

PS470 WINTER 2018
SEMINAR IN SOCIAL PSYCHOLOGY: SOCIAL COGNITION

SEMINARS:

Section A: Tuesday & Thursday 10:30 - 11:50 in N2005

Section B: Tuesday & Thursday 12:00 - 1:20 in N2005

INSTRUCTOR:

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OFFICE HOURS:

Monday 12:00 - 1:00

Wednesday 12:00 - 1:00

COURSE DESCRIPTION:

The goal of this course is to familiarize you with the broad area of social psychology that focuses on social cognition. Researchers in this area seek to understand social psychological phenomena by examining underlying cognitive processes. In other words, they attempt to explain what's going on inside people's minds as they think about and interact with one another. Much of the research focuses on the sorts of judgments and thoughts that people are engaged in throughout the course of everyday life.

Each week we will be reading and discussing empirical research articles taken from leading journals in social psychology. We will examine theory and research on basic processes of social cognition (e.g., attributions; knowledge activation; memory; prediction) as well as applications of the social cognition approach to a variety of topics and issues within the tradition of social psychology (e.g., prejudice, the self, goal pursuit, and subjective well-being).

PREREQUISITES:

PS370 (or PS270 and two of PS394, PS395, PS397). Registration status: Honours Psychology Research Specialist programs (or permission of the department).

COURSE REQUIREMENTS:

[20%] 1. Class Participation: Part of your grade will be based on class participation. This is a seminar style course that involves a great deal of group discussion. Much of your learning will come from your own reading and discussion with classmates. Thus attendance and active participation at each of the class meetings is very important. Each week you should come to class prepared with comments and questions about issues from the readings that caught your attention. By preparing discussion questions in advance as well as responding to other students' comments, everyone in the class should have something to contribute. Your grade will be based not only on the quantity of your participation but also the quality - your contributions in class should demonstrate that you have gone through the assigned readings carefully and given them some

thought, both individually and in relation to each other.

[10%] 2. Discussion Questions: You will be asked to read two or three journal articles each week. To help you think about these readings, you must prepare a discussion question (or comment) concerning each reading. Questions are to be turned in at the beginning of class on Tuesday and will be evaluated using a simple four point scale (1 = needs improvement, 2 = satisfactory, 3 = good, 4 = excellent). Questions will be considered 'good' if they demonstrate that you read and thought carefully about the material; excellent questions will be outstanding and show exceptional critical thinking or creative insight. I will not be returning the graded questions to you – I will only give you specific feedback if I find questions/comments that need improvement. Questions may be handwritten as long as they are legible. The questions should also serve as a stimulus for class discussion – you should keep a personal copy of your questions so that you will have them available during the discussion period. Although we may not get a chance to cover every discussion question, your credit will not depend on whether we discuss your questions in class.

[20%] 3. Article presentations: Every Thursday, one or two students will be required to present a research article and to lead discussion concerning the article; each student will do one article presentation. The presentation should be about 30 minutes long including discussion. When you present, keep in mind that the rest of the class will not have read the article. You should describe the research carefully, including the theoretical background, the hypotheses, the design, the method, and a summary of the results (a few tables or figures will be helpful here). Visual aids and class activities are encouraged. Also, a good presentation will “go beyond” the article itself. For example, you could discuss practical and theoretical implications of the research and relate it to other ideas (e.g., material covered in this course, other psychology courses, or your own personal experiences), or you could conduct a class activity or demonstration. You should also prepare a few questions for the class to discuss and be prepared to lead discussion of these questions or other issues that arise. You should select your preferred article from the scheduled list, and confirm with the instructor, at least two weeks before your presentation date. Right after your presentation, please send a copy of your slides to the instructor (you may delete speaking notes if you wish), to aid in grading.

[20%] 4. Quizzes: On four separate (unannounced) occasions, we will begin the seminar with a short “pop quiz” (approximately 15-20 minutes) that will test your comprehension of the assigned readings for that week. Only the best 3 of your 4 quiz marks will be counted. Note that no alternative quizzes or rewrites will be scheduled. If extenuating circumstances force you to miss class on the day of a quiz, you should notify the instructor as soon as possible and provide documentation. Otherwise a grade of zero will be assigned.

