**SOP 5058 (U01): Proseminar in Social Psychology**

Spring 2022

**1. Basic Information**

Instructor:Asia A. Eaton, Ph.D. Class: ZOOM: <https://fiu.zoom.us/j/7495230260>

Email: [aeaton@fiu.edu](mailto:aeaton@fiu.edu) Mondays, 11:00-1:45pm

Office: DM 208, Cell: 786-473-1195 Office Hours: As requested

**2. Course Description**

Welcome to Proseminar in Social Psychology at FIU! The area of social psychology focuses on the psychological processes involved with how individuals perceive, judge, remember, reason about, feel, and behave toward other people and among other people. This course provides an in-depth review of some of social psychology’s foundational themes and research literatures. We will review key theories, concepts, and findings using classic and contemporary papers as well as review chapters. As an advanced graduate seminar, the success of this course depends on your thorough and conscientious participation. You must read assigned material closely enough to engage course topics with your peers in an empirically grounded and theoretically sophisticated manner.

**3. Learning Objectives**

My goal is for each of you to develop:

1. familiarity with classic and current issues in social psychology
2. an understanding of major theories driving social psychological research
3. appreciation for the principal methods in social psychology
4. the ability to use social psychological methods and theories to answer questions across various fields of psychology and in the real world
5. critical thinking skills regarding research, theory, methods, and social problems

**4. Course Materials**

All course materials, including readings, supplementary materials, rubrics, and presentations, will be available electronically through a Dropbox link.Theweekly **Discussion Questions** and **Final Paper** will be submitted through Turnitin.com using the Class ID: 32852368 and Password: SOP5058 (the class name is “SOP 5058: Proseminar in Social Psychology SPRING 2022”).

**5. Assignments and Grades**

Grades will be based on your **Discussion Questions** (27%), your **Presentation** (21%), your **Final Paper** (26%), and **Class Participation** (26%).

**Discussion Questions**

To assist you in participating in weekly discussions, you will prepare and submit questions related to each of the assigned readings in advance. These questions and their justifications should not be more than one page long. You must prepare and submit questions for 7/12 weeks. For any given week you must submit 1 question for discussion related to each reading.

The questions **should** address issues such as:

- The explanation and/or application of theories used in the paper

- The structure and logic of the paper’s arguments and claims

- The validity and/or reliability of methods used, and the match between the hypotheses and methods

- The suitability and interpretation of analyses employed

- Alternative theories, methods, tests, or conclusions that could resolve contradictions, confounds, or ambiguities in the paper or in the literature more broadly

- Thoughtful connections between the paper’s findings and other topics already considered in the course, to other research domains within psychology, or to real-world phenomena (e.g., politics, legal proceedings, public health).

The questions **should not** be:

- Completely open-ended. Questions such as “how would the results vary if a Latinx sample was used?” will not receive full points. Each question that is posed should also contain suggestions for potential answers based on previous findings, logic, and/or theory.

- Unclear about the logic behind and importance of that question. Merely saying that the sample size in a study was “too small,” for example, is meaningless without an explanation of what it was too small to accomplish and why that limitation is important. This is related to the above point.

- Easily answerable from the reading itself.

Each set of questions is worth 10 points. A grading rubric and some examples of good questions are available in Dropbox. Discussion questions must be submitted to Turnitin by midnight the Friday preceding the Monday class where readings will be discussed. You are not eligible to submit discussion questions for the week you are participating in a presentation.

**Presentation**

During weeks 10-15, students will be responsible for presenting the assigned readings and for leading class discussion on those readings. You will sign up for a presentation topic the second week of class. If presentations are done in groups, all students in a group will receive the same grade for their presentation and discussion facilitation. This assignment will constitute 21% of your final grade.

In your presentation you will need to engage your classmates with interesting questions, you will need to identify weaknesses and strengths in the readings, and you will need to make conceptual, theoretical, and applied links between the assigned readings for that week and class readings and discussions from previous weeks. A rubric is available in Dropbox for grading the presentation. The presentation and discussion facilitation should last the entire class period. You may present in any format you like –with handouts, with PowerPoint slides, by writing on the board, using class exercises, etc.

