

PSY U664: Seminar in Social Psychology

Nonverbal Behavior and Communication

Course Description

This is a seminar that meets in Sequence E (Tuesday and Friday, 11:45-1:25). As the title above indicates, the topic will be Nonverbal Behavior and Communication. There is no textbook, but there is a packet of required readings available at Gnomon Copy on Huntington Avenue.

Prof. Hall's office is 225 NI (373-3790, hall1@neu.edu). Drop-in office hours are Thursdays 10:00 – 11:00 and students may also make an appointment.

A seminar is a discussion-based course and therefore the format will consist mostly of class discussion of the readings. In addition, there will be audiovisual presentations and demonstrations, in-class exercises, and lecture.

The course requirements are as follows:

- Quality and quantity of class participation (30% of grade).
- Quality of assigned presentations (30% of grade).
- Take-home summary paper (15% of grade).
- Take-home final summary paper (25% of grade).

Class participation

Good class participation starts with regular attendance and coming to class on time. Obviously, one must speak up in class in order to contribute effectively. However, the sheer amount of participation is not all that matters. Good participation involves the following: (1) Listening well, so that your comments truly follow from what was said before. (2) Adding comments that push the discussion along rather than just affirming or paraphrasing what someone else said. (3) Using your comments to demonstrate that you are thinking about the material and have read the assignments. (4) Posing good questions to the instructor or other class members. A good question can ask for clarification of something that is not clear, or it can be intended to probe or challenge another speaker. Ground rules for participation involve showing interest, showing mutual respect, and every student's adoption of a leadership attitude. Your goal is to share in a rewarding learning experience, not to compete or show off. A leadership attitude doesn't mean that you wrest control from the instructor, or you dominate the class discussion; it does mean that you are not just passively listening or letting the discussion go in any direction it

happens to go. A leadership attitude means that YOU make efforts to shape the discussion, to get it back on track, to take it in a direction you want it to go, and to question or challenge fellow students or the instructor (respectfully). Students who are naturally quiet will need to work especially hard to develop their participation skills.

Presentation/Discussion Leader Assignments

You will have two kinds of presentation/discussion leader assignments:

Whole class articles: For each article that the whole class reads, 4 students will be assigned to present the article to the class. The 4 students will present the Introduction, Method, Results, and Discussion respectively. Then, these students will lead the class in a discussion, with the Discussion presenter starting it off by posing a question to the class. After that, the 4 presenters will together be responsible for developing and maintaining the discussion. **IT IS VERY IMPORTANT THAT THE CLASS HAS READ THE ARTICLES, NOT ONLY FOR THE SAKE OF THE PRESENTERS WHO ARE TRYING TO LEAD A DISCUSSION, BUT ALSO FOR INDIVIDUALS WHO MAY BE CALLED ON TO DEMONSTRATE THAT THEY HAVE READ IT.** Article presentations and discussions should take 20-30 minutes.

Solo articles: In certain classes, one person will be assigned to read an article that the rest of the class has not read. That student will have 15 minutes to present the study and to make sure that the class understands it via discussion. **THE SOLO PRESENTER IS NOT REQUIRED TO PREPARE THE OTHER READINGS FOR THAT DAY; HOWEVER, ALL STUDENTS ARE ULTIMATELY RESPONSIBLE FOR READING ALL OF THE ASSIGNED WHOLE CLASS READINGS.**

Take-Home Summary Papers

There will be two summary papers, based on the readings, that are open-book, take-home essays of about 5 pages in length. You will get the specific assignments at the appropriate time. Students are not allowed to collaborate or consult other students on their essays.

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Nonverbal Behavior and Communication

Schedule of Classes and Readings

Jan. 7: Introduction

Jan. 11: Introduction

Group readings: Chapters 1 & 2 from M.L. Knapp & J.A. Hall (2002). *Nonverbal communication in human interaction*, 5th ed. Belmont, CA: Wadsworth.

Spitz, H. H. *Nonconscious movements: From mystical messages to facilitated communication*. Mahwah, NJ: Erlbaum. Pp. 25-43.