[30%] 5. Thought Papers: You will be asked to write three brief “thought papers” throughout the course. The thought papers should be 4-6 pages, typed, double spaced. The topic of your paper is open so long as it clearly relates to seminar readings and discussions from the previous weeks. You are expected to provide more than just a summary of the readings, but exactly what you talk about is up to you. You may want to consider problems that you’ve identified with a theory or a research approach, or suggest some way to extend a line of research in a new direction. You could discuss the ways in which a program of research may have practical implications in the

“real world” and illustrate with real or hypothetical examples. You could try to connect ideas arising in this course to ideas found in other disciplines or other areas of psychology. Two weeks before each due date, I will provide you with a few optional sample topics in case you’re having trouble getting started. **Due dates for the thought papers are Feb 9, March 9, and April 1.**

EXTENDED READING LIST:

Note: The assigned readings are marked with asterisks (**). The extra articles could be presented by students or discussed by the instructor, and may also be useful for the thought papers. All articles are posted as pdf files on myLS.

Week 1 (Jan 4)

Introduction to social cognition

- ** Carlston, D. (2010). Social cognition. In R. F. Baumeister, & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 63-100). Oxford University Press.
- ** Hamilton, D. L., Devine, P. G., & Ostrom, T. M. (1994). Social cognition and classic issues in social psychology. In P. G. Devine, D. L. Hamilton, & T. M. Ostrom (Eds.), *Social cognition: Impact on social psychology*. [Chapter 1, pp. 1-5] San Diego: Academic Press.
- ** Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Ross, M., & Sicoly, F. (1979). Egocentric biases in availability and attribution. *Journal of Personality and Social Psychology*, *37*, 322-336.
- Davidai, S., & Gilovich, T. (2016). The headwinds/tailwinds asymmetry: An availability bias in assessments of barriers and blessings. *Journal of Personality and Social Psychology*, *111*(6), 835-851.
- Buehler, R., Griffin, D., & Ross, M. (1994). Exploring the “planning fallacy”: Why people underestimate their task completion times. *Journal of Personality and Social Psychology*, *67*, 366-381.

Week 2 (Jan 9, 11)

Social Judgment I: Attribution

- ** 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.
- ** Risen, J. L., & Gilovich, T. (2007). Target and observer differences in the acceptance of questionable apologies. *Journal of Personality and Social Psychology*, *92*, 418-433.
- Ratcliff, J. J., Lassiter, G. D., Schmidt, H. C., & Snyder, C. J. (2006). Camera perspective bias in videotaped confessions: Experimental evidence of its perceptual basis. *Journal of Experimental Psychology: Applied*, *12*, 197-206.
- Moore, D. A., Swift, S. A., Sharek, Z. S., & Gino, F. (2010). Correspondence bias in performance evaluation: Why grade inflation works. *Personality and Social Psychology Bulletin*, *36*, 843-852.
- Struthers, C. W., Eaton, J., Santelli, A. G., Uchiyama, M., & Shirvani, N. (2008). The effects of attributions of intent and apology on forgiveness. When saying sorry may not help the story. *Journal of Experimental Social Psychology*, *44*, 983-992.
- Morgan, G. S., Mullen, E., & Skitka, L. J. (2010). When values and attributions collide: Liberals' and Conservatives' values motivate attributions for alleged misdeeds. *Personality and Social Psychology Bulletin*, *36*, 1241-1254.
- Inesi, M. E., Gruenfeld, D. H., & Galinsky, A. D. (2012). How power corrupts relationships: Cynical attributions for others' generous acts. *Journal of Experimental Social Psychology*, *48*, 795-803.
- Haga, S., Garcia-Marques, L., & Olson, K. R. (2014). Too young to correct: A developmental test of the three-stage model of social inference. *Journal of Personality and Social Psychology*, *107*, 994-1012.
- Cheung, B. Y., & Heine, S. J. (2015). The double-edged sword of genetic accounts of criminality: Causal attributions from genetic ascriptions affect legal decision making. *Personality and Social Psychology Bulletin*, *41*, 1723-1738.
- Klein, N., & O'Brien, E. (2016). The tipping point of moral change: When do good and bad acts make

good and bad actors? *Social Cognition*, 34, 149-166.

