

**Course Syllabus – PSY 703: Social Psychology**  
Spring Semester 2012, Mondays 1:30-4:10pm, West 1001

Instructor: Eden King, Ph.D.

Email: [eking6@gmu.edu](mailto:eking6@gmu.edu)

Office: DK 3076

Phone: 703-993-1620

Office hours: Wednesdays from 10-11am and by appointment

**Required Text:** Fiske, S. T. (2009). *Social Beings: A Core Motives Approach to Social Psychology* (2<sup>nd</sup> edition). Hoboken, NJ: Wiley.

### Objectives

This course is a graduate seminar designed to provide an overview of social psychology. My goal is that each of you will develop: (1) familiarity with classic and contemporary issues in social psychology, (2) an understanding of major theories driving social psychological research, (3) appreciation for the methodological strategies common to social psychology, (4) the ability to utilize social psychological methods and theories to answer questions across the fields of psychology and in the real world, and (5) critical thinking skills regarding research, theory, methods, and social problems.

### Grading

Class participation (10%)

Weekly research questions and ideas (10%)

Discussion facilitation (10%)

Applied Social Psychology project (35%)

Take-Home Exam (open-book, short answer and essay; 35%)

### Class Participation & Discussion Facilitation Responsibilities

It is essential that you be present and participative in the class discussion. To improve class discussion, I will ask two people to be responsible for facilitating discussion about the articles assigned for each class. Working as a pair, you will need to be able to summarize each article, indicating its strengths and weaknesses, but more importantly, you will need to bring questions and ideas that facilitate group discussion. Please note that this responsibility does not absolve you from having questions, ideas, and opinions about the other articles for which you are not responsible!

Your class participation grade will be based on (a) voicing your reflections on the readings (e.g., by noting positive contributions and constructive criticisms), (b) getting others in the class involved (e.g., by asking questions, having stimulating discussion/debate), (c) contributing information and experiences that supplement the readings, and obviously (d) attending class and being on time.

In addition, at least 24 hours before class begins, you will need to engage in reflections about the readings on Blackboard. Specifically, you need to post at least one new idea, question, or criticism you have related to one of the readings for the week. In addition, you need to respond to at least one of your classmates' posts. The goal of this assignment is to get you thinking about your ideas before class begins and to give students who are uncomfortable speaking in large group settings a context through which to share their thoughts.

### Applied Social Psychology Project

As a whole, the graduate programs in the psychology department at GMU have a uniquely applied focus. To facilitate your learning of social psychological principles, to emphasize the relevance of social psychology to everyday life, and to give you an opportunity to apply these principles in a real-world setting, you will work in pairs to solve an applied 'problem'. You will have two choices for completing this assignment: (1) consulting for non-profit organizations OR (2) identifying your own problem to solve.

#### *Option 1: Consulting for non-profit organizations*

Some of the central themes in social psychology include helping, attitudes, and persuasion. In this assignment, you have the opportunity to assess and improve attitudes of helpers by bringing to bear your expertise in social psychology to consult for a non-profit organization. This will involve several steps.

First, you will need to complete several specific readings on volunteerism that will be available on Blackboard. Next, you and one other person in our class will be paired with a graduate student from the University of North Carolina at Charlotte (UNCC). This graduate student is an experienced member of the UNCC Volunteer Program Assessment (VPA) team, and will help guide you through the process of conducting a VPA (for more specific information regarding VPA, please visit [vpa.uncc.edu](http://vpa.uncc.edu)). Your group will be assigned an animal shelter organization (recruited just for you by the UNCC Volunteer

Program Assessment team!). Third, you will need to submit (by February 27<sup>th</sup>) a brief description of your progress to that point. You will be responsible for contacting the organization (after consultation with your UNCC mentor), collecting the preliminary paperwork (UNCC will provide the blank forms that need to be filled out by the client organization), managing the online survey distribution (the survey itself is already created!), generating the results summary report (you will be provided with a guide and format for the results report), and leading the consultation phone call with the client organization. The UNCC VPA member will act as a resource for your group as you all navigate this process.