Your presentation should cover, in the very least, the following points:

1. What did the readings inquire about (i.e., main questions or themes)?
2. What evidence is offered as an answer to these questions or in support of the author’s claims?
3. Is the evidence offered sufficient? What else might be useful to know? Could alternative accounts explain the results?
4. How does the paper relate to other readings and class lectures/discussions?
5. What do these readings suggest about the future of research in this area?

Students doing a presentation will have access to the discussion questions submitted by other students for that week to use in their facilitation of class dialogue.

**Final Paper**

You will submit a Final Paper to Turnitin that proposes and “tests” a research question related to one or more of the class topics using an experimental design by Wednesday, April 27 at midnight. The study proposed should make a contribution to both theory and practice. The paper should be roughly 10 double-spaced pages (not counting references) in Times New Roman, 1-inch margins all around, and will include a review of the relevant psychological literature from refereed psychology journals, the development of clear and testable research hypotheses and/or a model(s), proposed analyses, a description of data collection and findings (which you can make up), and a discussion of the theoretical and practical implications of your proposed research. Tables, graphs, or time-consuming descriptions of data and findings are not needed.

The paper must be in APA style and must fully describe your study. Prior to writing the paper, you will have to briefly present your idea in front of the class by or on Monday, April 4th (this informal presentation will not be graded). Your Final Paper will comprise 26% of your final grade.

I will permit students to use existing in-progress proposals or ideas (not completed projects) for the final paper only if social psychology is included as a prominent piece of the proposal submitted for this class. Social psych theory, concepts, and findings must be used to support your project predictions and design. Even if this means modifying your existing idea in a way you will not ultimately use, it is critically important to incorporate and highlight social psychology in the proposal for this class.

**Class Participation**

Please come to class prepared for a productive discussion. In addition to reading material closely, you will need to spend time contemplating the material, integrating or contrasting it with other material covered in the course or elsewhere in your graduate training. Come prepared with questions or observations intended to stimulate discussion. Attending class, demonstrating that you have carefully read all assigned readings, and conscientiously participating in discussions constitutes 26% of your final grade.

**Discussion questions** = 70 points max (for 7 question sets) = 27% of your final grade

**Presentation** = 54 points max = 21% of your final grade

**Final Paper** = 68 points max = 26% of your final grade

**Class Participation** = 68 points max = 26% of your final grade

**Total possible points** = 260

* 90% or above = A range
* 80-89% = B range
* 70-79% = C range
* 60-69% = D range
* 59% and below = F

**6. Scholarly Conduct and Academic Integrity**

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create anenvironment that is conducive to learning. It should be noted that arriving in class late orleaving early is disruptive, and therefore strongly discouraged. Additionally, students shouldrefrain from using electronic devices that disrupt class. This includes making or receiving phonecalls, texting, e-mailing, online chatting or browsing during class.

Academic Integrity:All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person with respect toexaminations, course assignments… examination papers or course materials, whether originallyauthorized or not” (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>

Specific Accommodations:Students who need accommodations for their disabilities should contact me privately to discussspecific accommodations for which they have received authorization. If you have a disability orneed information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible.

Diversity and Inclusion: Florida International University’s Mission Statement emphasizes that FIU is committed to core values including “Respect for diversity and the dignity of the individual” as well as “Freedom of thought and expression.” Based on this commitment, and in my capacity as a professor, I believe everyone in my classroom has the right to learn and grow in a safe environment. I have completed the University’s ‘Safe Zone’ training to become an ally. In my classroom, you can depend on a safe and supportive environment for students from all social locations, including along dimensions of gender, race, sexual orientation, class, etc.

Important note:I am committed to the success of each student in this course! If a problem is hindering yourperformance in this course, please contact me immediately. Please do not wait for the end of theterm to have a conversation with me ☺

**7. COVID-related Protocols**

As cases and hospitalizations due to new COVID variants continue to increase in our community, we must unite and take necessary steps to prevent further spread.