Adams, G. S., & Inesi, M. E. (2016). Impediments to forgiveness: Victim and transgressor attributions of intent and guilt. *Journal of Personality and Social Psychology*, 111(6), 866-881.

Week 3 (Jan 16, 18)

Social Judgment II: Perceptions and evaluations of others; Priming and judgment

** Tormala, Z. L., Jia, J. S., & Norton, M. I. (2012). The preference for potential. *Journal of Personality and Social Psychology*, 103(4), 567-583.

** Petty, R. E., Demarree, K. G., Brinol, P., Horcajo, J. & Strathman, A. J. (2008). Need for cognition can magnify or attenuate priming effects in social judgment. *Personality and Social Psychology Bulletin*, 34, 900-912.

Croizet, J. C., & Fiske, S. T. (2000). Moderation of priming by goals: Feeling entitled to judge increases judged usability of evaluative primes. *Journal of Experimental Social Psychology*, 36, 155-181.

Forster, J., Liberman, N., & Kuschel, S. (2008). The effect of global versus local processing style on assimilation versus contrast in social judgment. *Journal of Personality and Social Psychology*, 94, 579-599.

Henderson, M. D., & Wakslak, C.J. (2010). Psychological distance and priming: When do semantic primes impact social evaluations? *Personality and Social Psychology Bulletin*, 36, 975-985.

Butz, D. A., Plant, E. A., & Doerr, C. E. (2007). Liberty and justice for all? Implications of exposure to the US flag for intergroup relations. *Personality and Social Psychology Bulletin*, 26, 523-532.

Unkelbach, C., & Memmert, D. (2014). Serial-position effects in evaluative judgments. *Current Directions in Psychological Science*, 23, 195-200.

Tsay, C. J., & Banaji, M. R. (2011). Naturals and strivers: Preferences and beliefs about sources of achievement. *Journal of Experimental Social Psychology*, 47(2), 460-465.

Kervyn, N., Bergsieker, H. B., Grignard, F., & Yzerbyt, V. Y. (2016). An advantage of appearing mean or lazy: Amplified impressions of competence or warmth after mixed descriptions. *Journal of Experimental Social Psychology*, 62, 17-23.

Kupor, D. M., Tormala, Z. L., & Norton, M. I. (2014). The allure of unknown outcomes: Exploring the role of uncertainty in the preference for potential. *Journal of Experimental Social Psychology*, 55, 210-216.

Klein, N., & O'Brien, E. (2017). The power and limits of personal change: When a bad past does (and does not) inspire in the present. *Journal of Personality and Social Psychology*, 113(2), 210-229.

Soliman, M., & Buehler, R. (2017). Why improvement can trump consistent strong performance: The role of effort perceptions. *Journal of Behavioral Decision Making*.

Week 4 (Jan 23, 25)

Priming and automatic behavior

** Bargh, J. A., & Williams, E. L. (2006). The automaticity of social life. *Current Directions in Psychological Science*, 15, 1-4.

** Vohs, K.D., Mead, N.L., & Goode, M.R. (2008). Merely activating the concept of money changes personal and interpersonal behavior. *Current Directions in Psychological Science*, 17, 208-212.

** Karremans, J. C., Stroebe, W., & Claus, J. (2006). Beyond Vicary's fantasies: The impact of subliminal priming and brand choice. *Journal of Experimental Social Psychology*, 42, 792-798.

Dijksterhuis, A., & van Knippenberg, A. (1998). The relation between perception and behavior, or how to win a game of trivial pursuit. *Journal of Personality and Social Psychology*, 74, 865-877.

Cesario, J., Plaks, J.E., & Higgins, E.T. (2006). Automatic social behavior as motivated preparation to interact. *Journal of Personality and Social Psychology*, 90, 893-910.

Chan, K.Q., Tong, E.M.W., & Tan, Y.L. (2014). Taking a leap of faith: Reminders of God lead to greater risk taking. *Social Psychological and Personality Science*, 5, 901-909.

