

PSY 591: Ostracism
Prof. Kipling D. Williams
Purdue University

Instructor: Professor Kipling D. Williams, PSYC 2165

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Webpage: <http://williams.socialpsychology.org>

Course Webpage: Class Brightspace page

Class times: Tuesdays and Thursdays, 10:30pm – 11:45pm

Office hours: Wednesdays: 11am– 12noon or by appointment (please let me know if you plan to visit).

Readings: There is no textbook; assigned readings are listed below and will be available on our class Brightspace.

Course Description

My aim in this course is to introduce you to the theories and research on ostracism, social exclusion, and rejection, as well as the impact of inclusion (and possibly over-inclusion). Theories, paradigms, and research developments will be introduced through lectures and readings, critiquing and presentation skills will be honed, and you will develop and receive feedback on your creative and theory-advancing group projects and presentations.

Course Format and Readings

This seminar will consist of lectures, presentations, class discussion, and small group collaborations that culminate in a proposed study for each group. There are several required readings, and many other articles from which students will choose in order to present and critique in their individual presentations. Other articles are available that could be helpful for the group projects.

Course Requirements and Grading

As noted above, a primary requirement of the course is to do all the assigned readings in preparation for the discussions, to summarize and critique (via PowerPoint) *one* published article other than the shared group assigned readings, to participate thoughtfully and frequently in the class discussions, and to work together in small groups to develop and present a research proposal. Final grades will be based on the amount and quality of student participation in general (20%), individual presentation of readings (30%), and a group presentation (PowerPoint and handout) that proposes one or two new experiment(s) (50%) that answers an interesting and potentially publishable question, based on the current state of knowledge on this topic.

→ *Prior Approval by Instructor is required for individual and group presentations.*

Grading. I will grade each presentation from 1 (unacceptable) to 10 (excellent). Typically, the grades usually run between 6 - 9.5 points, although there have been exceptions. You are graded for class participation, as well. Course marks will be based your individual presentation (30%), your group presentation (50%), and your attendance/class participation (20% of your grade).

Purdue's standard grading policy will be used to assign final letter grades:

100 – 93% of top score achieved	=	A
92 – 90% of top score achieved	=	A-
89 – 87% of top score achieved	=	B+
86 - 83% of top score achieved	=	B
82 - 80% of top score achieved	=	B-
79 – 77% of top score achieved	=	C+
76 – 73% of top score achieved	=	C
72 – 70% of top score achieved	=	C-
69 - 67% of top score achieved	=	D+
66 – 63% of top score achieved	=	D
62 – 60% of top score achieved	=	D-
< 60% of top score achieved	=	F

Absences and missed presentations. If you contact me prior to an absence which is the result of a verifiable emergency or illness, then you can make up the absence by (a) postponing your individual presentation to an acceptable date (possibly switching with someone else). If a member of a group presentation will be absent, the group must switch their date with another group.

Academic Honesty: For your own sake, do your own work. Plagiarism is a serious offense, and is easily detectable with the advent of search engines. It does not matter if you plagiarized intentionally or unintentionally—either way it is plagiarism. I check each paper with plagiarism detection software.

Purdue Student Code of Honor: Know it and follow it. Do your own work. Plagiarism is a serious offense, and is easily detectable with the advent of search engines. It does not matter if you plagiarized intentionally or unintentionally—either way it is plagiarism. Here is a useful website to understand the definition and issues surrounding plagiarism:

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

Emergencies: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: MyPurdue webpage, my class web page, email address: kipw@purdue.edu. FOR MORE INFORMATION, GO TO:

https://www.purdue.edu/emergency_preparedness/flipchart/index.html

- To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages, view www.purdue.edu/ea.
- There are nearly 300 Emergency Telephones outdoors across campus and in parking garages that connect directly to the Purdue University Police Department. If you feel threatened or need help, push the button and you will be connected immediately.
- If we hear a fire alarm during class we will immediately suspend class, evacuate the building, and proceed outdoors. Do not use the elevator.
- If we are notified during class of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the basement.
- If we are notified during class of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in the classroom, shutting the door and turning off the lights.
- Please review the Emergency Preparedness website for additional information.
http://www.purdue.edu/ehps/emergency_preparedness/index.html

For weather-related emergencies:

<http://www.itap.purdue.edu/tlt/faculty/>

Course Assignments

Individual Presentations

Choose one published article that deals with ostracism, exclusion, rejection, or marginalization, or alternatively, acknowledgement, inclusion, or over-inclusion. Although the article may contain qualitative and/or correlational data, it *must contain at least one experiment*. You should email Prof. Williams with your choice no later than the beginning of Week 3, in order to obtain my approval. Approval is based on the paper's relevance to the topic, that its method employs at least one experiment, and that the choice does not duplicate another student's already-approved article.