* I strongly recommend, but cannot require, the use of masks in my classroom at this time.
* According to FIU’s repopulation FAQs as of August 17, 2021: “On-campus, in-person classes should be offered as listed. Faculty with on-campus, in-person classes may choose to offer office hours and/or supplemental help to students using technology such as Skype or Zoom. Faculty should not offer students Zoom access to in-person class sessions. However, in the case of student presentations, faculty may choose to allow students to use Zoom and/or recordings as needed. Furthermore, faculty may record their class lectures and post them on Canvas for students who are unable to attend in person. (Faculty must notify students that they are being recorded and ask if anyone objects. If anyone objects, the faculty member may not record the class session.)”
* The university advises that before arriving to campus you complete the P3 app. If you are not given the green check mark to enter campus, then return home, and contact me by email.
* Please check your FIU email account at least once a day. Email (and Canvas) are the best ways for the university, and your professors, to contact you.
* If you do not feel well, have tested positive for COVID, or have been in contact with a person with COVID while not yet being fully vaccinated, please do not come to class, immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can. To excuse absences for P3 failure/COVID, please contact the COVID Response Team at 305-348-1919. If you are directed to quarantine because of COVID-19, your absences will be considered excused.
* A vaccinated, asymptomatic individual exposed to a COVID positive person does not need to quarantine. They need to continue to wear a mask. It is recommended to test 3-5 days post known exposure. However, if at any time they become symptomatic, they need to test immediately. If the test returns positive, they need to follow the COVID positive protocol at that time.
* Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.
* Missing excessive days may lead to failing a class or a grade of incomplete.
* For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID, please see the repopulation.fiu.edu FAQs.

**7. Course Outline**

This calendar is a tentative schedule of what we will be covering in each class. The exact schedule may change.

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| Class Dates (Mondays) | Topic | Assignments |
| Week 1: January 10 | Introduction |  |
| Week 2: January 17 | NO CLASS | MLK JR DAY |
| Week 3: January 24 | Some Overarching Theories in Social Psychology | *Discussion questions 1* due Friday January 21, midnight |
| Week 4: January 31 | Methodological Challenges | *Discussion questions 2* due Friday January 28, midnight |
| Week 5: February 7 | Automaticity and Control | *Discussion questions 3* due Friday February 4, midnight |
| Week 6: February 14 | Attitudes and Persuasion | *Discussion questions 4* due Friday February 11, midnight |
| Week 7: February 20 | Belonging and Rejection | *Discussion questions 5* due Friday February 18, midnight |
| Week 8: February 28 | NO CLASS | SPRING BREAK |
| Week 9: March 7 | Prejudice, Stereotyping, and Discrimination | *Discussion questions 6* due Friday March 4, midnight |
| Week 10: March 14 | Social Power | *Discussion questions 7* due Friday March 11, midnight  *Student Presentation 1* |
| Week 11: March 21 | Goal Pursuit and Self-Regulation | *Discussion questions 8* due Friday March 18, midnight  *Student Presentation 2* |
| Week 12: March 28 | The Self | *Discussion questions 9* due Friday March 25, midnight  *Student Presentation 3* |
| Week 13: April 4 | Intimate Relationships | *Discussion questions 10* due Friday April 1, midnight  *Student Presentation 4* |
| Week 14: April 11 | Group behavior | *Discussion questions 11* due Friday April 8, midnight  *Student Presentation 5* |
| Week 15: April 18 | Culture | *Discussion questions 12* due Friday April 15, midnight  *Student Presentation 6* |
| Week 16: April 25 | NO CLASS, FINALS WEEK | *Final Paper* due Wednesday April 27, midnight |

**7. Readings**

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Week 2: **NO CLASS: MLK JR DAY**

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Week 3: ***Some* Overarching Theories in Social Psychology** (N=4)

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Cooper, J. (2012). Cognitive dissonance theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology,* Volume 1 (pp. 377-397), Los Angeles, CA: Sage.

Corcoran, K., Crusius, J., & Mussweiler, T. (2011). Social comparison: Motives, standards, and mechanisms. In D. Chadee (Ed.) Theories in social psychology (pp. 119-139). Oxford, UK: Wiley-Blackwell.

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass, 2,* 204-222.

Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology, 25*(6), 881-919.

*Optional* Article

Van Lange, P. A. M. (2013). What we should expect from theories in social psychology: Truth, abstraction, progress, and applicability as standards (TAPAS). *Personality and Social Psychology Review, 17*(1), 40-55.

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Week 4: **Methodological Challenges** (N=5)

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Classic/Seminal Articles

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

Contemporary Articles

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83. (NO need to read all open peer commentaries!)