- Gervais, W. M., & Norenzayan, A. (2012). Like a camera in the sky? Thinking about God increases public self-awareness and socially desirable responding. *Journal of Experimental Social Psychology, 48*, 298-302.
- Fitzsimons, G. M., Chartrand, T. L., Fitzsimons, G. J. (2008). Automatic effects of brand exposure on motivated behavior: How apple makes you “think different”. *Journal of Consumer Research, 35*, 21-35.
- Verwijmeren, T., Karremans, J. C., Bernritter, S. F., Stroebe, W., & Wigboldus, D. H. J. (2013). Warning: You are being primed! The effect of a warning on the impact of subliminal ads. *Journal of Experimental Social Psychology, 49*, 1124-1129.
- Lammers, J., Dubois, D., Rucker, D. D., & Galinsky, A. D. (2013). Power gets the job. Priming power improves interview outcomes. *Journal of Experimental Social Psychology, 49*, 776-779.
- Schuler, J., & Wanke, M. (2016). A fresh look on money priming: Feeling privileged or not makes a difference. *Social Psychological and Personality Science, 7*, 366-373.

Week 5 (Jan 30, Feb 1)

Time and psychological distance

- ** Trope, Y., Liberman, N., & Wakslak, C. (2007). Construal levels and psychological distance: Effects on representation, prediction, evaluation, and behavior. *Journal of Consumer Psychology, 17*(2), 83-95.
- ** Steinhart, Y., Carmon, Z., & Trope, Y. (2013). Warnings of adverse side effects can backfire over time. *Psychological Science, 24*(9), 1842-1847.
- ** van de Ven, N., van Rijswijk, L., & Roy, M. M. (2011). The return trip effect: Why the return trip seems to take less time. *Psychonomic Bulletin and Review, 18*, 827-832.
- Caruso, E. M., Van Boven, L., Chin, M., & Ward, A. (2013). The temporal doppler effect: When the future feels closer than the past. *Psychological Science, 24*(4), 530-536.
- Ledgerwood, A., Wakslak, C., & Wang, M. (2010). Differential information use for near and distant decisions. *Journal of Experimental Social Psychology, 46*, 638-642.
- Tu, Y., & Soman, D. (2014). The categorization of time and its impact on task initiation. *Journal of Consumer Research, 41*, 810-822.
- Hershfield, H.E., Goldstein, D.G., Sharpe, W.F., Fox, J., Yeykelis, L., Carstensen, L.L., & Bailenson, J.N. (2011). Increasing saving behavior through age-progressed renderings of the future self. *Journal of Marketing Research, 48*, S23-S37.
- Ersner-Hershfield, H., Garton, M. T., Ballard, K., Samanez-Larkin, G. R., & Knutson, B. (2009). Don't stop thinking about tomorrow: Individual differences in future self-continuity account for saving. *Judgment and Decision Making, 4*, 280-286.
- Pronin, E., Olivola, C.Y., & Kennedy, K.A. (2008). Doing unto future selves as you would do unto others: Psychological distance and decision making. *Personality and Social Psychology Bulletin, 34*, 224-236.
- Katzir, M., & Eyal, T. (2013). When stepping outside the self is not enough: A self-distanced perspective reduces the experience of basic but not of self-conscious emotions. *Journal of Experimental Social Psychology, 49*(6), 1089-1092.
- Aguilar, P., Silvina, B., & Frenandez-Dols, J. (2013). Psychological distance increases uncompromising consequentialism. *Journal of Experimental Social Psychology, 49*, 449-452.
- Stephan, E., Shidlovski, D., & Heller, D. (2017). Distant determination and near determinism: The role of temporal distance in prospective attributions to will. *Journal of Experimental Social Psychology, 68*, 113-121.
- Park, L. E., Young, A. F., & Eastwick, P. W. (2015). (Psychological) distance makes the heart grow fonder: Effects of psychological distance and relative intelligence on men's attraction to women. *Personality and Social Psychology Bulletin, 41*, 1459-1473.

