

Selected Topics in Social Psychology
2021-2022 Fall Semester

Course Code:	PSY 445/545
Instructor:	Asuman Buyukcan Tetik (a суман.buyуккан@sabanciuniv.edu)
Credits:	3
Office hours:	Please email me to make an appointment.
TA:	Turan Deniz Ergun (tergun@sabanciuniv.edu)

1. Brief Introduction

This course will cover three main topics in social psychology, namely well-being, self-regulation, and their link. Students will be expected to read some scientific articles and discuss the empirical findings, theoretical models, and assumptions in the readings throughout the semester. Additionally, students will be required to discuss limitations, future steps, implications, and applications of the findings or theories in the readings.

2. Distribution of class hours

Tuesday: 09:40-10:30, online

Wednesday: 10:40-12:30, in-class (FASS 1101) & online

3. Course Goals and Learning Objectives

Because this course is based on class discussions, developing your skills in the following areas is essential:

- a) **Communication and Discussion:** You are expected to listen to the Instructor's and your classmates' ideas, comments, and opinions. Being able to respect and discuss different views is one of the main components of this course.
- b) **Critical Thinking:** Even though you are expected to learn theories, findings, and the literature covered in this course, please do not forget that science is a matter of progress. Therefore, please do not hesitate to discuss current findings and have a critical and open mind. When you do this, however, please consider the communication and discussion goals of this course. Discussions should be done respectfully.
- c) **Not intuition, but science:** Please do not forget that science is based on research methods. Your daily observations and experiences, of course, are essential to understand many social psychological concepts. Nevertheless, do not forget that your ideas and opinions may not be in line with scientific findings.
- d) **Research methods:** Although we will focus on different social psychological topics, similar research methods are used to research various topics. Getting familiar with how scientists in social psychology conduct their research is one of the learning objectives of this course.

4. Required Text

All the articles listed below are required readings in this course.

Well-being, happiness, and life satisfaction

- (1) Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54, 403-425.
- (2) Oishi, S., & Westgate, E. C. (2021). A psychologically rich life: Beyond happiness and meaning. *Psychological Review*.
- (3) Kushlev, K., Heintzelman, S. J., Lutes, L. D., Wirtz, D., Kanippayoor, J. M., Leitner, D., & Diener, E. (2020). Does happiness improve health? Evidence from a randomized controlled trial. *Psychological Science*, 31(7), 807-821.
- (4) Buecker, S., Denissen, J. J., & Luhmann, M. (2020). A propensity-score matched study of changes in loneliness surrounding major life events. *Journal of Personality and Social Psychology*.
- (5) Choi, H., Oishi, S., Shin, J., & Suh, E. M. (2019). Do happy events love company? Cultural variations in sharing positive events with others. *Personality and Social Psychology Bulletin*, 45(4), 528-540.

Self-regulation

- (6) Inzlicht, M., Werner, K. M., Briskin, J. L., & Roberts, B. W. (2021). Integrating models of self-regulation. *Annual Review of Psychology*, 72, 319-345.
- (7) Job, V., Dweck, C. S., & Walton, G. M. (2010). Ego depletion—Is it all in your head? Implicit theories about willpower affect self-regulation. *Psychological Science*, 21, 1686-1693.
- (8) Hofmann, W., Vohs, K. D., & Baumeister, R. F. (2012). What people desire, feel conflicted about, and try to resist in everyday life. *Psychological Science*, 23, 582-588.
- (9) Mazza, G. L., Smyth, H. L., Bissett, P. G., Canning, J. R., Eisenberg, I. W., Enkavi, A. Z., ... & MacKinnon, D. P. (2021). Correlation Database of 60 Cross-Disciplinary Surveys and Cognitive Tasks Assessing Self-Regulation. *Journal of personality assessment*, 103(2), 238-245.
- (10) de Boer, B. J., van Hooft, E. A., & Bakker, A. B. (2011). Stop and start control: A distinction within self-control. *European Journal of Personality*, 25(5), 349-362.
- (11) Wood, W. (2017). Habit in personality and social psychology. *Personality and social psychology review*, 21(4), 389-403.
- (12) Pronk, T. M., Karremans, J. C., Demetriou, A., van der Meij, L., & Denissen, J. J. (2020). The role of self-control and sociosexual orientation in partner selection: A speed-dating study. *Journal of Social and Personal Relationships*, 0265407520977675.
- (13) Li, J. B., Vazsonyi, A. T., & Dou, K. (2018). Is individualism-collectivism associated with self-control? Evidence from Chinese and US samples. *PloS one*, 13(12).

Self-regulation and Well-being

- (14) Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality*, 72(2), 271-324.
- (15) de Ridder, D. T., Lensvelt-Mulders, G., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. *Personality and Social Psychology Review*, 16, 76-99.
- (16) Bernecker, K., & Becker, D. (2020). Beyond self-control: mechanisms of hedonic goal pursuit and its relevance for well-being. *Personality and Social Psychology Bulletin*, 0146167220941998.
- (17) Kokkoris, M., & Stavrova, O. (2020). The dark side of self-control. *Harvard Business Review*.
- (18) Wiese, C. W., Tay, L., Duckworth, A. L., D'Mello, S., Kuykendall, L., Hofmann, W., ... & Vohs, K. D. (2017). Too much of a good thing? Exploring the inverted-U relationship between self-control and happiness. *Journal of Personality*, 86, 380-396.
- (19) Karremans, J. C., Pronk, T. M., & van der Wal, R. C. (2015). Executive control and relationship maintenance processes: An empirical overview and theoretical integration. *Social and Personality Psychology Compass*, 9(7), 333-347.
- (20) Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., ... & Sears, M. R. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108, 2693-2698.
- (21) Richmond-Rakerd, L. S., Caspi, A., Ambler, A., d'Arbeloff, T., de Bruine, M., Elliott, M., ... & Moffitt, T. E. (2021). Childhood self-control forecasts the pace of midlife aging and preparedness for old age. *Proceedings of the National Academy of Sciences*, 118(3).