Pashler, H., & Harris, C. R. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science, 7*(6), 531-536.

Stroebe, W., & Strack, F. (2014). The alleged crisis and the illusion of exact replication. *Perspectives on Psychological Science, 9*(1), 59-71.

Sabik et al., (2021). Bringing an intersectional lens to “open” science: An analysis of representation in the reproducibility project. *Psychology of Women Quarterly.*

*Optional* Chapter

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). Hoboken NJ: Wiley.

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Week 5: **Automaticity and Control** (N=4)

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Classic/Seminal Articles

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71,* 230-244.

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes, 50*, 179-211.

Contemporary Articles

Ferguson, M. J., Bargh, J. A., & Nayak, D. A. (2005). After-affects: How automatic evaluations influence the interpretation of subsequent, unrelated stimuli. *Journal of Experimental Social Psychology, 41*(2), 182-191.

Cesario, J. (2014). Priming, replication, and the hardest science. *Perspectives on Psychological Science, 9*(1), 40-48.

*Optional* Chapter

Dijksterhuis, A. J. (2010). Automaticity and the unconscious. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 228-267). Hoboken NJ: Wiley.

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Week 6: **Attitudes and Persuasion** (N=4)

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Classic/Seminal Articles

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.

Contemporary Articles

Stone, J., & Fernandez, N. C. (2008). To practice what we preach: The use of hypocrisy and cognitive dissonance to motivate behavior change. *Social and Personality Psychology Compass, 2,* 1024-1051.

Eaton, A. A., Visser, P. S., & Burns, V. (2017). Prescriptions for persuasion: How gender role salience influences attitude strength and persuasive message processing. *Psychology of Women Quarterly. 41*(2), 223-239.

Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research, 35*, 472-482.

*Optional* Chapter

Banaji, M. R., & Heiphetz, L. (2010). Attitudes. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 353-393*). Hoboken NJ: Wiley.*

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Week 7: **Belonging and Rejection** (N=3)

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Classic/Seminal Articles

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.

Contemporary articles

Rios, K., & Chen, Z. (2014). Experimental evidence for minorities’ hesitancy in reporting their opinions: The roles of optimal distinctiveness needs and normative influence. *Personality and Social Psychology Bulletin, 40*(7), 872-883.

Twenge, J. M., Baumeister, R., DeWall, C. N., Ciarocco, N. J., & Bartels, M. J. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology, 92*, 56-66.

*Optional* Chapter

Leary, M. R. (2010). Affiliation, acceptance, and belonging. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 864-897). Hoboken NJ: Wiley.

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Week 8: **NO CLASS- SPRING BREAK**

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Week 9: **Prejudice, Stereotyping, and Discrimination** (N=4)

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Classic/Seminal Articles

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.

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: Warmth, then competence. *Trends in Cognitive Sciences*, *11*, 77-83.

Contemporary articles

Agerström, J., & Rooth, D. (2011). The role of automatic obesity stereotypes in real hiring discrimination. *Journal of Applied Psychology, 96*(4), 790-805.

Brescoll, V. L., Uhlmann, E. L., & Newman, G. E. (2013). The effects of system-justifying motives on endorsement of essentialist explanations for gender differences. *Journal of Personality and Social Psychology, 105*(6), 891-908.

*Optional* Chapter

Dovidio, J. F., & Gaertner, S. L. (2010). Intergroup bias. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 1084-1121). Hoboken NJ: Wiley.

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Week 10: **Social Power** (N=4)

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Classic/Seminal Articles

Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist, 48,* 621–628.

Galinsky, A. D., Gruenfeld, D. H, & Magee, J. C. (2003). From power to action. *Journal of Personality and Social Psychology, 85*, 453-466.

Contemporary articles

Schmid, P. C. (2018). Less power, greater conflict: Low power increases the experience of conflict in multiple goal settings. *Social Psychology, 49*(1), 47-62.

Overbeck, J. R., & Droutman, V. (2013). One for all: social power increases self-anchoring of traits, attitudes, and emotions. *Psychol Sci*, 24 (8), 1466-76.

*Optional* Chapter

Fiske, S. T. (2010). Interpersonal stratification: Status, power, and subordination. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 941-982). Hoboken NJ: Wiley.