- Kanten, A. B., & Teigen, K. H. (2015). A magnitude effect in judgments of subjective closeness. *Personality and Social Psychology Bulletin, 41*, 1712-1722.
- Rizvi, S., & Bobocel, R. (2016). Promoting forgiveness through psychological distance. *Social Psychological and Personality Science, 7*, 873-883.
- Huynh, A. C., Yang, D. Y-J, & Grossman, I. (2016). The value of prospective reasoning for close relationships. *Social Psychological and Personality Science, 7*, 893-902.
- Peetz, J., & Epstude, K. (2016). Calendars matter: Temporal categories affect cognition about future time periods. *Social Cognition, 34*, 255-270.
- Urminsky, O. (2017). The role of psychological connectedness to the future self in decisions over time. *Current Directions in Psychological Science, 26(1)*, 34-39.

Week 6 (Feb 6, 8)

Remembering the past

- ** Bernstein, D. M., & Loftus, E. F. (2009). How to tell if a particular memory is true or false. *Perspectives on Psychological Science, 4*, 370-374.
- ** Otgaar, H., Scoboria, A., & Mazzoni, G. (2014). On the existence and implications of nonbelieved memories. *Current Directions in Psychological Science, 23*, 349-354.
- ** Libby, L. K., & Eibach, R. P. (2002). Looking back in time: Self-concept change affects visual perspective in autobiographical memory. *Journal of Personality and Social Psychology, 82*, 167-179.
- Ross, M., Buehler, R., & Karr, J. W. (1998). Assessing the accuracy of conflicting autobiographical memories. *Memory & Cognition, 26*, 1233-1244.
- Wilson, A. E., & Ross, M. (2003). The identity function of autobiographical memory: Time is on our side. *Memory, 11(2)*, 137-149.
- Kyung, E. J., Menon, G., & Trope, Y. (2010). Reconstruction of things past: Why do some memories feel so close and others so far away? *Journal of Experimental Social Psychology, 46(1)*, 217-220.
- Hanko, K., Crusius, J., & Mussweiler, T. (2010). When I and me are different: Assimilation and contrast in temporal self-comparisons. *European Journal of Social Psychology, 40*, 160-168.
- Broemer, P., Grabowski, A., Gebauer, J.E., Ermel, O., & Diehl, M. (2008). How temporal distance from past selves influences self-perception.
- Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology, 80*, 572-584.
- Lam, K. C. H., & Buehler, R. (2009). Trips down memory lane: Recall direction affects the subjective distance of past events. *Personality and Social Psychology Bulletin, 35*, 230-242.
- Landau, M. J., Greenberg, J., & Sullivan, D. (2009). Defending a coherent autobiography: When past events appear incoherent, mortality salience prompts compensatory bolstering of the past's significance and the future's orderliness. *Personality and Social Psychology Bulletin, 35*, 1012-1020.
- Stephan, E., Sedikides, C., & Wildschut, T. (2012). Mental travel into the past: Differentiating recollections of nostalgic, ordinary, and positive events. *European Journal of Social Psychology, 42*, 290-298.
- McFarland, C., & Buehler, R. (2012). Negative moods and the motivated remembering of past selves: The role of implicit theories of personal stability. *Journal of Personality and Social Psychology, 102(2)*, 242-263.
- Ward, C. L., & Wilson, A. E. (2015). Implicit theories of change and stability moderate effects of subjective distance on the remembered self. *Personality and Social Psychology Bulletin, 41*, 1167-1179.
- Marchlewska, M., & Cichocka, A. (2017). An autobiographical gateway: Narcissists avoid first-person visual perspective while retrieving self-threatening memories. *Journal of Experimental Social*

Psychology, 68, 157-161.

Schacter, D. L., Guerin, S. A., & St. Jacques, P. L. (2011). Memory distortion: An adaptive perspective. *Trends in Cognitive Sciences*, 15, 467-474.