Using PowerPoint (or Keynote), briefly outline a recent (2014 or newer) journal article that you chose (*with my approval*). Because I will be presenting lectures at the beginning of the semester summarizing a good deal of my research, you should NOT choose articles on which I am a co-author, to avoid redundancy. Therefore, choose a recent article on which I am not an author that shares a common theme that is relevant to this seminar. Prior to your day to present, share the pdf of the paper (on Brightspace) with all of the students (and me). Present the article to the class. These presentations should focus on theory and method, and you should aim for about a 12-minutes (not counting interruptions or questions). Slide 1 should be the APA style citation of the article; your name/affiliation should also be on this slide. Slide 2 should be the verbatim abstract from the article. Make it clear what the rationale was for the research, what literature was pertinent, what the hypotheses were, the procedures used in the studies (if more than one), what the results were, and what the authors felt the primary contribution was. Then, offer your own assessment of the research, as would a reviewer. What were its strengths and what were its weaknesses? *Did you spot any alternative explanations or confounds?* Do you think the findings would generalize to other manipulations, measures, and populations (if not, why not)? What further studies would you suggest doing based on this research? *Note: If an article you choose has multiple studies, you must summarize all of them. So, you should think about this before selecting the articles.*

Group Presentations

You should form a group of 3-4 students after the first class meeting. Let me know (by email) who is in your group. The primary criterion for the group proposal is that each group presents a *theme-related* proposal for one or two studies (one must be a true experiment) that, as a package, would contribute to the literature (that is, it would be potentially publishable). The group presentation should consist of a PowerPoint presentation that includes: (1) a title page and a 120-word (maximum) abstract, (2) a brief introduction, citing relevant research, (3) a hypothesis, stated clearly (4) a method section that the reader could use to replicate the study, (5) a graph of the expected results, (6) a brief discussion section that indicates, if the results supported the hypothesis, what the theoretical and practical significance would be for the field, and (7) a reference section. Your final grading will be based on a composite score of your presentation and your seminar contributions. Be creative; in addition to text, use animations/pictures as long as they are relevant. If you want to engage the class with role-playing, or video clips, by all means, do that.

Schedule		
<i>Note: Assignments may change and if so, will be announced.</i>		
Class Mtg	Topic	Presentation/Assignment
Jan 19, Tue	Organizational meeting.	Select dates, form groups
Jan 21, Thur	Instructor lecture 1	Go over syllabus, list groups, choose articles
Jan 26, Tue	Instructor lecture 2	
Jan 28, Thur	Instructor lecture 3	
Feb 2, Tue	Instructor lecture 4	
Feb 4, Thur	Documentary film	REJECT (2013) C-92m. D: Ruth Thomas-Suh. (Documentary).
Feb 9, Tue	Instructor lecture 5	
Feb 11, Thur	Instructor lecture 6	
Feb 16, Tue	Instructor lecture 7	
Feb 18, Thu	Student presentations 1	Individual Presentations Begin
Feb 23, Tue	Student presentations 2	
Feb 25, Thu	Student presentations 3	
Mar 2, Tue	Student presentations 4	
Mar 4, Thu	Student presentations 5	
Mar 9, Tue	Student presentations 6	
Mar 11, Thu	Student presentations 7	
Mar 16, Tue	Reading Day – no assignment	
Mar 18, Thu	Reading Day – no assignment	
Mar 23, Tue	Student presentations 8	
Mar 25, Thu	Student presentations 9	
Mar 30, Tue	Student presentations 10	
Apr 1, Thu	Student presentations 11	
Apr 6, Tue	Student presentations 12	
Apr 8, Thu	Group #4:	Group Presentations Begin
Apr 13, Tue	Reading Day – no assignment	
Apr 15, Thu	Reading Day – no assignment	
Apr 20, Tue	Group #2:	
Apr 22, Thu	Group #5:	
Apr 27, Tue	Group #1:	
Apr 29, Thu	Group #3:	

