

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number PSYCHOLOGY 98T
 Course Title Social Hierarchies & Our Status in Groups:
How They Impact Us, Inside and Out
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis XX

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The proposed course centers on understanding the different theoretical perspectives and methodological approaches used to study social structures and intuitions (e.g., social/institutional hierarchies, dynamics of social status and power).

3. List faculty member(s) who will serve as instructor (give academic rank):

Christopher Begeny (Teaching Fellow) & Yuen Huo (Full Professor)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017	Fall	Winter	Spring	XXX
	Enrollment _____	Enrollment _____	Enrollment _____	

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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| <input type="checkbox"/> General Knowledge | The course will provide students with a spectrum of theoretical and methodological perspectives used by social scientists. |
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|---|---|
| <input type="checkbox"/> Integrative Learning | The course will integrate theory and research from several different domains including psychology, epidemiology, biology/primateology, business/management, and public health. This will enable students to compare and synthesize different disciplinary and theoretical perspectives to better understand the nature of social hierarchies. |
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| <input type="checkbox"/> Ethical Implications | Class discussions will connect the scientific content / readings of the course to relevant social and ethical issues (e.g., how the U.S. racial/ethnic hierarchy has implications for individuals' health). |
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| <input type="checkbox"/> Cultural Diversity | This course centers on and will foster discourse around several diversity-related issues including those relevant to race, ethnicity and sexual identity. |
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| <input type="checkbox"/> Critical Thinking | The readings and assignments for the course will foster students' critical thinking skills (e.g., assessing the value/quality of different research findings). |
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| <input type="checkbox"/> Rhetorical Effectiveness | Course assignments will provide students with opportunities to learn how to effectively frame and deliver reasonable and persuasive arguments, both in presentation/speech and writing. |
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| <input type="checkbox"/> Problem-solving | Course readings will illuminate how scientific questions are developed, various methodologies for addressing those questions, and provide opportunities to identify and explore gaps in the current scientific literature. |
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| <input type="checkbox"/> Library & Information Literacy | Course assignments are designed in a way that will require students to search, select, organize, and manage information from a variety of sources and scientific domains. |
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(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

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|---|------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>N/A</u> | (hours) |
| 3. Labs: | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips: | <u>N/A</u> | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>4</u> | (hours) |
| 2. Reading | <u>9</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <u>N/A</u> | (hours) |

(B) TOTAL Out-of-class time per week **17** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

20

(HOURS)

WHERE DO YOU STAND?

SOCIAL HIERARCHIES & OUR STATUS IN GROUPS

HOW THEY IMPACT US, INSIDE AND OUT

PSYCHOLOGY 98T – WINTER 2017

(MEETING DAY, TIME, LOCATION TBD)

INSTRUCTOR	Christopher T. Begeny	OFFICE	4630A Franz Hall
EMAIL	ta.cbegeny@gmail.com	OFFICE HOURS	Monday 11am-1pm

COURSE OVERVIEW

Welcome! In almost every facet of life, people are organized into groups. This includes political, religious and racial/ethnic groups, fraternities, sororities, sports teams, groups of friends, companies, organizations and the list goes on and on. Although each group has unique characteristics, there is **a common element found in nearly every type of group: its members are arranged into some sort of hierarchy**. Some people are at the top, and others are at the bottom. In certain groups this hierarchical structure is salient (e.g., military groups, companies/organizations) and in other groups it is more subtle (e.g., racial/ethnic groups). These hierarchies can empower some people and disempower others. At times, they are effective systems of organization. Other times they create conflict, hatred and hardship. Generally, individuals are sensitive to where they (and others) stand in these hierarchies. And often without realizing it, their position in the hierarchy shapes their attitudes, behaviors and health.