Week 7 (Feb 13, 15)

Imagining and Predicting the Future

(A) Predicting future outcomes and behaviors

- ** Epley, N., & Dunning, D. (2000). Feeling “holier than thou”: Are self-serving assessments produced by errors in self- or social-prediction? *Journal of Personality and Social Psychology*, 79, 861-875.
- MacDonald, T. K., & Ross, M. (1999). Assessing the accuracy of predictions about dating relationships: How and why do lovers' predictions differ from those made by observers? *Personality and Social Psychology Bulletin*, 25, 1417-1429.
- Griffin, D. W., Dunning, D., & Ross, L. (1990). The role of construal processes in overconfident predictions about the self and others. *Journal of Personality and Social Psychology*, 59, 1128-1139.
- Peetz, J. & Buehler, R. (2009). Is there a budget fallacy? The role of savings goals in the prediction of personal spending. *Personality and Social Psychology Bulletin*, 35, 1579-1591.
- Koehler, D. J., White, R. J., & John, L. K. (2011). Good intentions, optimistic self-predictions, and missed opportunities. *Social Psychological and Personality Science*, 2, 90-96.
- Tully, S., & Meyvis, T. (2017). Forgetting to remember our experiences: People overestimate how much they will retrospect about personal events. *Journal of Personality and Social Psychology*, 113(6), 878-891.
- Rogers, T., Moore, D. A., & Norton, M. I. (2017). The belief in a favorable future. *Psychological Science*, 28(9), 1290-1301.

(B) Predicting future feelings

- ** Eastwick, P. W., Finkel, E. J., Krishnamurti, T., & Loewenstein, G. (2007). Mispredicting distress following romantic breakup: Revealing the time course of the affective forecasting error. *Journal of Experimental Social Psychology*.
- Lam K., Buehler, R., McFarland, C., Ross, M., & Cheung, I. (2005). Cultural differences in affective forecasting: The role of focalism. *Personality and Social Psychology Bulletin*, 31, 1296-1309.
- Ubel, P.A., Loewenstein, G., & Jepson, C. (2005). Disability and sunshine: Can hedonic predictions be improved by drawing attention to focusing illusions or emotional adaptation? *Journal of Experimental Psychology: Applied*, 11, 111-123.
- Zhang, T., Tami, K., Brooks, A., Gino, F., & Norton, M. (2014). A “present” for the future: the unexpected value of rediscovery. *Psychological Science*, 25, 1851-1860.
- Joel, S., Teper, R., & MacDonald, G. (2014). People overestimate their willingness to reject potential romantic partners by overlooking their concern for other people. *Psychological Science*, 25, 2233-2240.
- Van Boven, L., Loewenstein, G., Welch, E., & Dunning, D. (2012). The illusion of courage in self-predictions: Mispredicting one’s own behavior in embarrassing situations. *Journal of Behavioral Decision Making*, 25, 1-12.
- Teper, R., Tullett, A. M., Page-Gould, E., & Inzlicht, M. (2015). Errors in moral forecasting: Perceptions of affect shape the gap between moral behaviors and moral forecasts. *Personality and Social Psychology Bulletin*, 41, 887-900.
- O’Brien, E., & Roney, E. (2017). Worth the wait? Leisure can be just as enjoyable with work left undone. *Psychological Science*, 28(7), 1000-1015.
- Goranson, A., Ritter, R.S., Waytz, A., Norton, M.I., & Gray, K. (2017). Dying is unexpectedly positive.

Psychological Science, 28(7), 988-999.

*****READING WEEK FEB 19-23*****

Week 8 (Feb 27, Mar 1)