5. Assessment

The summary of grading is as follows:

	Undergraduates (PSY 445)	Graduates (PSY 545)
Type of assessment	% of total grade	% of total grade
Reaction papers	50%	50%
Group project (PSY 445) / Individual Project (PSY 545)	35% (Group Project presentation)	30% (Individual Project presentation)
Discussion Participation	15%	20%
Total	100%	100%

- Reaction papers (in the status of a take-home exam)
 - Undergraduates are expected to write 6 reaction papers throughout the semester.
 - Graduate students are expected to write 8 reaction papers throughout the semester.

If you submit more papers, the highest 6 for the undergrads (highest 8 for the grads) will be considered in the final grade calculation.

The paper should be min. 1 and max. 2 pages long. I'm going to upload the guidelines for reaction papers to the SuCourse. **You are going to decide for yourself for which weeks you will submit a paper.** For example, you can skip the next two weeks and prefer not to submit a reaction paper. Nevertheless, you should ensure that you upload 6 reaction papers if you are an undergraduate student and 8 papers if you are a graduate student at the end of the semester. It is you who should follow how many papers you uploaded.

Reaction papers should be uploaded to the SuCourse before class time on Tuesdays. For example, reaction papers for the 3rd week's readings should be uploaded before the first class on Tuesday in the 3rd week. **One paper with the lowest grade will not be included in the final grade calculation at the end of the semester.**

- Group Project (PSY 445) and Individual Project (PSY 545)

For the group projects, each group will consist of 2-3 individuals.

Each project is expected to be presented in a 20-25 minutes talk.

The topic of the presentations should be about either advantages and disadvantages of having and/or wanting self-control in the days of COVID-19, or possible effects of COVID-19 pandemic on self-control. You are expected to consider this topic at the personal, interpersonal, and/or group levels with possible moderation and/or mediation processes. You need to generate a research question and present it with its theoretical justifications. See this [link](#) as an example.

- Participation

Each student is expected to join the discussions in classes. The Instructor will evaluate the performance of the participation in each class.

Those of you who will be prepared well for the courses will have an opportunity to gain higher grades for participation. Asking topic-related questions, making comments about the readings and/or other students' opinions, sharing your point of view or thoughts will all be considered for the participation grade.

If you are present at that class, you can participate in discussions. There is no possibility for make-ups. **You need to attend all 3 classes in a week to get a grade for your participation in that week.**

- **Research points (Extra credits)**

Students can optionally serve as participants in research that is run by Sabancı University researchers. By participating in research, you can get research points. For this course, you will be able to earn up to 6 research points (1 credit equals ~ 29 minutes of research participation). These 6 RP points will be converted to 3 points added to your overall total at the end of the semester. More information on the available research projects will be provided during the semester.

You will be able to sign up for the experiments and get your research points through the online Sona system at <http://sabanciuniv.sona-systems.com>

Please, carefully read the Guide for Students: Sabancı University Experiment Credits System (Sona), which will be uploaded to the Course Website.

6. Grading

>=90	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
65-69	C+
60-64	C
55-59	C-
50-54	D+
45-49	D
0-44	F

7. Timeline

Week	Week starting with	Content	Article #
1	27 September	Syllabus + Article discussion	
2	4 October	Article discussion	1
3	11 October	Article discussion	2, 3
4	18 October	Article discussion	4, 5
5	25 October	Article discussion	6, 7
6	1 November	Article discussion	8, 9
7	8 November	Article discussion	10, 11
8	15 November	Article discussion	12, 13
9	22 November	Article discussion	14, 15
10	29 November	Article discussion	16, 17
11	6 December	Article discussion	18, 19
12	13 December	PROJECT PRESENTATIONS	
13	20 December	PROJECT PRESENTATIONS	
14	27 December	Article discussion	20, 21

8. Other announcements

- I may slightly change this syllabus throughout the semester. I will let you know in case I make any changes.
- You are expected to read the readings (articles, see the timetable above) before class time.
- Please do not forget that as a university policy, all University members have to behave according to the academic principles mentioned here:
<https://www.sabanciuniv.edu/en/academic-integrity-statement>. Please read all those principles.
- Plagiarism from either external resources or your classmates' work or any type of fraud (e.g., cheating, copying) will not be tolerated. Students who engage in these behaviors will fail in this course and be a subject of a disciplinary inquiry.
- Any type of work that will be graded (presentations, response/reaction papers etc.) has an exam status, and any kind of "intihal" (plagiarism) in the graded work will be categorized as cheating.
- Make-ups can be allowed only in case of an emergency (e.g., medical emergency). The student should email me as soon as possible in this type of situation.