This seminar will explore the different forms of status and hierarchy we see in our everyday lives and examine how they affect individuals' health and behavior. We will explore the function and consequences of status / hierarchy from several different scientific perspectives including **biology/primateology, psychology, epidemiology and business/management**. This means that the course has an inter-disciplinary flavor to it. And that's good! If for example you haven't picked a major yet, this class will expose you to new ideas and areas of research to consider. If you have picked a major, this course will expose you to ideas and perspectives that others in your major won't get. This enables you to forge unique intellectual connections and gives you a distinct and well-rounded perspective on human nature. You might not believe me, but that makes you a cooler and more interesting person (and who doesn't want that?).

In this course, we will explore several overarching questions:

- What is status, exactly? How do we define it (and measure it)?
- How does our status in groups affect our physical and mental health?
- Is status something we all strive for? Is it a universal motivation/desire?
- Are there any *costs* to having high status?
- How do we obtain status?
- Does the desire for status (or competition over it) promote aggression / violence?

After taking this class you will know a lot more about human nature. You will understand how friends, co-workers and *even complete strangers* can affect your health (along with your attitudes, self-image and behavior).

Course Objectives

This course is designed to accomplish several goals.

1. To expose you to diverse ways of thinking about, and scientifically investigating, a fundamental element of human nature—the organization of people into hierarchies.
2. To help you understand how the organization of people into hierarchies can be functional (or dysfunctional), empowering (or disempowering), and beneficial (or costly) to individuals' health.
3. To provide you with a safe space for discussing, questioning and challenging ideas about the nature of human behavior (e.g., the desire for status, the evolutionary roots of our drive for status, the role of competition/aggression in societies).
4. To provide you with opportunities to thoroughly investigate specific topics or scientific perspectives that are particularly interesting to *you* (surrounding the general topic of status and social hierarchies).
5. To help you develop a host of 'core' academic skills that can be applied to myriad fields of study (e.g., learning to extract and digest key points from academic literature, developing effective writing and presentation skills, establishing time management skills).
6. To foster a sincere appreciation for how science can help us understand our everyday experiences and the world around us.

COURSE COMPONENTS

Readings

There is no textbook for this course. Instead, you will read a series of articles and book chapters (listed near the end of the syllabus). Some readings will cover the basics (key concepts and ideas) you should know for a given topic. Other readings will help you dig deeper into a particular question or idea we focus on that week.

‘Distillation Reports’ (15% of your grade)

Have you ever read an article or book chapter and then, seconds later, realized you didn’t retain *anything* from it (“wait, what did I just read?”). It requires true skill and a practiced brain to read lengthy articles and walk away with a clear list of ‘take home’ points, perhaps along with a few intriguing details. In this course, you will have several opportunities to practice developing that skill—distilling the essential elements of academic literature. This is an important skill to develop no matter what field you go into.

For each required reading, you will type out a ‘distillation report’ that includes:

- (a) 3-5 main points / arguments made in that reading
- (b) 2-3 details that really intrigued or stood out to you
- (c) 1 follow-up question that was lingering in your head at the end of the reading

Please also include the citation for that reading (just copy from the syllabus’ reading list).

Note: if there are three required readings in a given week, your distillation report should include (a), (b) and (c) x 3! That is, an (a,b,c) for *each* required reading.

In order to have a rich and meaningful conversation in class, every student will need to digest and extract the main points and important details from the assigned readings. Your distillation reports will help you do that effectively and efficiently. They will also serve as a handy resource for you down the road! When you’re writing a paper next quarter (or in grad school) and want to incorporate an idea you learned here, your distillation reports will be a short-hand guide for finding the reference/article you need. These reports may also be useful when that obnoxious friend of yours can’t believe aggression in baboons may not be genetically hard-wired but learned through cultural transmission. Just point that obnoxious friend to some of our readings by Rob Sapolsky.

Please send your report to me via email as an attached PDF *before class starts*.

The distillation reports must be on time in order to receive credit. If you are going to miss class one week you can still earn points by sending in your report (on time).

In-class discussion / participation (10% of your grade)

Unlike most courses, our in-class discussions will be very important. This is where the creative, rich and insightful ideas come together. The concepts you read about for this course will really start to sink in and enrich your view of the world when you and your classmates: (a) start making connections between these concepts and others you’ve learned about (e.g., in other classes), and (b) describe how these ideas apply in your personal, everyday lives.