Stereotypes, prejudice, and discrimination

- ** Kunda, Z., & Sinclair, L. (1999). Motivated reasoning with stereotypes: Activation, application, and inhibition. *Psychological Inquiry*, 10, 12-22.
- ** Miller, S. L., Zielaskowski, K., & Plant, E. A. (2012). The basis of shooter biases beyond cultural stereotypes. *Personality and Social Psychology Bulletin*, 38(10), 1358-1366.
- Essien, I., Stelter, M., Kalbe, F., Koehler, S., Mangels, J., & Melils, S. (2017). The shooter bias: Replicating the classic effect and introducing a novel paradigm. *Journal of Experimental Social Psychology*, 70, 41-47.
- Johnson, J. D., Olivo, N., Gibson, N., Reed, W., Ashburn-Nardo, L. (2009). Priming media stereotypes reduces support for social welfare policies: The mediating role of empathy. *Personality and Social Psychology Bulletin*, 35, 463-476.
- Czopp, A. M. (2006). Standing up for a change: Reducing bias through interpersonal confrontation. *Journal of Personality and Social Psychology*, 90, 784-803.
- Rasinski, H.M., Geers, A.L., & Czopp, A.M. (2013). "I guess what he said wasn't that bad": Dissonance in nonconfronting targets of prejudice. *Personality and Social Psychology Bulletin*, 39, 856-869.
- 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.
- Skorinko, J. L., & Sinclair, S. A. (2013). Perspective taking can increase stereotyping: The role of apparent stereotype confirmation. *Journal of Experimental Social Psychology*, 49, 10-18.
- Geeraert, N. (2013). When suppressing one stereotype leads to rebound of another: On the procedural nature of stereotype rebound. *Personality and Social Psychology Bulletin*, 39, 1173-1183.
- Calanchini, J., Sherman, J.W., Klauer, K.C., & Lai, C.K. (2014). Attitudinal and non-attitudinal components of IAT performance. *Personality and Social Psychology Bulletin*, 40, 1285-1296.
- Yoshida, E., Peach, J. M., Zanna, M. P., & Spencer, S. J. (2012). Not all automatic associations are created equal: How implicit normative evaluations are distinct from implicit attitudes and uniquely predict meaningful behavior. *Journal of Experimental Social Psychology*, 48(3), 694-706.
- Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. *Canadian Psychology*, 50, 141-150.
- Burns, M. D., Monteith, M. J., & Parker, L. R. (2017). Training away bias: The differential effects of counterstereotype training and self-regulation on stereotype activation and application. *Journal of Experimental Social Psychology*, 73, 97-110.
- Forscher, P. S., Mitamura, C., Dix, E. L., Cox, W. T. L., Devine, P. (2017). Breaking the prejudice habit: Mechanisms, timecourse, and longevity. *Journal of Experimental Social Psychology*, 72, 133-146.

Week 9 (Mar 6, 8)

The Self I: Self-perception and self-evaluation

- ** Nussbaum, A. D., & Dweck, C. S. (2008). Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance. *Personality and Social Psychology Bulletin*, 34(5), 599-612.

- ** Re, D. E., Wang, S. A., He, J. C., & Rule, N. O. (2016). Selfie indulgence: Self-favoring biases in perceptions of selfies. *Social Psychological and Personality Science*, 7, 588-596.
- Ehrlinger, J., Mitchum, A. L., & Dweck, C. S. (2016). Understanding overconfidence: Theories of intelligence, preferential attention, & distorted self-assessment. *Journal of Experimental Social Psychology*, 63, 94-100.
- Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance. *Journal of Personality and Social Psychology*, 78, 211-222.
- Vazire, S., & Carlson, E.N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20, 104-108.
- Leitner, J.B., Hehman, E., Deegan, M.P., & Jones, J.M. (2014). Adaptive disengagement buffers self-esteem from negative social feedback. *Personality and Social Psychology Bulletin*, 40, 1435-1450.
- Schumann, K., & Dweck, C.S. (2014). Who accepts responsibility for their transgressions. *Personality and Social Psychology Bulletin*, 40, 1598-1610.
- Neff, K. D., Hsieh, Y. P., & DeJitterat, K. (2005). Self-compassion, achievement goals, and coping with academic failure. *Self and Identity*, 4(3), 263-287.
- Slotter, E. B., Gardner, W. L., & Finkel, E. J. (2010). Who am I without you? The influence of romantic breakup on the self-concept. *Personality and Social Psychology Bulletin*, 36, 147-160.
- Williams, E. F., & Gilovich, T. (2012). The better than my average effect: The relative impact of peak and average performances in assessments of the self and others. *Journal of Experimental Social Psychology*, 48, 556-561.
- Toma, C. L., & Hancock, J. T. (2013). Self-affirmation underlies facebook use. *Personality and Social Psychology Bulletin*, 39(3), 321-331.
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Week 10 (Mar 13, 15)

