

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

1-2015

PSYX 550.01: Advanced Social Psychology

Lucian G. Conway

University of Montana - Missoula, luke.conway@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Conway, Lucian G., "PSYX 550.01: Advanced Social Psychology" (2015). *University of Montana Course Syllabi*. 2840.

<https://scholarworks.umt.edu/syllabi/2840>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Psychology 550 Syllabus

Advanced Social Psychology: Spring 2015

Course Information

Scheduled Time: 8:10 – 9:30 MW

Location:

Instructor Information

Instructor: Dr. Luke Conway

Office: 239 Skaggs Building; ext. 4821 (but don't call me! Email me.)

E-mail: luke.conway@umontana.edu

Office hours: TBA

Readings: listed below

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct

You are expected to adhere to the university's student conduct code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university.

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Pass/No Pass

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.

Pre-requisite

The pre-requisite is an undergraduate course in social psychology or consent of instructor.

Academic Integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

My Goals for This Class

A. Provide an overview of major theories and research in Social Psychology

I want you to get a sense of research and theory relevant to how humans think about, influence, and are influenced by other people. A true broad overview of Social Psychology would take 4 semesters, so you'll of necessity get only a selection of what's out there. We'll be doing this by reading both "classic" and recent research in social psychology across core areas/controversies within the field. Along the way, you should get some information about the history and systems associated with social psychology, as well as normal emotion.

B. Hone thinking/analysis/writing skills through discussion, debate, and tests

So much of being a good psychologist involves learning to critically analyze the stuff we read and hear for ourselves. So a lot of this class is designed to help facilitate the development of your own thinking skills by forcing you to interact with other like-minded folks about research and theory, as well as complete two take-home tests that focus on your writing and thinking abilities.

What I Expect of You

There are a few basic things that I expect out of you in this course. The percentage of your grade that each portion accounts for is indicated in parentheses:

A. Reading/Class Participation (50.32346%)

Class participation contains several elements. As long as you make a good-faith effort to accomplish these elements, you'll get high marks for this category:

- 1. Be in class.** Class attendance is mandatory. Every person gets one "free" weeks' worth of skips (so, if we meet twice a week, two skips; if we meet once a week, one skip). After that, if you must miss class, you must clear it with me beforehand and turn in a short critique of every article you were assigned for that day. Failure to do so will lead to an automatic reduction in your grade.
- 2. Do the readings.** We will spend a substantial portion of class time discussing the articles we read. Thus, I expect each of you to read the assigned article prior to the class period for which it is assigned.
- 3. Have stuff to say about the readings.** I will supplement the readings with additional information, but I don't want to talk too much. So: You should make notes as you read the articles so that you will have lots of things to say about them during class.
- 4. Be alert and prepared to interact with others during class.** Think about what others are saying, and be prepared to add to (or respond to) their comments in an orderly fashion.
- 5. Be extremely nice...but say what you think!** When others are talking, be quiet and polite. Don't interrupt (unruly behavior, talking while others are talking, or being rude to others will not be tolerated), but when it is your turn – say what you think! Do not be afraid of disagreements, as long as they are within the bounds of good taste (e.g., I won't tolerate racist comments in any degree, but we can have disagreements about "culture" and what that means, etc.).
- 6. Learn from the lectures and the papers.** When I lecture, you are expected to learn something. To ensure that you do, I'll be expecting you to incorporate some of what you've learned into your test answers (discussed below). It would probably be a good idea to take notes, but I'm not going to check up on your method – just the result.

B. “Open-book” Take-home tests (49.67456%)

You will be required to complete two “open-book” take-home tests in the form of short, APA-style papers:

1. Test dates:

- a) Take-home test #1. Questions will be given on March 11; the test will be due March 28.
- b) Take-home test #2. Questions will be given on April 20; the test will be due May 8.

2. What will the tests be like:

You will be given a single large question on which you will be expected to write a short, APA-style paper, and on which you will be allowed to use the notes and readings from class as you work. The question will force you to take a position on a large topic (e.g., “do humans have free will?”). The test is designed to make you think broadly and integratively about the research you have been presented to that point in the term. You will be required to use a specified number of citations from class presentations and from class readings (thus, you should take good notes and read the papers). I will expect you to write about 5-7 pages, double-spaced, in APA format. You will be allowed to use your notes and the papers we have read as you take the test (i.e., it is “open-book”). You will also be allowed to discuss the test with me, and (should you choose) turn the test in early for feedback and then re-write it to improve your grade (as long as you give me two business days of lead time). However, you may not discuss the test with any classmates, nor can you use any resources other than those just specified.

