

PSY 752: Seminar in Social Psychology (Spring 2015)

Syllabus

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Days: Wednesday
Time: 1:00-3:00
Location: Greene Hall 310
Course website: <https://sakai.wfu.edu>

Course Description

Content and methodology of social psychology examined through a critical and comparative analysis of contemporary theory and literature.

Course Overview

Most graduate students studying psychology have taken undergraduate courses in social psychology or have had exposure to this area in other courses. In most of those courses, the purpose was to provide an overview of the general area of social psychology. In your related courses you probably covered a wide variety of topics and learned what seemed to be numerous facts about social behavior. This approach is appropriate for undergraduate work but is not appropriate for graduate work in social psychology. You will see that the approach we will take in this seminar is quite different. The emphasis will be placed on developing a theoretical and conceptual understanding of social behavior at an advanced level. Essentially, the goal is to get you to think like a social psychologist and take a scientific approach to understanding social behavior and thought. In addition, you will learn about both current and classic research within the field and will gain experience discussing and presenting research at a graduate level.

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

The course readings consist professional journal articles (that we will select as a class) and advanced chapters from Baumeister and Finkel's (2010) *Advanced Social Psychology: The State of the Science* text. It is imperative that you do the readings before attending class! Occasionally pop-quizzes may be given on these readings if I have reason to believe that you are not carefully reviewing the course readings before class. Reading selections will be posted in the Resources Section of Sakai website. Please bring to class sessions a hard copy of the assigned course readings for the week so that you can reference the material. Your performance in this course is likely to reflect your record of attendance and the effort that you put into reviewing the course readings.

Student Responsibilities

- Attend class and be prepared to participate (individually and as a group member)
- Carefully review each of the main readings assigned for each class session
- Complete all course requirements
- Check Sakai regularly for updates on course matters

Class Discussion

The learning experience in this course will involve sharing of thoughts during class discussions (focused on the required readings). I strongly encourage you to come to class willing and prepared to voice your thoughts and opinions. Please do ask questions in class.

Grading

Your letter grade for this course is determined by the percentage of total points (100 possible) earned throughout the semester. A letter grade will be assigned on the basis of the following scale:

A+ 98 - 100%	A 93 - 97%	A- 90 - 92%	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%

Points are earned in four ways:

- **Lead Class Discussion on Self-Selected Article (10 points, 10% of grade):** You will be assigned to select an article, published sometime in the last five years, from the *Journal of Personality and Social Psychology* (JPSP), the *Journal of Experimental Social Psychology* (JESP), or the *Personality and Social Psychology Bulletin* (PSPB), that is relevant to the topic of focus for the week. You will have to select this article a week in advance so that I and your classmates can review it, critique it, and incorporate it into the next week's Reaction Essay/Forum (see below). You are then required to lead a class discussion of the article. No formal presentation is necessary. However, make sure that everyone is clear with regard to the primary purpose(s) of the article, the primary hypothesis(es), and the key finding(s). Also, prepare in advance 3-5 open-ended discussion questions. Importantly, please do not feel the need to defend anything about the article you select. In fact, you may end up being the article's strongest critic.
- **Reaction Essays / Class Forum (20 points, 20% of grade):** You are assigned to write a Reaction Essay in response to the readings scheduled for each week (to be turned in on the Wednesday on which the topic is covered). Submit a 1-page (maximum) paper (hard copy) in reaction to all of the readings for the week. Essays may be single-spaced (approx. 500 words) or double-spaced (approx. 250 words), but are not to exceed 1 page (if you have more to discuss, reduce the font and/or margins). Understand that a Reaction Essay is not a simple re-wording of the Abstract of an article, or a summarization. Reaction Essays should help prepare you for class discussion, and should go beyond summarizing the readings to convey your own response. The Reaction Essay is intended to serve as an intellectual exercise that may take the form of an agreement, disagreement, elaboration, contrast, parallel, or critical analysis of the work selected. Your response can also be selective and could include, for instance, the most interesting idea you read or had about the topic, an example of something you have experienced that is relevant to the topic, an idea for a study, or an observation of how the readings interrelate. Divide your essay in half by providing two paragraphs and giving equal attention to both of the assigned readings for the week.