The Self II: Self Control and Temptation

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Week 11 (Mar 20, 22)

The Self III: Motivation and Goal Pursuit

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Week 12 & 13 (Mar 27, 29, April 3)

Happiness and well-being

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Important Information for Students

- 1. Accessible Learning Office:** Students with disabilities or special needs are advised to contact Laurier's [Accessible Learning Centre](#) for information regarding its services and resources. Students are encouraged to review the [Academic Calendar](#) for information regarding all services available on campus.
- 2. Plagiarism:** Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by the instructor, students are required to submit their written work in electronic form and have it checked for plagiarism.
- 3. Academic Integrity:** Laurier is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (i.e., honesty, integrity, reliability), fairness, caring, respect, responsibility and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and nonacademic behaviour. The University has a defined policy with respect to academic misconduct. As a Laurier student you are responsible for familiarizing yourself with this policy and the accompanying penalty guidelines, some of which may appear on your transcript if there is a finding of misconduct. The relevant policy can be found at Laurier's [academic integrity](#) website along with resources to educate and support you in upholding a culture of integrity. Ignorance is not a defense.
- 4. Course Add/Drop Dates 2017/2018:** Please refer to the Undergraduate Academic Calendar - [Academic Dates 2017-2018](#). For details of all important academic dates.
- 5. Final Examinations:** The Academic Date section of the Calendar ([Academic Dates 2017-2018](#)) clearly states the examination date period for each semester. **Students must note that they are required to reserve this time in their personal calendars for the examinations. The examination period for the Winter Term: April 7 – 25.** Students who are considering registering to write MCAT, LSAT or GMAT or a similar examination, should select a time for those examinations that occurs outside the University examination period. For additional information that describes the special circumstances for examination deferment, consult the [University calendar](#).
- 6. Laurier Email Account:** Students are expected to regularly check their Laurier email account for important notices from the university community. Students are also expected to send emails to official members of the university community from their Laurier email account in order to ensure delivery. Emails sent from non-Laurier accounts, such as Hotmail, may be identified as spam and not be delivered. Your co-operation is appreciated.
- 7. Centre for Student Success:** The [Centre for Student Success](#) supports and enhances your academic experiences at Laurier. These services include academic advising and assistance with learning, mathematics, study skills, and writing development. Most of these services are delivered in small groups and individual consultation settings and are designed to encourage the sharing of ideas and peer learning.

WATERLOO RESOURCES

- [Foot Patrol](#) is a volunteer operated safe-walk program, available Fall and Winter daily from 6:30 pm to 3 am. Teams of two are assigned to escort students to and from campus by foot or by van. All teams are equipped with two-way radio, flashlight and first aid kit. All Foot Patrol volunteers are certified with emergency first aid training for efficient safety service across the Laurier campus. 519 886 3668 (FOOT)
- [Waterloo Student Wellness Centre](#) – is the home of all [physical, emotional and mental health services](#) for students on our Waterloo campus. We are a multidisciplinary team offering comprehensive, collaborative service to help you get the best support in the most seamless and coordinated manner possible. Located on the 2nd floor of the Student Services Building, booked and same-day appointments are available Mondays and Wednesdays from 8:30 am to 7:30 pm, and Tuesdays, Thursdays and Fridays from 8:30 am to 4:15 pm. 519-884-0710, x3146 wellness@wlu.ca or @LaurierWellness
All students have access to these services through their [OHIP and extended health plans](#). We welcome and support diverse communities. You will be asked to swipe your **health card** every time you visit us.

After hours crisis support is available:

[Here 24/7](#) Crisis Line. Call anytime to access Addictions, Mental Health & Crisis Services Waterloo – Wellington 1.844.437.3247

[Good2Talk](#) is a post-secondary school helpline. Call 1.866.925.5454 or through 2.1.1. Available 24/7/365

- The [Food Bank](#) provides food deliveries on a 24/7 basis confidentially supporting the dietary and nutritional needs of Laurier students. All dietary restrictions can be accommodated, and food packages typically last up to a week or more. All Laurier students are eligible to use this service to ensure they're eating healthy when overwhelmed, stressed or financially strained.