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Week 11: **Goal Pursuit and Self-Regulation** (N=3)

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Classic/Seminal Articles

Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trotschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology, 81*, 1014-1027.

Crowe, E., & Higgins, E. T. (1997). Regulatory focus and strategic inclinations: Promotion and prevention in decision-making. *Organizational Behavior and Human Decision Processes, 69*(2), 117-132

Contemporary articles

Buzinski, S. G., & Kitchens, M. B. (2017). Self-regulation and social pressure reduce prejudiced responding and increase the motivation to be non-prejudiced, *The Journal of Social Psychology, 157*(5), 629-644.

*Optional* Chapter

Bargh, J. A., Gollwitzer, P. M., & Oettingen, G. (2010). Motivation. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 286-316). Hoboken NJ: Wiley.

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Week 12: **The Self** (N=4)

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Classic/Seminal Articles

Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology, 71*(1), 83-93.

Leary, M. R., Haupt, A. L., Strausser, K. S., & Chokel, J. T. (1998). Calibrating the sociometer: The relationship between interpersonal appraisals and the state self-esteem. *Journal of Personality and Social Psychology, 74*(5), 1290-1299.

Contemporary articles

McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. *Personality and Social Psychology Review, 15*, 3-27.

Bocage-Barthélémy, Y., Selimbegović, L., & Chatard, A. (2018). Evidence that social comparison with the thin ideal affects implicit self-evaluation. *International Review of Social Psychology, 31*(1), 9.

*Optional* Chapter

Swann, W. B., & Bosson, J. K. (2010). Self and identity. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 1 (pp. 589-628). Hoboken NJ: Wiley.

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Week 13: **Intimate Relationships** (N=4)

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Classic/Seminal Articles

Clark, M. S. (1984). Record keeping in two types of relationships. *Journal of Personality and Social Psychology, 47(*3), 549-557.

Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The benefits of positive illusions:Idealization and the construction of satisfaction in close relationships. *Journal of Personality and Social Psychology*, *70*, 79–98.

Contemporary articles

Ratliff, K. A., & Oishi, S. (2013). Gender differences in implicit self-esteem following a romantic partner’s success or failure. *Journal of Personality and Social Psychology, 105*(4), 688-702.

Katz, J., Kuffel, S. W., & Brown, F. A. (2006). Leaving a sexually coercive dating partner: A prospective application of the investment model. *Psychology of Women Quarterly, 30*(3), 267-275.

*Optional* Chapter

Clark, M. S., & Lemay, E. P. (2010). Close relationships. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 898-940). Hoboken NJ: Wiley.

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Week 14: **Group Behavior** (N=3)

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Classic/Seminal Articles

Myers, D. G., & Lamm, H. (1975). The polarizing effect of group discussion. *American Scientist, 63*(3), 297–303.

Contemporary articles

Levine, M., Prosser, A., Evans, D., & Reicher, S. (2005). Identity and emergency intervention: How social group membership and inclusiveness of group boundaries shape helping behavior. *Personality and Social Psychology Bulletin, 31,* 443-455.

Kershaw, C., Rast, D.E., III, Hogg, M.A. & van Knippenberg, D. (2021). Battling ingroup bias with effective intergroup leadership. *Br J Soc Psychol, 60*, 765-785.

*Optional* Chapter

Hackman, J. R., & Katz, N. (2010). Group behavior and performance. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 1208-1251). Hoboken NJ: Wiley.

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Week 15: **Culture** (N=3)

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Classic/Seminal Articles

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Contemporary articles

Balcetis, E., Dunning, D., Miller, R. L. (2008). Do collectivists know themselves better than individualists? Cross-cultural studies of the holier than thou phenomenon. *Journal of Personality and Social Psychology, 95*, 1252-1267.

Siy, J. O., & Cheryan, S. (2013). When compliments fail to flatter: American individualism and responses to positive stereotypes. *Journal of Personality and Social Psychology, 104*(1), 87-102.

*Optional* Chapter

Heine, S. J. (2010). Cultural psychology. In S. T. Fiske, D.T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology* (5th ed.) - Vol. 2 (pp. 1423-1464). Hoboken NJ: Wiley.