

# CPSE 650: Advanced Social Psychology (Spring 2014)

## Syllabus

**Instructor:** Timothy B. Smith  
**E-mail:** [tbs@byu.edu](mailto:tbs@byu.edu)  
**Office:** 340-N MCKB  
**Office phone:** (801)422-1311

**Days:** Monday/Wednesday  
**Time:** 11:00AM-1:50PM  
**Location:** 238 MCKB  
**Office hours:** T/Th 2-3PM, by appointment

### Course Description

In this class, we critically examine theory, methodology, and research findings of social psychology through analysis of scholarly literature.

### Course Overview

This course builds on students' prior exposure to social psychology to help students analyze and evaluate scholarship at an advanced level. Students are expected to (1) understand and evaluate theoretical and conceptual underpinnings of social behavior, (2) evaluate and synthesize the findings of relevant empirical research, (3) develop and implement social psychology observations or experiments, and (4) use data and theory to interpret social behavior and thought.

### Required Text

Baumeister, R. F., & Finkel, E.J. (Eds.). (2010). *Advanced social psychology: The state of the science*. New York: Oxford University Press. ISBN-10: 0195381203, ISBN-13: 978-0195381207.

### Course Readings

In addition to readings from the required textbook, 2-4 readings from classic and contemporary scholarly literature will be assigned each week. Readings must be completed before each class. Class members will be invited to distill points from the readings and share those with the class. Quizzes may be given in class. Please bring the assigned readings to class so that they can be referenced during discussions. Professional level knowledge and skill development, aims of this class, necessitate extensive reading and synthesis of readings.

### Student Responsibilities

- Preparation for class and class activities
- Active class participation, including teaching classmates in order to learn more effectively
- Design and implement a social experiment or observational study relevant to class content
- Synthesize content during class meetings, retain that knowledge, and demonstrate that knowledge
- Produce a term paper on a topic covered in the class

### Learning Outcomes

1. Demonstrated understanding of social psychology theory and research
2. Ability to accurately summarize research findings in social psychology
3. Skills necessary to evaluate social psychology variables through experimentation and/or observation
4. Ability to interpret social behavior and thought using social psychological theory and research data

### Class Discussion

Questions enhance learning. Discussions help to distill key principles and work through complex issues. Willingness to take intellectual risks is a prerequisite for learning. Commit to engaging with others and learning from others, two essential components of social psychology.

### Grading

Assignments, class participation, and the final grade will be scored according to the following scale:

A 94 - 100%	A- 90 - 93%	B+ 88 - 89%	B 83 - 87%	B- 80 - 82%	C+ 78-79%
C 73 - 77%	C- 70 - 72%	D+ 68 - 69%	D 63 - 67%	D- 60 - 62%	F <60%

## Class Assignments:

- **Distillation Papers (3 points each; 11 x 3 = 33% of the grade):** Each week, generate a written synthesis of the required readings (1 page), such as bulleted points, controversies, and questions. This learning activity is explicitly intended to enhance class discussions and student retention of knowledge.
- **Additional Readings (1 point each; min. of 2, max. of 10 [up to 8% extra credit]):** Required readings cover broad issues. Hundreds of research manuscripts and theoretical critiques are available in the literature. Select optional readings from the list on the syllabus or from a reputable journal (i.e., searching on scholar.google.com or PsycINFO). In at least two class sessions, provide a brief oral summary of the main points from the article read.
- **Active Class Participation (15% of the grade):** Sharing information, asking questions, critiquing positions, etc. Class participation includes a brief oral summary of key points learned during the class that are shared during the final class meeting.
- **Term Paper (10% of the grade):** Students will write a paper on a topic covered in this class to demonstrate depth of understanding and integration of recent research findings (identified through searches of scholar.google.com or PsycINFO).
- **Social Observation or Experimentation, Group Activity (20% of grade):** In groups of three, design and carry out an observational study, survey, or social experiment that aligns with one of the topics covered in the required readings for the class period. Students will have at least 20 minutes during class to conduct the activity. Example activities will be described in class. The projects will be graded in terms of relevance to the social psychology variable, including research design and creativity (10%) and group contribution (10%), with the two group peers assigning that portion of the grade.
- **Final Exam (20% of the grade):** Students will provide responses to short essay questions covering class presentations, readings, and videos.