Finally, you will need to write a brief reflection paper (somewhere between 2-5 pages in length) that addresses the connections between the project in which you participated and the course topics, content, and objectives. You should describe the community needs that your service addressed and what new ideas might be taken from your experience. This paper is due via email on April 16.

### *Option 2: Identify your own problem to solve*

The organization, group, or problem you target is up to you. The only two criteria are (1) you must select some problem the community (broadly defined) faces and (2) you must use social psychological principles to try to address the problem. Because social psychology focuses on social behaviors, you should operationalize the problem in terms of some specific behavior that you would like to see changed. Are people littering in Robinson Hall? Are blood donations in the area down? Are there not enough Big Brothers/Sisters around? Could the local food pantry use more help? Do you want to try to increase recycling somewhere? There are countless ideas; the list here is intended to get you started and is by no means intended to be exhaustive. Just pick something that is important to you. The idea is to influence others' behaviors, though, not just to do it yourself.

You may use any technique (*that's legal and ethical, of course!*) that you have sound theoretical reasons for believing may be effective. Try to think creatively about ways to address the problem. I'm willing to help you with this, but your group should brainstorm some ideas before coming to see me.

Before you implement your program, you'll need to do two things. First, you **MUST** give me – and I must approve – a proposal with a summary of what you'll do and where you'll do it. This proposal is due February 27. Second, you must discuss the logistics with “the powers that be.” Thus, you should talk to Housing and Residence Life if you plan to implement your project in the residence halls, the specific department head if you're implementing it in an academic building, the local Red Cross/United Way/Boys & Girls Club director, or whomever is “in charge;” this **MUST** be done *before you begin the implementation of your intervention.*

The deliverable associated with this project will be a group paper somewhere between 2-5 pages in length that addresses the connections between the project in which you participated and the course topics, content, and objectives. You should describe the community needs that your service addressed, whether it helped or changed the outcome of interest, on what theoretical or empirical work your ideas were based, and what new ideas might be taken from your experience. This paper is due via email by April 16.

### **Final Exam**

The final exam for this class will be a timed, take-home, open book and open note test. Any resources can be consulted except other people. It will include both short answer and longer essay questions. It will be distributed on the last day of class and due during the final exam period for the class.

### **Disabilities and special needs**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through ODR.

### **Academic Integrity**

You are expected to follow the GMU Honor Code. Any form of scholastic dishonesty (e.g., plagiarism, cheating) can result in a variety of negative consequences (not the least of which is failing this course).

### **Course Schedule**

Topics, readings, and assignments tentatively follow the schedule below. Due dates for class assignments will not change, but dates for seminar topics might. *All assignments are due at the beginning of class on the due date.* Five percent will be deducted for every day an assignment is late.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>1/23</b> <b>Week 1</b>	<b>Syllabus</b> <b>Overview of Social Psychology</b>	Ch. 1	<b>Assign discussion dyads</b>
<b>1/30</b> <b>Week 2</b>  <i>Last Day to Add</i>	<b>History</b>	Ch. 2 Cacioppo & Decety, 2011 Danziger, 2000 Forsyth, 1989 Kruglanski, 2001 Morawski, 2000	<b>Applied project dyads due</b>
<b>2/6</b> <b>Week 3</b>	<b>Social Cognition</b>	Ch. 3 & 4 Kunda, 1999 Macrae & Bodenhausen, 2000 Preston & Wegner, 2007 Tversky & Kahneman, 1974 Wegner et al., 1985	
<b>2/13</b> <b>Week 4</b>  <i>Last Day to Drop</i>	<b>The Self</b>	Ch. 5 Carlson, Vazire, & Furr, 2011 Gilovich, 1991 Leary, 2007 Markus & Kunda, 1986 Stinson et al., 2008	
<b>2/20</b> <b>Week 5</b>	<b>Attitudes and Persuasion</b>	Ch. 6 Bohner & Dickel, 2011 Festinger & Carlsmith, 1959 Janis & Feshbach, 1953 Sagarin et al., 2002 See et al., 2008	
<b>2/27</b> <b>Week 6</b>	<b>Social Influence</b>	Ch. 13 Asch, 1955 Cialdini & Goldstein, 2004 Galinsky et al., 2008 Joly et al., 2008 Milgram, 1963	<b>Applied Project Plan Due</b>
<b>3/5</b> <b>Week 7</b>	<b>Attraction</b>	Ch. 7 Dutton & Aron, 1974 Gillath et al., 2008 Gangstead et al., 2007 Lieberman, Fessler, & Smith, 2011 Pennebaker et al., 1979	
<b>3/12</b>	<b>NO CLASS- SPRING BREAK</b>		
<b>3/19</b> <b>Week 8</b>	<b>Close Relationships</b>	Ch. 8 Ackerman et al, 2011 Baumeister & Leary, 1995 Gonzaga et al., 2007 Harlowe, 1958 Iida et al., 2008	
<b>3/26</b>	<b>Helping</b>	Ch. 9	