To help ensure that we have a lively and engaging conversation, a portion of your grade will be determined by the *quality* (not the quantity) of your participation in class.

Discussion ‘seeds’ (15% of your grade)

As a starting block for our class discussions, each of you will submit a discussion ‘seed’ *by 5pm the day before class*. This seed should be a thoughtful question or comment (3-4 sentences) that grows out of, or is relevant to, the readings for that week. **In general, your seed should offer something novel to class discussion.**

For example, you could: (a) make a connection between the assigned readings and something you've learned in another class, (b) pose a question that 'tests the limits' of a statement, claim or conclusion made in one of the readings and posit an answer, or (c) critique some point made in one of the readings. Note that if you write a critique-based seed, do not disagree with something simply because it "doesn't seem right" (i.e., based on your personal experience). Offer some evidence beyond that which is personal/anecdotal.

The seeds must be on time in order to receive credit. If you are going to miss class one week and will lose out on participation points, you can still earn points by submitting a thoughtful seed by 5pm the day before that class (along with your distillation report before class starts).

Please DO NOT write page-long seeds! You will be marked down for seeds that are too long. Write concisely—it is an essential skill to develop. In class we will use these seeds to generate discussion. Please note that I may ask you to elaborate on or 'spell out' your seed in class. So, you should take time to think through the idea in your seed beyond the 3-4 sentences you write. In fact, you might find that when you sit down to write your seed it ends up being 10 sentences long. That's good! Hold onto a copy of that long version of your seed (and bring it to class). But then cut it down to 3-4 sentences and submit that shorter version for grading.

Instructions for submitting seeds. In short, you will type your seed into a Google doc. I've created separate Google docs for each week. In each document, you will find your names listed alphabetically. Type your seed directly **BELOW** your name. I will print these documents at 5pm the day seeds are due. Anything entered into the document after that will be considered late. Note that Google tracks and timestamps all edits made in the document, so I will know if your seed was late. I will also know if someone decided to be malicious and delete your seed (though I've never had this happen before).

To access the documents, use the link below. It will take you to a Google folder. Inside, you will find several documents, one for each week. You may have to click on the "pop-out" button (near the top right corner of the screen) to add your seed to the document (i.e., to edit the doc, not just view it).

If you have any questions or trouble accessing the documents, let me know!

[link to Google docs folder]

Brief Presentation (10% of your grade)

During the quarter, you will be asked to give a 5-7 minute presentation outlining the main points and important details that were covered in one of the **optional** readings assigned for that week. Your presentation should conclude with some thoughtful questions to discuss as a class. You will then facilitate that discussion (i.e., you'll be the discussion leader; see that? Hierarchies! Right inside the classroom...and I bet it'll affect your attitudes / behaviors in ways you don't realize...).

This assignment provides an opportunity for you to practice your presentation skills and spend extra time digesting and extracting key points from an academic paper—hopefully one that is of particular interest to you! This assignment is also designed to provide additional information to

those students who didn't read the optional readings that week (slackers!). Ultimately, this will spur a more thorough and engaging conversation.

Final Project

We will be covering a variety of topics surrounding the concepts of status and social hierarchy in this course, and my hope is that at least one of these topics and perspectives (e.g., biology, psychology, epidemiology) will really strike a chord with you. I hope it will instill a new curiosity (or passion) that makes you think, "this is REALLY freaking cool! I have so many questions and ideas about this topic/perspective...I wish Chris would spend 10 weeks covering *nothing but that!*" Although I won't focus on that particular topic for 10 weeks straight, you will!