## Professional Courtesy

Relationships entail courtesy. As everyone knows, electronic devices enrich our lives, but they can distract from our learning and convey a message of disrespect when used in social settings, including university classrooms. Please keep laptops closed and cell phones turned off during class. Class notes can be taken with pen and paper.

## Disclaimer

Any changes made this syllabus will be announced in class and distributed to all students.

## Course Readings and Schedule

Baumeister, R. F. (2010). Social psychologists and thinking about people. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 5-24). New York: Oxford University Press.

Reis, H. T. (2010). How we got here from there: A brief history of social psychology. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 25-60). New York: Oxford University Press.

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 19, 31-35.

Schachter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8, 377-383.

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The art of laboratory experimentation. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 51-81). Boston, MA: McGraw-Hill.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

### **Additional Readings**

Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. *Social and Personality Psychology Compass*, 5, 359-371.

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851

Cleland, C. E. (2001). Methodological and epistemic differences between historical science and experimental science. *Philosophy of Science*, 69, 474-496.

Miller, A. G., Gordon, A. K., & Buddie, A. M. (1999). Accounting for evil and cruelty: Is to explain to condone? *Personality and Social Psychology Review*, 3, 254-268.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-83.

Orne, M. T. (1962). On the social psychology of the psychological experiment: With particular reference to demand characteristics and their implications. *American Psychologist*, 17, 776-783.

Carlston, D. (2010). Social cognition. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social Psychology: The state of the science* (pp. 63-99). New York: Oxford University Press.

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

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.

Hamilton, D. L., & Sherman, S. J. (1996). Perceiving persons and groups. *Psychological Review*, 103, 336-355.

### **Additional Readings**

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 10, pp. 173-220). San Diego, CA: Academic Press.

Fiske, S. T., & Neuberg, S. L. (1990). A continuum of impression formation, from category-based to individuating processes: Influences of information and motivation on attention and interpretation. In M. P. Zanna (Ed.), *Advances in experimental social psychology*, (Vol. 23, pp. 1-74). San Diego, CA: Academic Press.

- Brewer, M. B. (1988). A dual process model of impression formation. In T. K. Srull, R. S. Wyer (Eds.), *A dual process model of impression formation* (pp. 1-36). Hillsdale, NJ: Lawrence Erlbaum Associates.
- 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.
- Martin, L. L., Seta, J. J., & Crelia, R. A. (1990). Assimilation and contrast as a function of people's willingness and ability to expend effort in forming an impression. *Journal of Personality and Social Psychology*, *59*, 27-37.
- Wyer, N. A. (2010). You never get a second chance to make a first (implicit) impression: The role of elaboration in the formation and revision of implicit impressions. *Social Cognition*, *28*, 1-19.

- Bodenhausen, G. V., & Richeson, J. A. (2010). Prejudice, stereotyping, and discrimination. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 341-383). New York: Oxford University Press.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, *56*, 5-18.
- Kunda, Z., Davies, P. G., Adams, B. D., & Spencer, S. J. (2002). The dynamic time course of stereotype activation: Activation, dissipation, and resurrection. *Journal of Personality and Social Psychology*, *82*, 283-299.
- Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype threat effects on Black and White athletic performance. *Journal of Personality and Social Psychology*, *77*, 1213-1227.