Examples of sentences to get you started:

- "I see a contradiction between Baumeister's (2010) chapter and the section we read about..."
- "A possible experiment that could be conducted to test the hypothesis described in Baumeister's (2010) chapter involves..."
- "The theory described in Baumeister's (2010) chapter could be used to ..."
- "The theory in Smith's (2002) article helped me to analyze an experience that I once had..."
- "I disagree with the interpretation of the findings described in Smith's (2002) article..."

Provide an "additional-voice" in your essay. The assigned, student-selected, readings will likely only scratch the surface of the depth of social psychological research. Many other "voices" have something to contribute to the various debates, and the assigned readings will only partly prepare you to debate the points raised. Each week, find (and briefly review) an article (published within the last 10 years) relevant to any of the debates raised in either (or both) of the readings. Cite this voice article in your reaction essay. Sometimes you may already have an additional-voice article in mind, but PsycINFO may be especially useful in this task. At minimum, you should read the Abstract of the additional-voice article you select. Submit a hard copy of the title page of the article you select with your Reaction Essay each week.

Forum it on Sakai by Tuesday 12:00am. We will utilize Sakai's Forum tab to post reaction essay content for your classmates to consider. Copy and paste your reaction essay content to a Forum entry each week before midnight on each Tuesday (the night before we discuss the readings).

Briefly comment on one of your classmate's Forums. Select one of your classmate's Forums to review and briefly comment (maximum 50 words). Be professional and tactful. If another classmate has already provided a comment, find a Forum entry that has yet to receive a comment. (maximum 50 words)

- **Class Participation (15 points, 15% of grade):** Class participation should take the form of asking questions, expressing ideas, debating positions, etc. during class sessions. Discuss your own opinion of the strengths and limitations of the research of focus and solicit the opinions of your classmates. You will be graded on your preparation, understanding of the readings, strategy for creating interesting discussion, and the quality of your contributions to the discussion.
- **Mid-Term Exam (30 points, 30% of grade):** Exams will cover any materials provided from instructor lecture notes and assigned readings.
- **Final Paper (25 points, 25% of grade):** Select a theoretical topic of particular interest to you and form a clear research question that is not entirely answered by the existing social psychological literature. Your paper should be structured as an experimental proposal, including a theoretically-drawn set of hypotheses and a detailed description of methods and procedures. Your proposed study must include at least two independent variables and one independent variable must be directly manipulated. The moderation design (e.g., a 2 × 2 design) and the mediation design are highly appropriate (encouraged) designs for this paper. Include a Figure or Table that illustrates your expected findings. The paper should be formatted using APA-style. Include a Title-Page, Abstract, and References. The paper must include at least seven references of published articles, books, or chapters (no internet articles). Among other aspects of your writing, such as clarity, detail and use of APA-style, you will be graded on how well you substantiate your hypotheses with relevant theory or previously published findings and how well you utilize the existing literature to structure your proposed experiment.

Attendance

Class attendance will not be monitored. However, due to the participatory and interactive nature of this course, consider your attendance mandatory. Studies show that class time is the most efficient use of a student's time when it comes to learning material. Unless by reason of extenuating circumstances or participation in religious or civic observances, your attendance is expected at all times.

Lecture Notes

Lecture notes are not provided. Lectures will be interactive, involving class-discussion related to the topic, and thought experiments. If you must miss a lecture, please get notes from a willing classmate.

Sakai

You are expected to become familiar with the Sakai Academic Suite <https://sakai.wfu.edu>. Sakai is an online course environment that allows Wake Forest University faculty and students to create, integrate, and maintain web-based teaching and learning resources. Grades will be posted on Sakai. Announcements or changes will be announced on Sakai as well.