By the end of Week 3, you will select a topic that you would like to explore in more depth. This will be the foundation for a research paper and final presentation you develop for the course. The topic could emerge from one of the assigned readings, or from a more general topic/theme we touch upon. For example, you could explore (among many other options):

- how hierarchies in businesses/organizations create efficient or inefficient work environments
- the health effects of *objective* versus *subjective* status in groups
- how the racial/ethnic hierarchy in the U.S. affects individuals' health and behavior
- the lifecycle of primate hierarchies (e.g., how and when high status members emerge and fall)
- the evolutionary benefits (and costs) of high status
- cultural differences in the perceived value or importance of high status
- strategies used to maintain (or dismantle) long-standing social or political hierarchies

Throughout the quarter you will research this topic, relying on articles published in peer-reviewed academic journals and research-oriented books. The final presentation and paper that grows out of this research should **offer a thorough review of the evidence and ideas on that topic** (e.g., what research has been done? what relevant questions or ideas have not been explored yet? what are the implications of this work?). You will also have smaller, related assignments due in the middle of the quarter to help you stay on track for completing your final project. Each of the assignments related to the final project are described below.

Note: If after 10-12 hours of searching for articles related to your topic you find: (a) 2,000 sources that are relevant to your topic (*truly* relevant), your topic is too broad; (b) 2 sources that are relevant to your topic, your topic is too narrow. We will set up 1-on-1 meetings during Week 3 to discuss the scope of your topic.

Research Proposal & Preliminary List of Readings (5% of your grade).

Week 4 you will submit a two-page proposal outlining the topic you plan to research for your final project. You will also include a list of 7-10 sources you plan to use (e.g., articles, book chapters). Keep in mind that doing a good amount of research *before* this proposal is due means your submitted proposal will be more detailed and well thought out. This will not only make your life easier in the proceeding weeks, but also means that I can give you more detailed and specific feedback about your topic. This will help ensure that you have a strong final presentation and paper.

First Draft of Research Paper (15% of your grade).

Week 7 you will submit a draft of your research paper. The paper should be written in the form of a systematic review (similar to what you find published in *Current Directions in Psychological Science*). It will include an abstract, introduction, review of scientific evidence, conclusions, implications and a brief section on proposed directions for future research. It should be approximately 7-10 pages long, not including title page, abstract, references or tables/figures (12-point font, 1" margins, double-spaced). Submitting this draft will allow me to provide you with feedback about the scope and thoroughness of your paper. I will also provide feedback about the clarity, style and concision of your writing.

Final Presentation (10% of your grade).

During weeks 9 and 10, you will give a 20-minute presentation on your final project. This will provide an opportunity to get feedback from other students and myself about your topic (e.g., important ideas you should try to incorporate, additional questions to consider, other relevant sources of information to review).

Final Research Paper (20% of your grade).

On Wednesday of Finals week (week 11) you will turn in a final paper in the form of a systematic review. Like the earlier draft, it will include an abstract, introduction, review of scientific evidence, conclusions, implications and directions for future research. It should be 12-15 pages long, not including title page, abstract, references or tables/figures (12-point font, 1" margins, double-spaced).

COURSE POLICIES

Grades

A+	= 97 – 100 %	B+	= 87– 89 %	C+	= 77 – 79 %	*same pattern
A	= 93 – 96 %	B	= 83 – 86 %	C	= 73 – 76 %	for D-range
A-	= 90 – 92 %	B-	= 80 – 82 %	C-	= 70 – 72 %	

Submitting Assignments

Your discussion seeds will be submitted through Google docs. Your distillation reports, project proposal, first draft and final papers should be emailed as PDFs to ta.cbegeny@gmail.com. All should be written in 12-point font, double-spaced with 1" margins.

Correspondence

For quick questions, send me an email (ta.cbegeny@gmail.com). If you email during a weekday (Monday – Friday), I will usually respond within 24 hours. For more detailed questions that may take a while to discuss, please come to my office hours (or schedule an appointment to see me). If you plan to stop by during office hours, it is helpful to send me an email ahead of time. Giving me a heads up usually means I will be better prepared to answer questions or discuss specific topics.

Feedback, please!

