses will serve to initiate class discussion of that reading.

The one-page analyses should have your name at the top, the date, and the APA-format reference for each reading as the header for your comments on that reading. Use numbered lists to identify your specific notes, comments, and questions under each reading. Please make at least three or four substantive comments on each reading – not simply summarizing the reading’s main points, but offering some sort of critical analysis of the reading’s ideas, or comparison to other readings, etc. Assume that the other students have read each reading thoroughly and attentively.

Course schedule: List of assignments, readings, and topics for each class
(Readings are listed in suggested reading order)

1: Jan 24 Monday **Introduction to the course**
(No reading assignments before the first class)

2: Jan 31 Monday **Social psychology, human sociality, game theory**
(53 pages of reading)

Steven Pinker (2002). Chapter 14: “The many roots of our suffering”. In *The blank slate: The modern denial of human nature*, pp.241-268. New York: Viking. (28 pages)

Jill G. Morawski (2000). Social psychology a century ago. *American Psychologist*, 55(4), 427-430. (4 pages)

Joachim I. Kreuger & David C. Funder (in press as target article for *Behavioral and Brain Sciences*). Towards a balanced social psychology: Causes, consequences, and cures for the problem-seeking approach to social behavior and cognition. (15 pages) (the additional 30 pages of commentaries and responses are optional)

Colin F. Camerer (2003). Behavioral studies of strategic thinking in games. *Trends in Cognitive Sciences*, 7(5), 225-231. (6 pages)

Optional (copies distributed)

Paul Rozin (2001). Social psychology and science: Some lessons from Solomon Asch. *Personality and Social Psychology Review*, 5(1), 2-14. (12 pages)

3: Feb 7 Monday

Reciprocity, signalling, reputation, social norms

(57 pages of reading)

- Robert Cialdini (2001). Chapter 2: Reciprocation. In *Influence: Science and practice*, pp. 19-51. Boston, MA: Allyn & Bacon. (32 pages)
- Ernst Fehr & Urs Fischbacher (2004). Social norms and human cooperation. *Trends in Cognitive Sciences*, 8(4), 185-190. (5 pages)
- Robert Kurzban & Mark R. Leary (2001). Evolutionary origins of stigmatization: The functions of social exclusion. *Psychological Bulletin*, 127, 187-208. (15 pages)
- Lawrence S. Sugiyama, John Tooby, & Leda Cosmides (2002). Cross-cultural evidence of cognitive adaptations for social exchange among the Shiwiar of Ecuadorian Amazona. *Proc. National Academy of Sciences USA*, 99, 11537-11542 (5 pages)

Optional (copies available for interested students):

- Colin Camerer (2003). Chapter 8: Signalling and reputation. In *Behavioral game theory*, pp. 408-464. Princeton, NJ: Princeton U. Press. (58 pages)

4: Feb 14 Monday

Fairness, the Ultimatum Game

(40 pages of reading)

- Colin Camerer (2003). Chapter 2: Dictator, Ultimatum, and trust games. (through section 2.5). In *Behavioral game theory*, pp. 43-75. Princeton, NJ: Princeton U. Press. (32 pages)
- Sarah F. Brosnan & Frans B. M. de Waal (2003). Monkeys reject unequal pay. *Nature*, 425(6955), 297-299. (3 pages)
- Joe Henrich, Robert Boyd, Samuel Bowles, Colin Camerer, Ernst Fehr, Herbert Gintis, & Robert McElreath (2001). In search of Homo economicus: Behavioral experiments in 15 small-scale societies. *American Economic Review*, 91(2): 73-78. (5 pages)

Optional (copies distributed)

- Alan G. Sanfey, James K. Rilling, Jessica A. Aronson, Leigh E. Nystrom, & Jonathan D. Cohen (2003).