<b>Week 9</b>		Darley & Latane, 1968 Darley & Batson, 1973 Levine et al., 2005 Meier et al., 2012 Penner et al., 2005	
<b>4/2 Week 10</b>	<b>Aggression</b>	Ch. 10 Anderson & Bushman, 2002 Bandura, 1961 Carnagey & Anderson, 2005 DeSteno et al., 2007 Griskevicius et al., 2009	
<b>4/9 Week 11</b>	<b>Social Biases</b>	Ch. 11 Hewstone et al., 2002 Kang & Inzlicht, 2012 Katz & Braly, 1933 Legault et al., 2011 Word et al., 1974	
<b>4/16 Week 12</b>	<b>Small Groups</b>	Ch. 12 Cohen et al., 2009 Janis, 1971 Levine et al., 2011 Sherif, 1956 Sommers, 2006	<b>Applied Project Due</b>
<b>4/23 Week 13</b>	<b>Applied Social Psychology And Course Wrap Up</b>	Brown & Day, 2006 Correll et al., 2007 Jonas et al., 2011 Osherow, 1993 Seiter, 2007 Savitsky et al, 2001	<b>Exams Distributed</b>
<b>4/30</b>	<b>NO CLASS SIOP CONFERENCE</b>	Ch. 14	
<b>5/14</b>	<b>FINAL EXAM PERIOD</b>		<b>Exam Due via email by 4:15pm</b>