3. Grading the tests:

In marking the test, I'll be looking for evidence of (a) comprehension of the empirical and conceptual material that we've covered, and (b) effective and thoughtful use of that material in defending the statement/position/proposal you are choosing to defend, and (c) careful, integrative, logical, and creative thought. I like essays that push the envelope in a creative way more than I like just a sheer recitation of what we have already talked about (and part of the grade I assign will be based on how much you attempted a creative essay). So your job will be to do that within the admittedly limited boundaries of the research we discuss in class. (I understand that this can be a difficult assignment and sometimes feel “forced” or “artificial,” and as a result I grade them with that difficulty in mind – that is, I have lower expectations because the assignment is rather difficult.)

4. Do not be constrained by your own opinion.

You are free to write your actual opinion, but these tests are a sense an intellectual exercise designed to force you to integrate and use the research for the class, to both demonstrate your comprehension of the material and to increase your comprehension. In the past, some students have been confused about this. So let me be clear: If you just want to treat this as an intellectual exercise, that is fine with me. I will not assume that the opinion you express is necessarily your actual opinion. But I do want you to develop a stream of thought or an idea – I do not want you to simply regurgitate the information in a “summary” sort of fashion. (If I was going to do that, I would not make the test open-book).

What You Should (and Shouldn't) Expect of Me

A. I'm going to lecture quite a bit.

Because the nature of the class is an overview, I am going to do some formal lecturing. However, I do want this lecturing to be more interactive than a typical "lecture-format" class.

B. I'm going to treat you with respect.

I want you to treat me and others with respect, and in return I'm going to treat you that way. I may disagree with you or try to push the envelope for the purposes of discussion, but you should never feel disrespected in this class.

C. I'm going to be available outside of class to help with tests, etc.

Should you want help with the class, I'll try within reason to make myself available for you to help. If you're feeling stressed, or if my expectations are unclear, then don't hesitate to come by my office. I'll do what I can to help. I am high in need for structure myself, so I don't want any of you to feel like you do not understand what is expected of you for this class.

How Your Grade will be Determined

Grades will be based on the usual norms that decide such things:

A: 90% or higher

B+: 85-89%

B: 80-84%

C+: 75-79%

C: 70-74%

D+: 65-69%

D: 60-64%

F: 59% and below

Course Calendar and Reading List

Week 1 (January 26). History and Systems I: Historical Perspectives and Methods

Monday: (No readings for Monday)

Wednesday:

Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7, 109-117.

Week 2 (Feb. 2). The Social Self and Normal Emotion

Monday:

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.

Wednesday (*consequences of thinking positively about oneself*):

Forest, A.L., Wood, J.V. (2012). When social networking is not working: Individuals with low self-esteem recognize but do not reap the benefits of self-disclosure on Facebook. *Psychological Science*, 23, 295-302.

Week 3 (Feb 9). Attribution Processes

Monday (causes of attributions):

Zuckerman, M., Kieffer, S. C., & Knee, C. R. (1998). Consequences of self-handicapping: Effects on coping, academic performance, and adjustment. *Journal of Personality and Social Psychology*, 74, 1619-1628.

Wednesday (consequences of attributions on normal emotions):

Gilbert, D.T., Pelham, B. W., & Krull, D. S. (1988). On cognitive busyness: When person perceivers meet persons perceived. *Journal of Personality and Social Psychology*, 54, 733-740.

Week 4 (February 16). Stereotyping

Monday (causes/reduction):

NO CLASS – PRESIDENT’S DAY

Wednesday (stereotype accuracy/perseverance):

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48, 1267-1278.

Week 5 (February 23). Prejudice

Monday (origins and normal emotion):

Schmader, T., & Johns, M. (2003). Converging evidence that stereotype threat reduces working memory capacity. *Journal of Personality and Social Psychology*, 85, 440-452.

Deegan, M. P. Hehman, E., Gaertner, S. L., & Dovidio, J. F. (2015). Positive expectations encourage generalization from a positive intergroup interaction to outgroup attitudes. *Personality and Social Psychology Bulletin*, 41, 52-65.