The neural basis of economic decision-making in the ultimatum game. *Science*, 300(5626), 1755-1758. (3 pages)

5: Feb 21 Monday **Term paper: Abstract, outline, bibliography due**

Social attribution

(50 pages of reading)

- Bertram Malle (in press). Attributions as behavior explanations: Towards a new theory. In D. Chadee & J. Hunter (Eds.), *Current themes and perspectives in social psychology*. (20 pages)
- Norenzayan, A., Choi, I., & Nisbett, R. E. (2002). Cultural similarities and differences in social inference: Evidence from behavioral predictions and lay theories of behavior. *Personality and Social Psychology Bulletin*, 28(1), 109-120. (10 pages)
- Haselton, M. G. & Funder, D. (in press). The evolution of accuracy and bias in social judgment. In M. Schaller, D. T. Kenrick, & J. A. Simpson (Eds.), *Evolution and Social Psychology*. New York: Psychology Press. [20 pages]

Optional (copies available for interested students):

- John Sabini, Michael Siepmann, & Julia Stein (2001). The really fundamental attribution error in social psychological research. *Psychological Inquiry*, 12(1), 1-15. (14 pages)

6: Feb 28 Monday **Theory of Mind**

(61 pages of reading)

- Robin I. M. Dunbar (2003). The social brain: Mind, language, and society in evolutionary perspective. *Annual Review of Anthropology*, 32, 163-181. (16 pages)
- Thomas Suddendorf & Andrew Whiten (2001). Mental evolution and development: Evidence for secondary representation in children, great apes, and other animals. *Psychological Bulletin*, 127(5), 629-650. (18 pages)
- Simon Baron-Cohen (2002). The extreme male brain theory of autism. *Trends in Cognitive Sciences*, 6(6), 248-254. (7 pages)
- Colin Camerer (2003). Chapter 7: Coordination games

(Introduction, and section 7.1: Matching games).
In *Behavioral game theory*, pp. 336-353.
Princeton, NJ: Princeton U. Press. (17 pages)

Optional (copies distributed):
Brian Hare, Michelle Brown, Cristina Williamson, &
Michael Tomasello (2002). The domestication of
social cognition in dogs. *Science*, 298(5598),
1634-1636. (3 pages)

7: March 7 Monday **Commitment**

(81 pages of reading)

Randolph M. Nesse (2001). Chapter 1: Natural selection
and the capacity for subjective commitment. In
R. M. Nesse (Ed.), *Evolution and the capacity for
commitment*, pp. 1-44. NY: Russell Sage. (36
pages)

Robert Cialdini (2001). Chapter 3: Commitment and
consistency. In *Influence: Science and practice*,
pp. 52-97. Boston, MA: Allyn & Bacon. (45
pages)

Optional (copies distributed):
Robert Kurzban, Kevin McCabe, Vernon L. Smith, & Bart
J. Wilson (2001). Incremental commitment and
reciprocity in a real-time public goods game.
Personality and Social Psychology Bulletin, 27,
1662-1673. (9 pages)

(no class March 14: Spring Break)

8: March 21 Monday **Friendship, affiliation, social support, health**

(56 pages of reading)

Frans B. M. de Waal (2000). Primates: A natural heritage
of conflict resolution. *Science*, 289(5479), 586-
590. (5 pages)

Robert Cialdini (2001). Chapter 5: Liking. In *Influence:
Science and practice*, pp.143-177. Boston, MA:
Allyn & Bacon. (34 pages)

Lawrence S. Sugiyama & Michelle S. Sugiyama (2003).
Social roles, prestige, and health risk: Social

niche specialization as a risk-buffering strategy.
Human Nature 14(2), 165-190. (17 pages)

Optional (copies distributed):

Stephanie L. Brown, Randolph M. Nesse, Amiram D. Vinokur, & Dylan M. Smith (2003). Providing social support may be more beneficial than receiving it: Results from a prospective study of mortality. *Psychological Science*, 14(4), 320-327. (8 pages)

9: March 28 Monday **Social emotions**

(42 pages of readings)

Dacher Keltner & C. Anderson (2000). Saving face for Darwin: The functions and uses of embarrassment. *Current Directions in Psychological Science*, 9(6), 187-192. (5 pages)

Jonathan Haidt (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834. (17 pages)

Stephanie D. Preston & Frans B. M. de Waal, F. B. M. (2002). Empathy: Its ultimate and proximate bases. *Behavioral and Brain Sciences*, 25(1), 1-20. (the additional 52 pages of commentaries and responses are optional). (20 pages)

Optional (copies distributed):

Naomi I. Eisenberger & Matthew D. Lieberman (2004). Why rejection hurts: A common neural alarm system for physical and social pain. *Trends in Cognitive Sciences*, 8(7), 294-300. (6 pages)

10: April 4 Monday **Term paper: detailed outline & bibliography due**

Person perception

(57 pages of reading)