## References

- Ackerman, J. M., Griskevicius, V., & Li, N. P. (2011). Let's get serious: Communicating commitment in romantic relationships. *Journal of Personality and Social Psychology, 100*, 1079-1094.
- Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology, 53*, 27-51.
- Asch, S. (1955). Opinions and social pressure. *Scientific American, 193*.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology, 63*, 575-582. Retrieved: <http://psychclassics.yorku.ca/Bandura/bobo.htm>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*, 497-530.
- Berscheid, E., Dion, K., Walster, E., & Walster, G. W. (1971). Physical attractiveness and dating choice: A test of the matching hypothesis. *Journal of Experimental Social Psychology, 7*, 173-189.
- Bohner, G., & Dickel, N. (2011). Attitudes and attitude change. *Annual Review of Psychology, 62*, 391-417.
- Brown, R. P., & Day, E. A. (2006). The difference isn't black and white: Stereotype threat and the race gap on Raven's advanced progressive matrices. *Journal of Applied Psychology, 4*, 979-985.
- Bushman, B. J. (2007). That was a great commercial, but what were they selling? Effects of violence and sex on memory for products in television commercials. *Journal of Applied Social Psychology, 37*, 1784-1796.
- Cacioppo, J. T., & Decety, J. (2011). Social neuroscience: Challenges and opportunities in the study of complex behavior. *Annals of the New York Academy of Sciences, 1224*, 162-173.
- Carlson, E. N., Vazire, S., & Furr, R. M. (2011). Meta-insight: Do people really know how others see them? *Journal of Personality and Social Psychology, 101*, 831-846.
- Carnagey, N. L., & Anderson, C.A. (2005). The effects of reward and punishment in violent video games on aggressive affect, cognition, and behavior. *Psychological Science, 16*, 882-889.
- Cialdini, R. B., & Golstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology, 55*, 591-621.
- Clark, M. S., Mills, J., & Powell, M. C. (1986). Keeping track of needs in communal and exchange relationships. *Journal of Personality and Social Psychology, 58*, 333-358.
- Cohen, T. R., Gunia, B. C., Kim-Jun, S. U., & Murnighan, J. K. (2009). Do groups lie more than individuals? Honesty and deception as a function of strategic self-interest. *Journal of Experimental Social Psychology, 45*, 1321-1324.
- Correll, J., Park, B., Judd, C. M., Wittenbrink, B., Sadler, M. S., & Keesee, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality and Social Psychology, 92*, 1006-1023.
- Danziger, K. (2000). Making social psychology experimental: A conceptual history, 1920-1970. *Journal of the History of the Behavioral Sciences, 36*, 329-347.
- 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.
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology, 8*, 377-383.
- Davies, P. G., Steele, C. M., & Markus, H. R. (2008). A nation challenged: The impact of foreign threat on America's tolerance for diversity. *Journal of Personality and Social Psychology, 95*, 308-318.
- DeSteno, D., Valdesolo, P., & Bartlett, M. Y. (2006). Jealousy and the threatened self: Getting to the heart of the green-eyed monster. *Journal of Personality and Social Psychology, 91*, 626-641.
- Dutton, D. G., & Aron, A. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. *Journal of Personality and Social Psychology, 30*, 510-517.
- Eagly, A. H. (1992). Uneven progress: Social psychology and the study of attitudes. *Journal of Personality and Social Psychology, 63*, 693-710.
- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology, 58*, 203-210.