Wednesday (consequences of prejudice/stereotyping):

NO CLASS – LUKE AT SPSP

Week 6 (March 2). Social Reasoning: Processes and Motivation

Monday (Social Reasoning Processes):

Gilbert, D. T., Tafarodi, R. W., & Malone, P. S. (1993). You can't not believe everything you read. *Journal of Personality and Social Psychology*, 65, 221-233.

Wednesday (motivated social cognition):

Ledgerwood, A., Mandisodza, A. N., Jost, J. T., Pohl, M. J. (2011). Working for the system: Motivated defense of meritocratic beliefs. *Social Cognition*, 29, 322-340.

Week 7 (March 9). Attitudes

Monday (attitudes):

Wheeler, S. C., Brinol, P., Hermann, A. D. (2007). Resistance to persuasion as self-regulation: Ego-depletion and its effects on attitude change processes. *Journal of Experimental Social Psychology*, 43, 150-156.

Wednesday (attitudes: origins):

Tesser, A. (1993). The importance of heritability in psychological research: The case of attitudes. *Psychological Review*, 100, 129-142.

Week 8 (March 16). Attitudes/Well-being and Normal Emotion

Monday (Attitudes):

Kitayama, S., Snibbe, A. C., Markus, H. R., & Suzuki, T. (2004). Is there any “free” choice? Self and dissonance in two cultures. *Psychological Science*, 14, 527-533.

Wednesday (well-being and normal emotion):

Fischer, R., & Boer, D. (2011). What is more important for national well-being: Money or autonomy? A meta-analysis of well-being, burnout, and anxiety across 63 societies. *Journal of Personality and Social Psychology*, 101, 164-184.

Week 9 (March 23). Social Influence, Group Processes, and Cultural Evolution

Monday (Social Influence):

Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.

Wednesday (Group Processes):

Berger, J., Bradlow, E. T., Braunstein, A., Zhang, Y. (2012). From Karen to Katie: Using baby names to understand cultural evolution. *Psychological Science*, 23, 1067-1073.

Week 10 (March 30)

SPRING BREAK – NO CLASS

Week 11 (April 6) Cultural Evolution; Automatic/Implicit versus Controlled/Explicit Processes

Monday (cultural evolution):

Kitayama, S., Ishii, K., Imada, T., & Ramaswamy, J. (2006). Voluntary settlement and the spirit of independence: Evidence from Japan’s “Northern Frontier.” *Journal of Personality and Social Psychology*, 91, 369-384.

Wednesday (Automatic vs. Controlled processes):

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.

Week 12 (April 13). Automatic/Implicit versus Controlled/Explicit Processes; Interpersonal Attraction and Normal Emotion

Monday (Automatic/Implicit versus Controlled explicit processes):

Brinol, P., Petty, R. E., & Wheeler, S. C. (2006). Discrepancies between explicit and implicit self-concepts: Consequences for information processing. *Journal of Personality and Social Psychology*, 91, 154-170.

Wednesday (attraction and normal emotion):

Wegner, D. M., Lane, J. D., & Dimitri, S. (1994). The allure of secret relationships. *Journal of Personality and Social Psychology*, 66, 287-300.

Week 13 (April 20). Relationships and Normal Emotion

Monday (gender controversy):

Eagly, A. H., & Wood, W. (2011). Feminism and the evolution of sex differences and similarities. *Sex Roles*, 64, 758-767.

Buss, D. M., Schmitt, D. P. (2011). Evolutionary psychology and feminism. *Sex Roles*, 64, 768-787.

Wednesday (close relationships):

Swann, W. B., Rentfrow, P. J., & Gosling, S. D. (2003). The precarious couple effect: Verbally inhibited men + critical, disinhibited women = bad chemistry. *Journal of Personality and Social Psychology*, 85, 1095-1106.

Week 14 (April 27) Prosocial/Antisocial behavior and Normal Emotion

Monday (Aggression):

Bushman, B. J., & Anderson, C. A. (2001). Media violence and the American public: Scientific facts versus media misinformation. *American Psychologist*, 56, 477-489.