Jan. 14: Face

Overview

Video: "The Human Face" and discussion

Jan. 18: Face: The Emotion Debate

Group readings: Ekman, P., et al. (1980). Facial signs of emotional experience. *Journal of Personality and Social Psychology*, 39, 1125-1134.

Ruiz-Belda, M., et al. (2003). Spontaneous facial expressions of happy bowlers and soccer fans. *Cognition and Emotion*, 17, 315-326.

Solo reading: Chovil, N. (1991). Social determinants of facial displays. *Journal of Nonverbal Behavior*, 15, 141-154.

Jan. 21: NO CLASS

Jan. 25: Face: The Culture Debate

Group readings: Ekman, P., et al. (1987). Universals and cultural differences in the judgments of facial expressions of emotion. *Journal of Personality and Social Psychology*, 53, 712-717.

Elfenbein, H. A., & Ambady, N. (2003). Universals and cultural differences in recognizing emotions. *Current Directions in Psychological Science*, 12, 159-164.

Solo reading: Marsh, A. A., et al. (2003). Nonverbal "accents": Cultural differences in facial expressions of emotion. *Psychological Science*, 14, 373-376.

Jan. 28: Face: Feedback

Group readings: Strack, F., et al. (1988). Inhibiting and facilitating conditions of the human smile: A nonobtrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, 54, 768-777.

Strack, F., & Neumann, R. (2000). Furrowing the brow may undermine perceived fame: The role of facial feedback in judgments of celebrity. *Personality and Social Psychology Bulletin*, 26, 762-768.

Solo reading: Schubert, T. W. (2004). The power in your hand: Gender differences in bodily feedback from making a fist. *Personality and Social Psychology Bulletin*, 30, 757-769.

Feb. 1: Body

Overview

Video: “The Human Body” and discussion

Feb. 4: Body

Group readings: Reis, H. T., et al. (1980). Physical attractiveness in social interaction. *Journal of Personality and Social Psychology*, 38, 604-617.

Crandall, C. S. (1991). Do heavy-weight students have more difficulty paying for college? *Personality and Social Psychology Bulletin*, 17, 606-611.

Solo reading: Zebrowitz, L. A., & Montepare, J. M. (1992). Impressions of babyfaced individuals across the life span. *Developmental Psychology*, 28, 1143-1152.

Feb. 8: Contagion and Mimicry

Group readings: Hatfield, E., et al. (1993). Emotional contagion. *Current Directions in Psychological Science*, 2, 96-99.

LaFrance, M., & Broadbent, M. (1976). Group rapport: Posture sharing as a nonverbal indicator. *Group & Organizational Studies*, 1, 328-333.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*, 76, 893-910.

Solo reading: Sonny-Borgstrom, M. (2002). Automatic mimicry reactions as related to differences in emotional empathy. *Scandinavian Journal of Psychology*, 43, 433-443.

Feb. 11: Personal Space

Overview

Video: “Personal Space” and discussion

Feb. 15: Personal space

Group readings: Argyle, J., & Dean, J. (1965). Eye-contact, distance and affiliation. *Sociometry*, 28, 289-304.

Sussman, N. M., & Rosenfeld, H. M. (1978). Touch, justification, and sex: Influences on the aversiveness of spatial violations. *Journal of Social Psychology*, 106, 215-225.

Solo reading: Fisher, J. D., & Byrne, D. (1975). Too close for comfort: Sex differences in response to invasions of personal space. *Journal of Personality and Social Psychology*, 32, 15-21.

Feb. 18: Gestures

Overview

Video: “A World of Gestures” and discussion

Group reading: Morris, D., et al. (1979). *Gestures: Their origins and distribution*. New York: Stein and Day. (designated pages)

Feb. 22: Gestures

Group readings: Rauscher, F. H., et al. (1996). Gesture, speech, and lexical access: The role of lexical movements in speech production. *Psychological Science*, 7, 226-231.

Goldin-Meadow, S., et al. (2001). Explaining math: Gesturing lightens the load. *Psychological Science*, 12, 516-522.

Solo reading: Bavelas, J. B., Chovil, N., Coates, L., & Roe, L. (1995). Gestures specialized for dialogue. *Personality and Social Psychology Bulletin*, 21, 392-405.