- Forsyth, D. R. (1989). Social psychology's three little pigs. In M. R. Leary (Ed.), *The State of Social Psychology* (p. 63-65). Sage.
- Galinsky, A. D., Magee, J. C., Gruenfeld, D. H., Whitson, J. A., & Liljenquist, K. A. (2008). Power reduces the press of the situation: Implications for creativity, conformity, and dissonance. *Journal of Personality and Social Psychology, 95*, 1450-1466.
- Gangestad, S. W., Garver-Apgar, C. E., Simpson, J. A., & Cousins, A. J. (2007). Changes in women's mate preferences across the ovulatory cycle. *Journal of Personality and Social Psychology, 92*, 151-163.
- Gillath, O., Mikulincer, M., Birnbaum, G. E., & Shaver, P. R. (2008). When sex primes love: Subliminal priming motivates relationship goal pursuit. *Personality and Social Psychology Bulletin, 34*, 1057-1071.
- Gilovich, T., & Savitsky, K. (1991). The spotlight effect and the illusion of transparency: Egocentric assessments of how we are seen by others. *Current Directions in Psychological Science, 165-169*.
- Gonzaga, G. C., Campos, B., & Bradbury, T. (2007). Similarity, convergence, and relationship satisfaction in dating and married couples. *Journal of Personality and Social Psychology, 93*, 34-48.
- Griskevicius, V., Tybur, J. M., Gangestad, S. W., Perea, E. F., Shapiro, J. R., & Kenrick, D. T. (2009). Aggress to impress: Hostility as an evolved context-dependent strategy. *Journal of Personality and Social Psychology, 96*, 980-994.
- Harlow, H. F. (1959). The nature of love. *The American Psychologist*.
- Hewstone, M., Rubin, M., & Willis, H. (2002). Intergroup bias. *Annual Review of Psychology, 53*, 575-604.
- Iida, M., Seidman, G., Shrouf, P. E., Fujita, K., & Bolger, N. (2008). Modeling support provision in intimate relationships. *Journal of Personality and Social Psychology, 94*, 460-478.
- Janis, I. (1971). Groupthink among policy makers. In N. Sanford & C. Comstock (Eds.), *Sanctions for Evil* (p. 71-89). San Francisco: Jossey-Bass. Retrieved: [http://www.middlesexcc.edu/faculty/Robert\\_Roth/GroupthinkamongPolicyMakers.htm](http://www.middlesexcc.edu/faculty/Robert_Roth/GroupthinkamongPolicyMakers.htm)
- Janis, I., & Feshbach, S. (1953). Effects of fear-arousing communications. *Journal of Abnormal and Social Psychology, 43*, 78-93.
- Joly, J. F., Stapel, D. A., Lindenberg, S. M. (2008). Silence and table manners: When environments activate norms. *Personality and Social Psychology Bulletin, 34*, 1047-1058.
- Jonas, E., Kauffeld, S., Sullivan, D., & Fritsche, I. (2011). Dedicate your life to the company! A terror management perspective on organizations. *Journal of Applied Social Psychology, 41*, 2858-2882.
- Jones, E. E., & Sigall, H. (1971). The bogus pipeline: A new paradigm for measuring affect and attitude. *Psychological Bulletin, 76*, 349-364.
- Kang, S. K., & Inzlicht, M. (in press). Stigma building blocks: How instruction and experience teach children about rejection by outgroups. *Personality and Social Psychology Bulletin*, 1-13.
- Katz, D., & Braly, K. (1933). Racial stereotypes of one hundred college students. *Journal of Abnormal and Social Psychology, 28*, 280-290.
- Kenrick, D. T., & Gutierrez, S. (1980). Contrast effects and judgments of physical attractiveness: When beauty becomes a social problem. *Journal of Personality and Social Psychology, 38*, 131-140.
- Kruglanski, A. W. (2001). That "vision" thing: The state of theory in social and personality psychology at the edge of the new millennium. *Journal of Personality and Social Psychology, 81*, 871-875.
- Kunda, Z. (1999). *Social Cognition: Making Sense of People*. MIT Press: Cambridge, MA.
- Leary, M. R. (2007). Motivational and emotional aspects of the self. *Annual Review of Psychology, 58*, 317-344.

