

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:10.1177/096372141141414654
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
Routing Help	

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 8/12/2016 12:45:52 PM**Changes:** Title, Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/11/2016 3:57:37 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 7/28/2016 9:36:22 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/27/2016 4:09:32 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/13/2016 4:05:52 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/13/2016 3:55:49 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045