Week 5 I will send out a link to a short survey that I created. It will be an opportunity to give me **anonymous** feedback about what you think of me as an instructor (e.g., my teaching style). In essence, I want to check in with all of you and see if there's anything I could do differently to make the class run more smoothly. The survey is short (two questions, really) and if you could fill it out

that would be awesome! This survey is not put together by UCLA and so other PSYC 98 students will not be filling out anything like this. This is my own little thing. I know that you will also fill out a survey at the end of the quarter (one organized by UCLA) and that's really important to complete. But because it comes at the end of the quarter, I can't use that feedback to improve *your* class (only future classes).

WORDS OF WISDOM

Time Management

Time management is an invaluable skill no matter what your major is or what you plan to do after graduating. It takes discipline and I encourage you to review my presentation on strategies for managing your time (and efficient writing techniques; slides posted on CCLE).

I strongly encourage you to start creating regular ‘blocks’ of time in your weekly schedule to work on tasks for this course. You should enter these blocks into a weekly calendar and, at the beginning of each week, fill in each block with a more detailed description of what you will do during that time (e.g., “finish assigned readings,” “complete distillation report,” “find article/resources for final project,” “outline intro for research paper”). When it comes to good time management, keeping a detailed, well-structured calendar is half the battle. See below for an example.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
6:00								
:30								
7:00								
:30								
8:00		PSYC 98 assigned readings		PSYC 98 Distillt'n report	PSYC 98 Final project	PSYC 98 Discuss. seed		
:30								
9:00								
:30								
10:00								
:30								
11:00								
:30								
12:00								
:30								
1:00								

Each week you should expect to spend approximately 12 hours on course-related tasks, plus three hours attending the seminar. Some weeks will involve more than 12 hours of work—when bigger assignments are approaching (e.g., research proposals, presentations, papers). Other weeks you may spend less than 12 hours.

To help you manage your time I have provided a very rough outline of how many hours / week you should anticipate spending on different tasks. Please keep in mind **these are only guidelines**.

- 3-5 hours: assigned readings
- 1-2 hours: distillation report
- 1 hour: discussion seed
- 4-5 hours: research for final project

COURSE SCHEDULE

DATE	ASSIGNMENTS	TOPIC OF DISCUSSION
Week 1 xx/xx		- Introductions & course overview - Managing time & prolific writing (15 min. talk) - In-class exercise: Seeing status in your everyday life
Week 2 xx/xx	Distillation report & Discussion seed	Area of research: biology & primatology <ul style="list-style-type: none"> ▪ status, stress & health in primates ▪ establishing the group's hierarchy ▪ benefits (and costs) of high status
Week 3 xx/xx	- Distillation report & Discussion seed - 1-on-1 appt with me to discuss final project ideas	Area of research: biology & primatology (cont'd) <ul style="list-style-type: none"> ▪ 'peaceful' primate groups ▪ links between primate & human hierarchies ▪ do we all strive for high status?
Week 4 xx/xx	- Distillation report & Discussion seed - Research proposal & preliminary list of readings, due at start of class	Area of research: psychology <ul style="list-style-type: none"> ▪ figuring out where we stand ▪ what comes with 'being on top' ▪ having high status in a low status group
Week 5 xx/xx	- Distillation report & Discussion seed - Fill out mid-quarter teaching eval.	Area of research: psychology (cont'd) <ul style="list-style-type: none"> ▪ attitudes toward hi/lo status groups ▪ relative deprivation ▪ collective action & competition
Week 6 xx/xx	Distillation report & Discussion seed	Area of research: epidemiology <ul style="list-style-type: none"> ▪ status and health in large groups ▪ subjective vs. objective status ▪ strategies for reducing health disparities
Week 7 xx/xx	- Distillation report & Discussion seed - 1st draft of final research paper	Area of research: business & management <ul style="list-style-type: none"> ▪ status vs. power ▪ how we obtain status (prestige, dominance)
Week 8 xx/xx	Distillation report & Discussion seed	Area of research: business & management (cont'd) <ul style="list-style-type: none"> ▪ functional / dysfunctional hierarchies ▪ moving toward flatter hierarchies (e.g., Pixar, Zappos, Xerox)
Week 9 xx/xx	Final presentations due	Final Presentations
Week 10 xx/xx	Final presentations due	Final Presentations
Good luck with your final paper! (Due xx/xx/2017)		