Wednesday (helping):

Henderson, M. D., Huang, S., Chang, C. A. (2012). When others cross psychological distance to help: Highlighting prosocial actions toward outgroups encourages philanthropy. *Journal of Experimental Social Psychology*, 48, 220-225.

Week 15 (May 4). History and Systems II: Current Controversies and Critical Reflections

Monday:

Alquist, J. L., Ainsworth, S. E., Baumeister, R. F. (2013). Determined to conform: Disbelief in free will increases conformity. *Journal of Experimental Social Psychology*, 49, 80-86.

Wednesday:

Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.

Papers to be Discussed IN CLASS by Luke

Before April 1:

Methods/History:

Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Self:

Dunning, D., & Story, A. L. (1991). Depression, realism, and the overconfidence effect: Are the sadder wise when predicting future actions and events? *Journal of Personality and Social Psychology*, 61, 521-532.

Paulhus, D. L. (1998). Interpersonal and intrapsychic adaptiveness of trait self-enhancement: A mixed blessing? *Journal of Personality and Social Psychology*, 74, 497-1197-1208.

Bushman, B. J., & Baumeister, R. F. (1998). Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence? *Journal of Personality and Social Psychology*, 75, 219-229.

Anderson, C., Ames, D. R., & Gosling, S. D. (2008). Punishing hubris: The perils of overestimating one's status in a group. *Personality and Social Psychology Bulletin*, 34(1), 90-101.

Fischer, P., Greitemeyer, T., & Frey, D. (2007). Ego depletion and positive illusions: Does the construction of positivity require regulatory resources? *Personality and Social Psychology Bulletin*, 33(9), 1306-1321.

Luo, S., & Snider, A. G. (2009). Accuracy and biases in newlyweds' perceptions of each other: Not mutually exclusive but mutually beneficial. *Psychological Science*, 20(11), 1332-1339.

Attribution:

West, S. G., Gunn, S. P., & Chernicky, P. (1975). Ubiquitous Watergate: An attributional analysis. *Journal of Personality and Social Psychology*, 32, 55-65.

Harrower, M. (1976). Rorschach records of the Nazi war criminals: An experimental study after thirty years. *Journal of Personality Assessment*, 40, 341-351.

Jones, E. E., & Harris, V. A. (1967). The attribution of attitudes. *Journal of Experimental Social Psychology*, 3, 1-24.

Miyamoto, Y. & Kitayama, S. (2002). Cultural variation in correspondence bias: The critical role of attitude diagnosticity of socially constrained behavior. *Journal of Personality and Social Psychology*, 83, 1239-1248.

Berglas, S., & Jones, E. E. (1978). Drug choice as a self-handicapping strategy in response to noncontingent success. *Journal of Personality and Social Psychology*, 36, 405-417.

Miller, J. G. (1984). Culture and the development of everyday social explanation. *Journal of Personality and Social Psychology*, 46, 961-978.*

Stereotyping/Prejudice:

Snibbe, A. C., Kitayama, S., Markus, H. R., & Suzuki, T. (2003). The saw a game: A Japanese and American (football) field study. *Journal of Cross-Cultural Psychology*, 34, 581-595.

Sagar, H. A., & Schofield, J. W. (1980). Racial and behavioral cues in Black and White children's perceptions of ambiguously aggressive acts. *Journal of Personality and Social Psychology*, 39, 590-598.

Kashima, Y. (2000). Maintaining cultural stereotypes in the serial reproduction of narratives. *Personality and Social Psychology Bulletin*, 26, 594-604.

Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology*, 12, 392-407.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5-18.

Logel, C., Walton, G. M., Spencer, S. J., Iserman, E. C., von Hippel, W., & Bell, A. E. (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal of Personality and Social Psychology*, 96(6), 1089-1103.

Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back into sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology*, 67, 808-817.

Collins, E. C., Biernat, M., Eidelman, S. (2009). Stereotypes in the communication and translation of person impressions. *Journal of Experimental Social Psychology*, 45, 368-374.

Motivated Social Reasoning:

Rosenblatt, A., Greenberg, J., Solomon, S., Pyszczynski, T., et al. (1989). Evidence for terror management theory: 1. The effects of mortality salience on reactions to those who violate or uphold cultural values. *Journal of Personality and Social Psychology*, 57, 681-690.