Cheating and Plagiarism

Although I don't expect there to be any problems, cheating and/or plagiarism will not be tolerated. When you signed your application for admission to Wake Forest University, you agreed to live by the honor system. As part of the honor system, you agreed to abstain from cheating, which includes plagiarism. You are accountable to the following from the Student Handbook: "Plagiarism is a type of cheating. It includes: (a) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without complete acknowledgment of the source; (b) the unacknowledged use of materials prepared by another agency or person providing term papers or other academic materials; (c) the non-attributed use of any portion of a computer algorithm or data file; or (d) the use, by paraphrase or direct quotation, of on-line material without complete acknowledgment of the source."

Pagers, Beepers, and Phones

Please make sure that your pagers, beepers, cell phones, noise horns, cow-bells, and other equipment that are likely to be disruptive and counterproductive to learning experience, are turned off during class.

Students with Special Needs

Please let me know if you are a student with special needs such as visual impairment, hearing impairment, or a learning disability.

Contingency Plan

In the event that the university closes due to pandemic or other disaster, please review and study the required readings. Reading quizzes (distributed over Sakai, if the internet is available; or by postal mail if the internet is not available) must be completed to test your comprehension of the readings. Complete all required work (to be distributed either through Sakai, e-mail, or postal mail) listed on the schedule and send the solutions to: John Petrocelli (petrocjv@wfu.edu), if the internet is available; or if the internet is not available to: John Petrocelli, P.O. Box 7778, Winston-Salem, 27109. You will be mailed or e-mailed a midterm and final examination that should be taken closed book, without access to papers, persons, or other resources. The return date for the examination will be specified in the mailing. If the internet is available, Professor Petrocelli will be available for normal office hours by e-mail.

Disclaimer

Consider this syllabus a binding contract of your responsibilities. As with most other courses, I do reserve the right to modify the schedule as deemed necessary. Any changes made to the schedule or policies within this syllabus will be announced in class and on Sakai.

Course Readings and Schedule

January 14 Organizational Meeting and Introduction to Social Psychology¹

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.

January 21 History of Social Psychology and Social Psychological Methods²

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.

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.

January 28 Social Cognition, Attribution and Impression Formation³

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.

Article selected by: _____

February 4 Stereotyping, Prejudice, and Discrimination⁴

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.

Article selected by: _____

February 11 Attitudes, Persuasion, and Social Influence⁵

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.

Article selected by: _____

February 18 Prosocial Behavior⁶

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.

Article selected by: _____

February 25 Aggression⁷

Bushman, B. J., & Bartholow, B. D. (2010). Aggression. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 303-40). New York: Oxford University Press.

Article selected by: _____

March 4 MID-TERM EXAM⁸

March 18 Intergroup Behavior⁹

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.

Article selected by: _____

March 25 Group Processes¹⁰

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.

Article selected by: _____

April 1 Attraction¹¹

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.

Article selected by: _____

April 8 Intimate Relationships¹²

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.

Article selected by: _____

April 15 Self-Understanding¹³

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.

Article selected by: _____

April 22 Judgment and Decision Making¹⁴

Vohs, K. D., & Luce, M. F. (2010). Judgment and decision making. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 733-756). New York: Oxford University Press.

Article selected by: _____

April 29 FINAL MEETING¹⁵

Final Paper Due (Final Exams: May 1 – May 7)

Selections for the Voracious Reader

History of Social Psychology and Classic Experiments

- Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 19, 31-35.
- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210.
- 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.

Social Psychological Methods

- 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.
- 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.

Social Cognition, Attribution and Impression Formation

- 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.
- 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.

Stereotyping, Prejudice, and Discrimination

- 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.
- 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.

Attitudes, Persuasion, and Social Influence

- 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.
- 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.

Prosocial Behavior and Aggression

- 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.
- 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., Ithori, 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.

Intergroup Behavior

- 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.
- 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.

Group Processes

- 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.
- 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.
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