COURSE SCHEDULE (DETAILED)

Week 1: Introductions, course overview, and in-class exercise

Week 2: What biology & primatology can tell us about status and social hierarchy

Topics

- Status, stress & health in primates
- Establishing group hierarchies
- Benefits (and costs) of high status

Readings

1. Sapolsky, R. M. (2005). The influence of social hierarchy on primate health. *Science*, 308(5722), 648–652. doi:10.1126/science.1106477

2. Petticrew, M., & Davey Smith, G. (2012). The monkey puzzle: A systematic review of studies of stress, social hierarchies, and heart disease in monkeys. *PLoS ONE*, 7(3), e27939. doi:10.1371/journal.pone.0027939

3. (2-page report) Bergman, T. J. (2003). Hierarchical classification by rank and kinship in baboons. *Science*, 302(5648), 1234–1236. doi:10.1126/science.1087513

4. Sapolsky, R. M. (1994). *Why zebras don't get ulcers: A guide to stress, stress related diseases, and coping*. New York: W.H. Freeman.
-Read Ch. 17 (*The view from the bottom*).

Optional Readings

1. Abbott, D., Keverne, E., Bercovitch, F., Shively, C., Mendoza, S., Saltzman, W., & Sapolsky, R. (2003). Are subordinates always stressed? A comparative analysis of rank differences in cortisol levels among primates. *Hormones and Behavior*, 43(1), 67–82. doi:10.1016/s0018-506x(02)00037-5

2. Sapolsky, R. (1982). The endocrine stress-response and social status in the wild baboon. *Hormones and Behaviour*, 15, 279–292.

3. McEwen, B. S. (1998). Stress, adaptation, and disease: Allostasis and allostatic load. *Annals of the New York Academy of Sciences*, 840(1), 33-44. doi:10.1111/j.1749-6632.1998.tb09546.x

Week 3: What biology & primatology can tell us about status and social hierarchy (cont'd)Topics

- 'Peaceful' primate groups
- What primates can tell us about human hierarchies
- Do we all strive for high status?

Readings

1. (1-page review, for full article see Optional Reading #2) Emergence of a peaceful culture in wild baboons (2004). *PLoS Biol*, 2(4), e124. doi:10.1371/journal.pbio.0020124
2. Marmot, M. G., & Sapolsky, R. (2014). Of baboons and men: social circumstances, biology, and the social gradient in health. In Weinstien & Lane (Eds.) *Sociality, Hierarchy, Health: Comparative Biodemography*. National Research Council. Available from: <http://www.ncbi.nlm.nih.gov/books/NBK242456/>
3. Cheng, J. T., Tracy, J. L., & Henrich, J. (2010). Pride, personality, and the evolutionary foundations of human social status. *Evolution and Human Behavior*, 31(5), 334–347. doi:10.1016/j.evolhumbehav.2010.02.004
4. von Rueden, C. (2014). The roots and fruits of social status in small-scale human societies. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The Psychology of Social Status* (pp 179-200). New York: Springer.

Optional Readings

1. Anderson, C., Hildreth, J. A. D., & Howland, L. (2015). Is the desire for status a fundamental human motive? A review of the empirical literature. *Psychological Bulletin*, 141(3), 574–601. doi:10.1037/a0038781
2. Sapolsky, R. M. (2011). Sympathy for the CEO. *Science*, 333(6040), 293–294. doi:10.1126/science.1209620
3. Sapolsky R. M., Share L. J. (2004). A Pacific culture among wild baboons: Its emergence and transmission. *PLoS Biol* 2(4): e106. doi:10.1371/journal.pbio.0020106

Week 4: What psychology has to say about status and social hierarchyTopics

- Figuring out where we stand in the group
- What comes with 'being on top'
- Having high status in a low status group