- Legault, L., Gutsell, J. N., & Inzlicht, M. (2011). Ironic effects of antiprejudice messages: How motivational interventions can reduce (but also increase) prejudice. *Psychological Science, 22*, 1472-1477.
- 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.
- Levine, M., Taylor, P. J., & Best, R. (2011). Third parties, violence and conflict resolution: The role of group size and collective action in the microregulation of violence. *Psychological Science, 22*, 406-412.
- Levinger, G., & Breedlove, J. (1966). Interpersonal attraction and agreement: A study of marriage partners. *Journal of Personality and Social Psychology, 3*, 367-373.
- Lieberman, D., Fessler, D. M. T., & Smith, A. (2011). The relationship between familial resemblance and sexual attraction: An update on Westermarck, Freud, and the incest taboo. *Personality and Social Psychology Bulletin, 37*, 1229-1232.
- Macrae, C. N. & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology, 51*, 93-120.
- Major, B., & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology, 56*, 393-421.
- Malle, B. F. (2006). The actor-observer asymmetry in attribution: A (surprising) meta-analysis. *Psychological Bulletin, 132*, 895-919.
- Markus, H., & Kunda, Z. (1986). Stability and malleability of the self-concept. *Journal of Personality and Social Psychology, 51*, 858-866.
- Medvec, V. H., Madey, S. F., & Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *Journal of Personality and Social Psychology, 69*, 603-610.
- Meier, B. P., Moeller, S. K., Riemer-Peltz, M., & Robinson, M. D. (2012). Sweet taste preferences and experiences predict prosocial inferences, personalities, and behaviors. *Thanks so m*, 163-174.
- McGrath, J. E. (1997). Small group research, that once and future field: An interpretation of the past with an eye to the future. *Group Dynamics: Theory, Research, and Practice, 1*, 7-27.
- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology, 67*, 371-378.
- Mook, D. G. (1983). In defense of external validity. *American Psychologist, 37*, 379-387.
- Morawski, J. G. (2000). Social psychology a century ago. *American Psychologist, 55*, 427-430.
- Osherow, N. (1993). Making sense of the nonsensical: An analysis of Jonestown. In E. Aronson (Ed.), *Readings About the Social Animal* (p. 68-86). Scientific American Books.
- Pederson, W. C., Bushman, B. J., Vasquez, E. A., & Miller, N. (in press). Kicking the (barking) dog effect: The moderating role of target attributes on triggered displaced aggression. *Personality and Social Psychology Bulletin*.
- Penner, L. A., Dovidio, J. F., Piliavin, J. A., & Schroeder, D. A. (2005). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology, 56*, 365-392.
- Pennebaker, J. W., Dyer, M. A., Caulkins, R. S., Litowitz, D. L., Ackreman, P. L., Anderson, D. B., & McGraw, K. M. (1979). Don't the girls get prettier at closing time: A country and western application to psychology. *Personality and Social Psychology Bulletin, 5*, 122-126.
- Petty, R. E., Cacioppo, J. T., & Goldman, R. (1981). Personal involvement as a determinant of argument-based persuasion. *Journal of Personality and Social Psychology, 41*, 847-855.
- Postmes, T., Spears, R., Lee, A. T., & Novak, J. (2005). Individuality and social influence in groups: Inductive and deductive routes to group identity. *Journal of Personality and Social Psychology, 89*, 747-763.

- Preston, J., & Wegner, D. (2007). The eureka error: Inadvertent plagiarism by misattributions of effort. *Journal of Personality and Social Psychology*, *92*, 575-584.
- Rusbult, C. E., & Van Lange, P. A. (2003). Interdependence, interaction, and relationships. *Annual Review of Psychology*, *54*, 351-375.
- Sagarin, B. J., Cialdini, R. B., Rice, W. E., & Serna, S. B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology*, *83*, 526-541.
- Savitsky, K., Epley, N., & Gilovich, T. (2001). Do others judge us as harshly as we think? Overestimating the impact of our failures, shortcomings, and mishaps. *Journal of Personality and Social Psychology*, *81*, 44-56.
- See, Y. H. M., Petty, R. E., & Fabrigar, L. R. (2008). Affective and cognitive meta-bases of attitudes: Unique effects on information interest and persuasion. *Journal of Personality and Social Psychology*, *94*, 938-955.
- Seiter, J. S. (2007). Ingratiation and gratuity: The effect of complimenting customers on tipping behavior in restaurants. *Journal of Applied Social Psychology*, *37*, 478-485.
- Sherif, M. (1956). Experiments in group conflict. *Scientific American*, *195*.
- Snyder, M. (1974). Self-monitoring of expressive behavior. *Journal of Personality and Social Psychology*, *30*, 526-537.
- 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.
- Stinson, D. A., Logel, C., Zanna, M. P., Holmes, J. G., Cameron, J. J., Wood, J. V., & Spencer, S. J. (2008). The cost of lower self-esteem: Testing a self- and social-bonds model of health. *Journal of Personality and Social Psychology*, *94*, 412-428.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, *185*, 1124-1131.
- 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.
- Utne, M. K., Hatfield, E., Traupmann, J., & Greenberger, D. (1984). Equity, marital satisfaction, and stability. *Journal of Social and Personal Relationships*, *1*, 323-332.
- Wegner, D. M., Schneider, D., Carter, S. R., & White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology*, *53*, 5-13.
- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, *10*, 109-120.
- Wilson, T. D., & Dunn, E. W. (2004). Self-knowledge: Its limits, value, and potential for improvement. *Annual Review of Psychology*, *55*, 493-518.