Feb. 25: Touch

Group readings: Fisher, J. D., et al. (1976). Hands touching hands: Affective and evaluative effects of an interpersonal touch. *Sociometry*, 39, 416-421.

Kneidinger, L. M., et al. (2001). Touching behavior in sport: Functional components, analysis of sex differences, and ethological considerations. *Journal of Nonverbal Behavior*, 25, 43-61

Solo reading: McDaniel, E., & Andersen, P. A. (1998). International patterns of interpersonal tactile communication: A field study. *Journal of Nonverbal Behavior* 22, 59-75.

Mar. 1 and Mar. 4: Spring Break

Mar. 8: Voice (Take-home summary paper assignment given out on this date)

Overview

Video: "The Human Voice" and discussion

Mar. 11: NO CLASS (Take-home summary paper due on this date: turn in at Psychology Office, 125 NI, by 4:30 p.m.)

Mar. 15: Voice

Group readings: Ambady, N. et al. (2002). The surgeon's tone of voice: A clue to malpractice history. *Surgery*, 132, 5-9.

Thompson, W. F., et al. (2004). Decoding speech prosody: Do music lessons help? *Emotion*, 4, 46-64.

Solo reading: Anolli, L., & Ciceri, R. (1997). The voice of deception: Vocal strategies of naïve and able liars. *Journal of Nonverbal Behavior*, 21, 259-284.

Mar. 18: Interpersonal Sensitivity: Methodology

Overview, Demonstration of tests

Group readings: Hall, J. A. (2001). The PONS test and the psychometric approach to measuring interpersonal sensitivity. Chapter in Hall & Bernieri book, pp. 143-160.

Costanzo, M., & Archer, D. (1989). Interpreting the expressive behavior of others: The Interpersonal Perception Task. *Journal of Nonverbal Behavior*, 13, 225-245.

Nowicki, S., Jr., & Duke, M. P. (1994). Individual differences in the nonverbal communication of affect: The Diagnostic Analysis of Nonverbal Accuracy Scale. *Journal of Nonverbal Behavior*, 18, 9-35.

Solo reading: Murphy, N. A., et al. (2003). Accurate intelligence assessments in social interactions: Mediators and gender effects. *Journal of Personality*, 71, 465-493.

Mar. 22: Interpersonal Sensitivity: Correlates

Group readings: Hodgins, H. S., & Belch, C. (2000). Interparental violence and nonverbal abilities. *Journal of Nonverbal Behavior*, 24, 3-24.

Ambady, N., & Gray, H. M. (2002). On being sad and mistaken: Mood effects on the accuracy of thin-slice judgments. *Journal of Personality and Social Psychology*, 83, 947-961.

Solo reading: Pickett, C., et al. (2004). Getting a cue: The need to belong and enhanced sensitivity to social cues. *Personality and Social Psychology Bulletin*, 30, 1095-1107.

Mar. 25: Gender

Overview

Video: "Gender and Communication" and discussion

Mar. 29: Gender

Group readings: Hall, J. A., et al. (2000). Gender differences in nonverbal communication of emotion. Chapter from A. Fischer (Ed.), *Gender and emotion* (pp. 97-117).

Hall, J. A., Carney, D. R., & Murphy, N. A. (2002). Gender differences in smiling. In M. H. Abel (Ed.), *An empirical reflection on the smile* (pp. 155-185). Lewiston, NY: Edwin Mellen Press.

Solo reading: Butler, E. A., et al. (2003). The social consequences of expressive suppression. *Emotion*, 3, 48-67.

Apr. 5: Dominance

Group readings: Cashdan, E. (1998). Smiles, speech, and body posture: How women and men display sociometric status and power. *Journal of Nonverbal Behavior*, 22, 209-228.

Hall, J. A., et al. (2002). Assigned and felt status in relation to observer-coded and participant-reported smiling. *Journal of Nonverbal Behavior*, 26, 63-81.

Solo reading: Tiedens, L. Z., & Fragale, A. R. (2003). Power moves: Complementarity in dominant and submissive nonverbal behavior. *Journal of Personality and Social Psychology*, 84, 558-568.

Apr. 8: The Real World

Group readings: Word, C. O., et al. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.