#### **Additional Readings**

- Willis, J., & Todorov, A. (2006). First impressions: Making up your mind after a 100-ms exposure to a face. *Psychological Science*, *17*, 592-598.
- Sinclair, L., & Kunda, Z. (1999). Reactions to a Black professional: Motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology*, *77*, 885-904.
- 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.
- Biernat, M., & Manis, M. (1994). Shifting standards and stereotype-based judgments. *Journal of Personality and Social Psychology*, *66*, 5-20.
- Dovidio, J. E. (2001). On the nature of contemporary prejudice: The third wave. *Journal of Social Issues*, *57*, 829-849.
- Gaertner, S. L., Mann, J., Murrell, A., & Dovidio, J. F. (1989). Reducing intergroup bias: The benefits of recategorization. *Journal of Personality and Social Psychology*, *57*, 239-249.
- Gilbert, D. T., & Hixon, J. G. (1991). The trouble of thinking: Activation and application of stereotypic beliefs. *Journal of Personality and Social Psychology*, *60*, 509-517.
- 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.
- Hamilton, D. L., & Rose, T. L. (1980). Illusory correlation and the maintenance of stereotypic beliefs. *Journal of Personality and Social Psychology*, *39*, 832-845.
- Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues*, *55*, 429-444.
- Kay, A. C., Jost, J. T., Mandisodza, A. N., Sherman, S. J., Petrocelli, J. V., & Johnson, A. L. (2007). Panglossian ideology in the service of system justification: How complementary stereotypes help us to rationalize inequality. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 39, pp. 305-358). San Diego, CA: Elsevier Academic Press.

- Petty, R. E., & Briñol, P. (2010). Attitude change. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 217-259). New York: Oxford University Press.
- Cialdini, R. B., & Griskevicius, V. (2010). Social influence. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 385-417). New York: Oxford University Press.
- Petty, R. E., & Cacioppo, J. T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, *46*, 69-81.
- Knowles, E. S., & Linn, J. A. (2004). Approach-avoidance model of persuasion: Alpha and omega strategies. In E. S. Knowles & J. A. Linn (Eds.), *Resistance and persuasion* (pp. 117-148). Mahwah, NJ: Lawrence Erlbaum Associates.

#### **Additional Readings**

- Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology*, *69*, 1013-1027.
- Roese, N. J., & Jamieson, D. W. (1993). Twenty years of bogus pipeline research: A critical review and meta-analysis. *Psychological Bulletin*, *114*, 363-375.
- Petty, R. E., Briñol, P., & Demarree, K. G. (2007). The Meta-Cognitive Model (MCM) of attitudes: Implications for attitude measurement, change, and strength. *Social Cognition*, *25*, 657-686.

- Petty, R. E., Tormala, Z. L., Briñol, P., & Jarvis, W.B.G. (2006). Implicit ambivalence from attitude change: An exploration of the PAST model. *Journal of Personality and Social Psychology, 90*, 21-41.
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*, 4-27.
- Herek, G. M. (1987). Can functions be measured? A new perspective on the functional approach to attitudes. *Social Psychology Quarterly, 50*, 285-303.
- Breckler, S. J. (1984). Empirical validation of affect, behavior, and cognition as distinct components of attitude. *Journal of Personality and Social Psychology, 47*, 1191-1205.
- Edwards, K. (1990). The interplay of affect and cognition in attitude formation and change. *Journal of Personality and Social Psychology, 59*, 202-216.
- Millar, M. G., & Millar, K. U. (1990). Attitude change as a function of attitude type and argument type. *Journal of Personality and Social Psychology, 59*, 217-228.

- McCullough, M. E., & Tabak, B. A. (2010). Prosocial behavior. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 263-302). New York: Oxford University Press.
- Bushman, B. J., & Bartholow, B. D. (2010). Agression. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 303-40). New York: Oxford University Press.
- Darley, J. M., & Batson, C.D. (1973). "From Jerusalem to Jericho": A study of situational and dispositional variables in helping behavior. *Journal of Personality and Social Psychology, 27*, 100-108.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology, 78*, 772-790.