Readings

1. (focus on Intro & Discussion sections of the article) Anderson, C., Srivastava, S., Beer, J., Spataro, S.E., & Chatman, J.A. (2006). Knowing your place: Self-perceptions of status in social groups. *Journal of Personality and Social Psychology*, *91*, 1094–1110.
2. Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. *Current Directions in Psychological Science*, *20*(4), 246–250. doi:10.1177/0963721411414654
3. Binning, K. R., & Huo, Y. J. (2012). Understanding status as a social resource. In K. Y. Törnblom and A. Kazemi (Eds.), *Handbook of social resource theory*, (pp. 133-147). New York: Springer.
4. Fast, N. J., & Joshi, P. D. (2014). Decision making at the top: Benefits and barriers. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The psychology of social status* (pp 227-242). New York: Springer.

Optional Readings

1. Knowles, E. D., Lowery, B. S., Chow, R. M., & Unzueta, M. M. (2014). Deny, distance, or dismantle? How white Americans manage a privileged identity. *Perspectives on Psychological Science*, *9*(6), 594–609. doi:10.1177/1745691614554658
2. Begeny, C. T. & Huo, Y. J. (in press). Is it always good to feel valued? The psychological benefits *and* costs of higher perceived status in one's ethnic minority group. *Group Processes and Intergroup Relations*.

Week 5: What psychology has to say about status and social hierarchy (cont'd)Topics

- Attitudes toward high / low status groups
- Relative deprivation
- Collective action & competition

Readings

1. North, M. S., & Fiske, S. T. (2014). Social categories create and reflect inequality: Psychological and sociological insights. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The psychology of social status* (pp 243-265). New York: Springer.
2. Smith, H. J., & Huo, Y. J. (2014). Relative deprivation: How subjective experiences of inequality influence social behavior and health. *Policy Insights from the Behavioral and Brain Sciences*, *1*(1), 231–238. doi:10.1177/2372732214550165
3. Garcia, S. M., Tor, A., & Schiff, T. M. (2013). The psychology of competition: A social comparison perspective. *Perspectives on Psychological Science*, *8*(6), 634–650. doi:10.1177/1745691613504114

Week 6: Status and social hierarchies: What have you got for us, epidemiology?Topics

- Our status in large groups and social categories
- Understanding our health: subjective vs. objective status
- Strategies for reducing health disparities across large groups

Readings

1. Marmot (2005) *The status syndrome: How social standing affects our health and longevity*. New York: Holt.
 - Read the Introduction, ch. 1-4, 10, and Appendix (that's right, the Appendix!)
2. (1-page report) Sargent, M. (2009). Why inequality is fatal. *Nature*, 458(7242), 1109–1110. doi:10.1038/4581109a
3. Adler, N. E. (2013). Health disparities: Taking on the challenge. *Perspectives on Psychological Science*, 8(6), 679–681. doi:10.1177/1745691613506909

Optional Readings

1. Wolff, L. S., Subramanian, S. V., Acevedo-Garcia, D., Weber, D., & Kawachi, I. (2010). Compared to whom? Subjective social status, self-rated health, and referent group sensitivity in a diverse US sample. *Social Science & Medicine*, 70(12), 2019-2028. doi: 10.1016/j.socscimed.2010.02.033
2. Singh-Manoux, A., Adler, N. E., & Marmot, M. G. (2003). Subjective social status: Its determinants and its association with measures of ill-health in the Whitehall II study. *Social Science & Medicine*, 56(6), 1321-1333. doi: 10.1016/s0277-9536(02)00131-4
3. Singh-Manoux, A., Marmot, M. G., & Adler, N. E. (2005). Does subjective social status predict health and change in health status better than objective status? *Psychosomatic Medicine*, 67(6), 855–861. doi: 10.1097/01.psy.0000188434.52941.a0
4. Adler, N. E., & Conner Snibbe, A. (2003). The role of psychosocial processes in explaining the gradient between socioeconomic status and health. *Current Directions in Psychological Science*, 12(4), 119–123. doi:10.1111/1467-8721.01245

Week 7: Status and social hierarchies: What say you, business and management folk!Topics

- Status vs. power
- How we obtain status (prestige, dominance)

Readings

1. Blader, S. L., & Chen, Y.-R. (2014). What's in a Name? Status, power, and other forms of social hierarchy. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The psychology of social status* (pp 71-95). New York: Springer.