Gilovich, T., Medvec, V. H., & Chen, S. (1995). Commission, omission, and dissonance reduction: Coping with regret in the "Monty Hall" problem. *Personality and Social Psychology Bulletin*, 21, 182-190.

Kerr, N. L. (1998). Harking: Hypothesizing after the results are known. *Personality and Social Psychology Review*, 2, 196-217.

Attitudes:

Regan, D. T. (1971). Effects of a favor and liking on compliance. *Journal of Experimental Social Psychology*, 7, 627-639.

Petty, R. E., Cacioppo, J. T., & Goldman, R. (1981). Personal involvement as a determinant of argument-based persuasion. *Journal of Personality and Social Psychology*, *41*, 847-855.

Tesser, A. (1993). The importance of heritability in psychological research: The case of attitudes. *Psychological Review*, *100*, 129-142.

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, *74*(5), 1252-1265.

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, *16*(6), 351-355.

Kruglanski, A. W., Webster, D. M., & Klem, A. (1993). Motivated resistance and openness to persuasion in the presence or absence of prior information. *Journal of Personality and Social Psychology*, *65*, 861-876.

Axson, D. (1989). Cognitive dissonance and behavior change in psychotherapy. *Journal of Experimental Social Psychology*, *25*, 234-252.

Well-being:

Leung, K., & Bond, M. H. (2004). Social Axioms: A Model for Social Beliefs in Multicultural Perspective. *Zanna, Mark P*, 36(pp. 119-197).

Diener, E., & Diener, M. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology*, *68*(4), 653-663.

Obedience/Conformity/Modeling:

Milgram, S. (1974). *Obedience to authority: An experimental view*. New York: Harper & Row.

Bond, R., & Smith, P. B. (1996). Culture and conformity: A meta-analysis of studies using Asch's (1952b, 1956) line judgment task. *Psychological Bulletin*, *119*, 111-137.

Allik, J. R., & McCrae, R. R. (2004). Toward a Geography of Personality Traits: Patterns of Profiles Across 36 Cultures. *Journal of Cross-Cultural Psychology*, *35*(1), 13-28.

Kohlberg, L. (1984). *Essays on moral development (Vol. 2)*. New York: Harper & Row.

McNamee, S. (1977). Moral behavior, moral development, and motivation. *Journal of Moral Education*, *7*, 27-34.*

Braebeck, M. (1984). Ethical characteristics of whistle blowers. *Journal of Research in Personality*, *18*, 41-53.*

Reicher, S., & Haslam, S. A. (2006). Rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, *45*(1), 1-40.

Bollen, K. A., & Phillips, D. P. (1982). Imitative suicides: A national study of the effects of television news stories. *American Sociological Review*, *47*, 802-809.

Brehm, J. W., & Cole, A. H. (1966). Effect of a favor which reduces freedom. *Journal of Personality and Social Psychology*, 3(4), 420-426.

Dutton, D. G., & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30(4), 510-517.

Hass, R. G., & Grady, K. (1975). Temporal delay, type of forewarning, and resistance to influence. *Journal of Experimental Social Psychology*, 11(5), 459-469.

Henrich, J., & Gil-White, F. J. (2001). The evolution of prestige: Freely conferred deference as a mechanism for enhancing the benefits of cultural transmission. *Evolution and Human Behavior*, 22(3), 165-196.

Pillsworth, E. G., & Haselton, M. G. (2006). Male sexual attractiveness predicts differential ovulatory shifts in female extra-pair attraction and male mate retention. *Evolution and Human Behavior*, 27(4), 247-258.

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will: Encouraging a belief in determinism increases cheating. *Psychological Science*, 19(1), 49-54.

Zajonc, R. B., Adelman, P. K., Murphy, S. T., & Niedenthal, P. M. (1987). Convergence in the physical appearance of spouses. *Motivation and Emotion*, 11(4), 335-346.

After April 1:

Kitayama, S., Ishii, K., Imada, T., & Ramaswamy, J. (2006). Voluntary settlement and the spirit of independence: Evidence from Japan's "Northern Frontier." *Journal of Personality and Social Psychology*, 91, 369-384.

Kitayama, S., Conway, L. G., III, Pietromonaco, P.R., Park, H., & Plaut, V. C. (2010). Ethos of Independence Across Regions in the United States: The Production-Adoption Model of Cultural Change. *American Psychologist*, XX, XX-XX.