#### **Additional Readings**

- Batson, C. D., Kobrynowicz, D., Dinnerstein, J. L., Kampf, H. C., & Wilson, A. D. (1997). In a very different voice: Unmasking moral hypocrisy. *Journal of Personality and Social Psychology, 72*, 1335-1348.
- Batson, C. D., Dyck, J. L., Brandt, J. R., Batson, J. G., Powell, A. L., McMaster, M. R., & Griffitt, C. (1988). Five studies testing two new egoistic alternatives to the empathy-altruism hypothesis. *Journal of Personality and Social Psychology, 55*, 52-77.
- Anderson, C. A., Carnagey, N. L., & Eubanks, J. (2003). Exposure to violent media: The effects of songs with violent lyrics on aggressive thoughts and feelings. *Journal of Personality and Social Psychology, 84*, 960-971.
- Anderson, C. A., Buckley, K. E., & Carnagey, N. L. (2008). Creating your own hostile environment: A laboratory examination of trait aggressiveness and the violence escalation cycle. *Personality and Social Psychology Bulletin, 34*, 462-473.
- Anderson, C. A., Benjamin, A. J., Jr., & Bartholow, B. D. (1998). Does the gun pull the trigger? Automatic priming effects of weapon pictures and weapon names. *Psychological Science, 9*, 308-314.
- Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin, 136*, 151-173.
- Ciarocco, N. J., Sommer, K. L., & Baumeister, R. F. (2001). Ostracism and ego depletion: The strains of silence. *Personality and Social Psychology Bulletin, 27*, 1156-1163.
- Greitemeyer, T., & Osswald, S. (2010). Effects of prosocial video games on prosocial behavior. *Journal of Personality and Social Psychology, 98*, 211-221.
- Latané, B. (1981). The psychology of social impact. *American Psychologist, 36*, 343-356.

- Brewer, M. B. (2010). Intergroup relations. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social Psychology: The state of the science* (pp. 535-571). New York: Oxford University Press.
- Mackie, D. M., Devos, T., & Smith, E. R. (2000). Intergroup emotions: Explaining offensive action tendencies in an intergroup context. *Journal of Personality and Social Psychology, 79*, 602-616.
- Insko, C. A., Schopler, J., Kennedy, J. F., Dahl, K. R., Graetz, K. A., & Drigotas, S. M. (1992). Individual-group discontinuity from the differing perspectives of Campbell's Realistic Group Conflict Theory and Tajfel and Turner's Social Identity Theory. *Social Psychology Quarterly, 55*, 272-291.
- Crisp, R. J., & Turner, R. N. (2009). Can imagined interactions produce positive perceptions?: Reducing prejudice through simulated social contact. *American Psychologist, 64*, 231-240.

#### **Additional Readings**

- Brewer, M. B. (1979). In-group bias in the minimal intergroup situation: A cognitive-motivational analysis. *Psychological Bulletin, 86*, 307-324.

- Branscombe, N. R., Spears, R., Ellemers, N., & Doosje, B. (2002). Intragroup and intergroup evaluation effects on group behavior. *Personality and Social Psychology Bulletin*, 28, 744-753.
- Insko, C. A., Schopler, J., Hoyle, R. H., Dardis, G. J., & Graetz, K. A. (1990). Individual-group discontinuity as a function of fear and greed. *Journal of Personality and Social Psychology*, 58, 68-79.
- Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67, 741-763.
- Esses, V. M., Jackson, L. M., & Armstrong, T. L. (1998). Intergroup competition and attitudes toward immigrants and immigration: An instrumental model of group conflict. *Journal of Social Issues*, 54, 699-724.
- Pickett, C. L. (2001). The effects of entitativity beliefs on implicit comparisons between group members *Personality and Social Psychology Bulletin*, 27, 515-525.

- Forsyth, D. R., & Burnette, J. (2010). Group processes. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 495-534). New York: Oxford University Press.
- Baron, R. S. (2005). So right it's wrong: Groupthink and the ubiquitous nature of polarized group decision making. In M. P. Zanna (Ed.), *Advances in experimental social psychology*, Vol. 37 (pp. 219-253). San Diego, CA: Elsevier Academic Press.
- Zajonc, R. B., & Sales, S. M. (1966). Social facilitation of dominant and subordinate responses. *Journal of Experimental Social Psychology*, 2, 160-168.
- Latané, B., Williams, K., & Harkins, S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37, 822-832.