David C. Funder (2004). Chapter 6 "Personality assessment II: Personality judgment in daily life", in *The personality puzzle* (3rd Ed.), pp. 139-165. NY: W. W. Norton. (26 pages)

Borkenau, P., Mauer, N., Riemann, R., Spinath, F. M., &

Angleitner, A. (2004). Thin slices of behavior as cues of personality and intelligence. *J. Personality and Social Psychology*, 86(4), 599-614. (13 pages)

Leslie A. Zebrowitz & Joann Montepare (in press). The ecological approach to person perception: Evolutionary roots and contemporary offshoots. In M. Schaller, J. A. Simpson, & D. T. Kenrick (Eds.), *Evolution and Social Psychology*. New York: Psychology Press. (18 pages)

Optional (copies distributed):

Gosling, S. D., Kwan, V. S. Y., & John, O. P. (2003). Dog's got personality: A cross-species comparative approach to personality judgments in dogs and humans. *J. Personality and Social Psychology*, 85(6), 1161-1169. (8 pages)

11: April 11 Monday **Status, prestige, power, authority**

(55 pages of reading)

Robert Cialdini (2001). Chapter 6: Authority. In *Influence: Science and practice*, pp. 178-202. Boston, MA: Allyn & Bacon. (24 pages)

Eric Alden Smith & Rebecca L. Bliege Bird (2000). Turtle hunting and tombstone opening: Public generosity as costly signaling. *Evolution and Human Behavior*, 21, 245-261. (14 pages)

Dacher Keltner, Deborah H. Gruenfeld, & Cameron Anderson (2003). Power, approach, and inhibition. *Psychological Review*, 110(2), 265-284. (17 pages)

Optional (copies available for interested students):

Paul H. Rubin (2000). Hierarchy. *Human Nature*, 11(3), 259-279. (18 pages)

12: April 18 Monday **Prejudice, stereotyping, discrimination, stigmatization**

(48 pages of reading)

Miles Hewstone, Mark Rubin, & Hazel Willis (2002). Intergroup bias. *Annual Review of Psychology*, 53, 575-604. (20 pages)

Leda Cosmides, John Tooby, & Robert Kurzban (2003). Perceptions of race. *Trends in Cognitive Sciences*, 7(4), 173-179 (6 pages)

C. David Navarrete, Robert Kurzban, Daniel M. T. Fessler, & Lee A. Kirkpatrick (2004). Anxiety and intergroup bias: Terror management theory or coalitional psychology? *Group Processes & Intergroup Relations*, 7(4), 370-397. (22 pages)

Optional (copies distributed):

Arthur H. Crisp, Michael G. Gelder, Susannah Rix, Howard I. Meltzer, & Olwen J. Rowlands (2000). Stigmatisation of people with mental illnesses. *British J. of Psychiatry*, 177, 4-7. (4 pages)

13: April 25 Monday **Group dynamics, collective action, social capital**

(67 pages of reading)

Albert Bandura (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78. (4 pages)

David Sloan Wilson, John J. Timmel, & Ralph R. Miller (2004). Cognitive cooperation: When the going gets tough, think as a group. *Human Nature*, 15(3), 225-250. (21 pages)

Elinor Ostrom (2000). Collective action and social norms. *J. of Economic Perspectives*, 14(3), 137-158. (17 pages)

Samuel Bowles & Herbert Gintis (2002). Social capital and community governance. *Economic Journal*, 112(483), F419-F436. (15 pages)

Optional (copies available for interested students):

Alvard, M. S., & Nolin, D. A. (2002). Rousseau's whale hunt? Coordination among big-game hunters. *Current Anthropology*, 43(4), 533-559.

14: May 2 Monday **Term paper: Final draft due**

Social psychology and politics

(51 pages of reading)

Steven Pinker (2002). Chapter 16: "Politics". In *The blank slate: The modern denial of human nature*, pp. 283-305. New York: Viking. (20 pages)

John T. Jost, Jack Glaser, Arie W. Kruglanski, & Frank J. Sulloway (2003). Political conservatism as motivated social cognition. *Psychological*

Bulletin, 129(3), 339-375. (31 pages)

Optional (copies available for interested students):
Caprara, G. V., & Zimbardo, P. G. (2004). Personalizing
politics - A congruency model of political
preference. *American Psychologist*, 59(7), 581-
594. (12 pages)

(Final exams May 9-15: No final exam in this course)