Latané, B. (1996). Dynamic social impact: The creation of culture by communication. *Journal of Communication*, 46(4), 13-25.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Beverly Hills: Sage.

Zajonc, R. B., Adelman, P. K., Murphy, S. T., & Niedenthal, P. M. (1987). Convergence in the physical appearance of spouses. *Motivation and Emotion*, 11(4), 335-346.

Henrich, J., & Gil-White, F. J. (2001). The evolution of prestige: Freely conferred deference as a mechanism for enhancing the benefits of cultural transmission. *Evolution and Human Behavior*, 22(3), 165-196.

Brehm, J. W., & Cole, A. H. (1966). Effect of a favor which reduces freedom. *Journal of Personality and Social Psychology*, 3(4), 420-426.

Hass, R. G., & Grady, K. (1975). Temporal delay, type of forewarning, and resistance to influence. *Journal of Experimental Social Psychology*, 11(5), 459-469.

Latané, B., & Nowak, A. (1994). Attitudes as catastrophes: From dimensions to categories with increasing involvement. In R. Vallacher & A. Nowak (Eds.), *Dynamical systems in social psychology* (pp. 219-249). New York: Academic Press.

Automaticity/Implicit Attitudes:

Baumeister & Bargh internet discussion (2009). Obtained from:

<http://thesituationist.wordpress.com/2009/09/09/bargh-and-baumeister-and-the-free-will-debate-part-ii/>

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will: Encouraging a belief in determinism increases cheating. *Psychological Science*, 19(1), 49-54.

Nosek, B. A. (2005). Moderators of the relationship between implicit and explicit evaluation. *Journal of Experimental Psychology: General*, 134, 565-584.

Relationships:

Dutton, D. G., & Aron, A. P. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology*, 30(4), 510-517.

Conway, L. G., III, & Schaller, M. (2002). On the verifiability of evolutionary psychological theories: An analysis of the psychology of scientific persuasion. *Personality and Social Psychology Review*, 6, 152-166.

Pillsworth, E. G., & Haselton, M. G. (2006). Male sexual attractiveness predicts differential ovulatory shifts in female extra-pair attraction and male mate retention. *Evolution and Human Behavior*, 27(4), 247-258. (NOTE from Luke: Presented as Hazelton, 2007, which is accurate except for the spelling – but this is a better source).

Swann, W. B., Rentfrow, P. J., & Gosling, S. D. (2003). The precarious couple effect: Verbally inhibited men + critical, disinhibited women = bad chemistry. *Journal of Personality and Social Psychology*, 85, 1095-1106.

Aggression/Helping:

Bushman, B. J. (2002). Does venting anger feed or extinguish the flame? Catharsis, rumination, distraction, anger and aggressive responding. *Personality and Social Psychology Bulletin*, 28, 724-731.

Cialdini, R. B., Darby, B. L., & Vincent, J. E. (1973). Transgression and altruism: A case for hedonism. *Journal of Experimental Social Psychology*, 9(6), 502-516. (Note: I think I left off the “et al.” when I presented this in class)

Toi, M., & Batson, C. D. (1982). More evidence that empathy is a source of altruistic motivation. *Journal of Personality and Social Psychology*, 43, 281-292.

Culture and Critical Reflections:

Gergen, K. J. (1994). Exploring the postmodern: Perils or potentials? *American Psychologist, 49*, 412-416.

Wallach, L., & Wallach, M. A. (1994). Gergen versus the mainstream: Are hypotheses in social psychology subject to empirical test? *Journal of Personality and Social Psychology, 67*, 233-242.

Schaller, M., Crandall, C. S., Stangor, C., & Neuberg, S. L. (1995). "What kinds of social psychology experiments are of value to perform?": A reply to Wallach and Wallach (1994). *Journal of Personality and Social Psychology, 69*(4), 611-618. (Note: presented in class as Schaller et al., 1994 – sorry!)

Heine, S. J. (2005). Where Is the Evidence for Pancultural Self-Enhancement? A Reply to Sedikides, Gaertner, and Toguchi (2003). *Journal of Personality and Social Psychology, 89*(4), 531-538.

Heine, S. J., & Raineri, A. (2009). Self-improving motivations and collectivism: The case of Chileans. *Journal of Cross-Cultural Psychology, 40*(1), 158-163.