#### **Additional Readings**

- Stasser, G., & Titus, W. (1985). Pooling of unshared information in group decision making: Biased information sampling during discussion. *Journal of Personality and Social Psychology*, 48, 1467-1478.
- Mason, W. A., Jones, A., & Goldstone, R. L. (2008). Propagation of innovations in networked groups. *Journal of Experimental Psychology: General*, 137, 422-433.
- Brauer, M., Judd, C. M., & Gliner, M. D. (1995). The effects of repeated expressions on attitude polarization during group discussions. *Journal of Personality and Social Psychology*, 68, 1014-1029.
- Littlepage, G. E., Schmidt, G. W., Whisler, E. W., & Frost, A. G. (1995). An input-process-output analysis of influence and performance in problem-solving groups. *Journal of Personality and Social Psychology*, 69, 877-889.
- Paulus, P. B., & Dzindolet, M. T. (1993). Social influence processes in group brainstorming. *Journal of Personality and Social Psychology*, 64, 575-586.

- Finkel, E. J., & Baumeister, R. F. (2010). Attraction and rejection. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 419-459). New York: Oxford University Press.
- Fletcher, G. J. O., & Overall, N. C. (2010). Intimate relationships. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 461-494). New York: Oxford University Press.
- Rusbult, C. E., Martz, J. M., & Agnew, C. R. (1998). The Investment Model Scale: Measuring commitment level, satisfaction level, quality of alternatives, and investment size. *Personal Relationships*, 5, 357-391.
- Todd, P. M., Place, S. S., & Bowers, R. I. (2012). Simple heuristics for mate choice decisions. In J. I. Krueger (Ed.), *Social judgment and decision making* (pp. 193-207). New York: Psychology Press.

#### **Additional Readings**

- Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology*, 60, 241-253.
- Dion, K., Berscheid, E., & Walster, E. (1972). What is beautiful is good. *Journal of Personality and Social Psychology*, 24, 285-290.
- Lee, L., Loewenstein, G., Ariely, D., Hong, J., & Young, J. (2008). If I'm not hot, are you hot or not? Physical-attractiveness evaluations and dating preferences as a function of one's own attractiveness. *Psychological Science*, 19, 669-677.
- Herbst, K. C., Gaertner, L., & Insko, C. A. (2003). My head says yes but my heart says no: Cognitive and affective attraction as a function of similarity to the ideal self. *Journal of Personality and Social Psychology*, 84, 1206-1219.
- Finkel, E. J., & Eastwick, P. W. (2008). Speed-dating. *Current Directions in Psychological Science*, 17, 193-197.
- Berscheid, E., Brothen, T., & Graziano, W. (1976). Gain-loss theory and the "law of infidelity": Mr. Doting versus the admiring stranger. *Journal of Personality and Social Psychology*, 33, 709-718.
- Jones, J. T., Pelham, B. W., Carvalho, M., & Mirenberg, M. C. (2004). How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. *Journal of Personality and Social Psychology*, 87, 665-683.

Buss, D. M., & Barnes, M. (1986). Preferences in human mate selection. *Journal of Personality and Social Psychology*, 50, 559-570.

Baumeister, R. F. (2010). The self. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 139-175). New York: Oxford University Press.

Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, 68, 518-530.

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

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, 1252-1265.

**Additional Readings**

Bem, D. J. (1967). Self-perception: An alternative interpretation of cognitive dissonance phenomena. *Psychological Review*, 74, 183-200.

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

Job, V., Dweck, C. S., & Walton, G. M. (2010). Ego depletion-is it all in your head? Implicit theories about willpower affect self-regulation. *Psychological Science*, 21, 1686-1693.

Kitayama, S., Markus, H. R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology*, 72, 1245-1267.

Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.

Heatherton, T. & Wheatley, T. (2010). Social Neuroscience. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science*. New York: Oxford University Press.

or

Taylor, S. (2010). Health, stress, & coping. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science*. New York: Oxford University Press.

Holt-Lunstad J, Smith TB, Layton JB. (2010). Social Relationships and Mortality Risk: A Meta-analytic Review. *Public Library of Science: Medicine*. 7(7): e1000316. doi:10.1371/journal.pmed.1000316

Three other required class readings TBD.

## **PREVENTING SEXUAL HARASSMENT**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

### **Students With Disabilities:**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.