Groups:

Individual Presentation Articles (these are chosen by the students; will vary each semester)

1. Renstrom, E. A. Bäck, H., & Knapton, H. M. (2020). Exploring a pathway to radicalization: The effects of social exclusion and rejection sensitivity. *Group Processes & Intergroup Relations*, 23, 1204-1229.
2. Zamperini, A., Menegatto, M. Mostacchi, M. Baragallo, S., & Testoni, I. (2020). Loss of close relationships and loss of religious belonging as cumulative ostracism: From social death to social resurrection. *Behavioral Sciences*, 10, doi:10.3390/bs10060099.
3. Pfundmair, M., Aydin, N., Du, H., Yeung, S., Frey, D., & Graupmann, V. (2015). Exclude me if you can: Cultural effects on the outcomes of social exclusion. *Journal of Cross-Cultural Psychology*, 46, 579-596.
4. Walasek, L., Juanchich, M., Sirota, M. (2019). Adaptive cooperation in the face of social exclusion. *Journal of Experimental Social Psychology*, 82, 35-46.
5. Rajchert, J., Konopka, K., & Huesmann, L. R. (2017). It is more than thought that counts: The role of readiness for aggression in the relationship between ostracism and displaced aggression. *Current Psychology*, 36, 417-427.
6. Kuo, A., Malhotra, N., & Mo, C. H. (2016). Social exclusion and political identity: The case of Asian American partisanship. *Journal of Politics*, 79, 17-32.
7. Marinucci, M., & Riva, P. (2020). How intergroup social comparisons shape immigrants' responses to social exclusion. *Group Processes & Intergroup Relations*, 1-25. doi: 10.1177/1368430219894620.
8. Ren, D., Wesselmann, E. R., & van Beest, I. (2021). Seeking solitude after being ostracized: A replication and beyond. *Personality and Social Psychology Bulletin*, 47(3), 426-440.
9. Smith, R. E., & Wout, D. A. (2019). Blacks' perception of a biracial's ingroup membership shapes attributions to discrimination following social rejection. *Cultural Diversity and Ethnic Minority Psychology*, 25, 483-493.
10. Syrjämäki, A. H., Lyyra, P., & Hietanen, J. K. (2020). I don't need your attention: Ostracism can narrow the cone of gaze. *Psychological Research*, 84, 99-110.
11. Buelow, M. T., & Wirth, J. H. (2017). Decisions in the face of known risks: Ostracism increases risky decision-making. *Journal of Experimental Social Psychology*, 69, 210-217.
12. Schneider, F. M., Zwillich, B., Bindl, M. J., Hopp, F. R., Reich, S., & Vorderer, P. (2017). Social media ostracism: The effects of being excluded online. *Computers in Human Behavior*, 73, 385-393.
13. Wyer, N. A., & Schenke, K. C. (2016). Just you and I: The role of social exclusion in the formation of interpersonal relationships. *Journal of Experimental Social Psychology*, 65, 20-25.

Everyone Reads These Articles:

All students should read the following articles prior to Week 3.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–529.

Williams, K. D. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452.

Williams, K. D. (2009). Ostracism: A temporal need-threat model. In M. Zanna (Ed.) *Advances in Experimental Social Psychology*, 41, (pp. 279-314). New York: Academic Press.

Each Student is Responsible for Reading and Presenting One Article:

PLEASE READ THESE INSTRUCTIONS CAREFULLY:

Each student chooses one recent (2014 or newer) relevant empirical article to present and critique. The articles should be about **ostracism (otherwise known as social exclusion or rejection), or on acceptance, inclusion, or acknowledgement**. You are strongly encouraged to select articles on which I am not an author, because I will have likely summarized my own articles during my presentations.

Once you select your articles, send the citations to me for permission.

Contact me for prior approval at kipw@purdue.edu

Then, after I approve your articles, communicate with each other so that you are not selecting the same articles.

You can go to this [URL](#) to see a list of [Cyberball](#) studies (not exhaustive).

I encourage you to find other, more recent articles on your own. I especially like articles with which I am not familiar!

Suggested **keywords** to put into your search: ostracism, Cyberball, life alone, rejection, exclusion, acceptance, inclusion, acknowledgement.

Surely, this won't catch everything, so use your brains to think up other potentially relevant keywords. I love it when you find an article that is unfamiliar to me.