Vanman, E. J., et al. (2004). Racial discrimination by low-prejudiced whites: Facial movements as implicit measures of attitudes related to behavior. *Psychological Science*, 15, 711-714.

Solo reading: Hart, A. J. (1995). Naturally occurring expectation effects. *Journal of Personality and Social Psychology*, 68, 109-115.

Apr. 12: Personality (Final take-home summary paper assignment given out on this date)

Group readings: Riggio, R. E., et al. (1990). The display of personality in expressive movement. *Journal of Research in Personality*, 24, 16-31.

Harker, L., & Keltner, D. (2001). Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. *Journal of Personality and Social Psychology*, 80, 112-124.

Solo reading: Vrij, A., et al. (1997). Individual differences in hand movements during deception. *Journal of Nonverbal Behavior*, 21, 87-101.

Final take-home summary paper due on Apr. 15.

Department of Psychology
Northeastern University

Prof. Judith Hall
Spring 2005

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SIGN-UP FOR PRESENTATIONS

You should put your name in slots as described below. For the group readings, you will be responsible for presenting only one section of any given article. You can prepare this independently without needing to consult with the other people scheduled for that article. Feel free to ask the instructor for clarification ahead of time if you don't understand something; you can also present your questions in class and that will help stimulate discussion and clarification for everyone. With primary readings, we don't expect students to understand everything that was done.

Plan on spending about 5 minutes in your part of the presentation. It is very easy to run over, so you should organize and practice your presentation ahead of time. If you are presenting the Background section, you would concentrate on the Introduction, giving the author's theorizing about the topic and what was predicted, as well as relevant previous research if there is time. If you are presenting the Method, you would describe what was done and why. If you are presenting the Results, you would describe how the results were analyzed and what was learned. If you are presenting the Discussion, you would summarize the study and its results, and summarize the author's conclusions. The person doing the Discussion would also pose a good question to the class for purposes of getting a discussion going.

FOR THE GROUP READINGS, ALL STUDENTS MUST READ THE ARTICLES! THE PRESENTERS ARE LEADERS/FACILITATORS BUT THERE CAN BE NO DISCUSSION IF THE WHOLE CLASS HAS NOT READ THE ARTICLE. FEEL FREE TO ASK THE INSTRUCTOR FOR HELP WITH OVERHEAD TRANSPARENCIES OR HANDOUTS IF YOU WANT TO USE THESE. NO POWERPOINT WILL BE ALLOWED. Sign up for ONE group readings slot and ONE solo slot. Do the earliest dates first! If all the solo slots are filled, then you should sign up for 3 MORE group readings slots (so, 1 solo slot = 4 group readings slots).

<u>Date/ reading</u>	<u>Introduction</u>	<u>Method</u>	<u>Results</u>	<u>Discussion</u>
1/11	NO STUDENT PRESENTERS			
1/18 Ekman	_____	_____	_____	_____
Ruiz-Belda	_____	_____	_____	_____
SOLO: Chovil	_____			
1/25 Ekman	_____	_____	_____	_____
Elfenbein	_____	_____	_____	_____
SOLO: Marsh	_____			

1/28 Strack _____

Strack & Neumann _____

SOLO: Schubert _____

2/4 Reis _____

Crandall _____

SOLO: Zebrowitz _____

2/8 Hatfield _____

LaFrance _____

Chartrand _____

SOLO: Sonnby _____

2/15 Argyle _____

Sussman _____

SOLO: Fisher _____

2/22 Rauscher _____

Goldin _____

SOLO: Bavelas _____

2/25 Fisher _____

Kneidinger _____

SOLO: McDaniel _____

3/15 Ambady _____

Thompson _____

SOLO: Anolli _____

3/18 Hall _____

Costanzo _____

Nowicki _____

SOLO: Murphy _____

3/22 Hodgins _____

Ambady _____

SOLO: Pickett _____

3/29 Hall _____

Hall, Carney et al. _____

SOLO: Butler _____

4/5 Cashdan _____

Hall _____

SOLO: Tiedens _____

4/8 Word _____

Vanman _____

SOLO: Hart _____

4/12 Riggio _____

Harker _____

SOLO: Vrij _____