2. Magee, J. C., & Galinsky, A. D. (2008). Social hierarchy: The self-reinforcing nature of power and status. *The Academy of Management Annals*, 2: 351-398.
3. Anderson, C., & Kilduff, G. J. (2009). The pursuit of status in social groups. *Current Directions in Psychological Science*, 18(5), 295–298. doi:10.1111/j.1467-8721.2009.01655.x
4. Cheng, J. T., & Tracy, J. L. (2014). Toward a unified science of hierarchy: Dominance and prestige are two fundamental pathways to human social rank. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The psychology of social status* (pp 3-27). New York: Springer.

Optional Readings

1. Flynn, F. J., Reagans, R. E., Amanatullah, E. T., & Ames, D. R. (2006). Helping one's way to the top: Self-monitors achieve status by helping others and knowing who helps whom. *Journal of Personality and Social Psychology*, 91, 1123-1137.
2. Hardy, C. L., Van Vugt, M. (2006). Nice guys finish first: The competitive altruism hypothesis. *Personality and Social Psychology Bulletin*, 32(10), 1402–1413. doi:10.1177/0146167206291006
3. Kim, H. Y., & Pettit, N. C. (2014). Status is a four-letter word: Self versus other differences and concealment of status-striving. *Social Psychological and Personality Science*, 6(3), 267–275. doi:10.1177/1948550614555030

Week 8: Status and social hierarchies: What say you, business and management folk!

Topics

- Functional / dysfunctional hierarchies
- Looking forward: moving toward flatter hierarchies (e.g., Pixar, Zappos, Xerox)

Readings

1. Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, 30: 55-89. doi:10.1016/j.riob.2010.08.002
2. Anderson, C., & Willer, R. (2014). Do status hierarchies benefit groups? A bounded functionalist account of status. In J. Cheng, J. Tracy, & C. Anderson (Eds.), *The psychology of social status* (pp 47-70). New York: Springer.
3. Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*: 65 – 72.
4. Gelles, D. (2015, July 17) At Zappos, pushing shoes and a visions. *The New York Times*.

Optional Readings

1. Wageman, R. (1997). Case study: critical success factors for creating superb self-managing teams at Xerox. *Compensation & Benefits Review*, 29(5): 31-41.
2. E. A. Mannix, M. A. Neale, & M. C. Thomas-Hunt (Eds.), *Research on Managing Groups and Teams*, Vol. 7: Status and groups. Oxford, UK: Elsevier.

Weeks 9 & 10: Final presentations

Finals Week: No class, final paper due xx/xx/2017 at 5:00pm



New Course Proposal

Psychology 98T	
Social Hierarchies and Our Status in Groups: How They Impact Us, Inside and Out	
Course Number	Psychology 98T
Title	Social Hierarchies and Our Status in Groups: How They Impact Us, Inside and Out
Short Title	SOCIAL HIERARCHIES
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Seminar - 3 hours per week
TIE Code	SEMT - Seminar (Topical) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.
Course Description	We will examine how systems of hierarchy, status and power affect individuals' health and behavior (within and across racial/ethnic groups, companies/organizations, primate groups, etc) while drawing from several different scientific perspectives including psychology, epidemiology, biology/primateology, business/management, and public health.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File PSYCH 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Professor Yuen Huo is the faculty mentor for this course.
Grading Structure	Distillation Reports - 15% Participation - 10% Discussion seeds - 15% Presentation - 10% Final Project/Presentation - 50%
Effective Date	Spring 2017
Discontinue Date	Summer 1 2017
Instructor	Name: Christopher Begeny Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	Psychology
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
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