



PSY 750 - H001 Advanced Social Psychology

Spring 2015

SYLLABUS

Class: Tuesday & Thursday 8:00 AM -9:15 AM, OMH 125

Instructor: Elena Stepanova, Ph.D.

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Office Hours: Tuesday & Thursday 9:30-11:30 AM, and by appointment

Course Web Page: <https://usm.blackboard.com/>

Course Description and Goals:

This course is intended to provide an introductory graduate-level overview of the field of social psychology. In this course, we will review a number of classic and contemporary theories, research methods, and empirical findings that guide social psychology research. The field of social psychology is very broad and covers a wide range of topics, and it is impossible to cover all topics in one course. My goals in this course are to cover a selection of major themes in the field and provide students with the opportunity to develop critical thinking skills regarding social problems, theories, research, and methods as well as the ability to apply social psychological theories and research methods to their own research programs.

Course Structure:

January 13th-April 7th

It is my hope that your interest in social psychology will be sparked in this course so that long after this course is over you will continue to use social psychology theories/concepts/methods to pursue answers to the questions that interest you, whether in your careers as research psychologists, practitioners, or educators. To this end, I have designed this course to minimize the “memorize-and-regurgitate” learning and maximize meaningful learning. We will loosely follow the structure below each week for the first 12 weeks:

1. A brief explanation of why I chose the required readings (the first few min.)

2. Clarification of major theories/concepts (about 5 min., if necessary)
3. Student-led discussion of required readings (approximately 40 min., with the instructor's assistance)
4. Discussion of a take-home message (5-10 min.)
5. Designing an ideal study/studies by applying the discussed theories/concepts/methods to one of our classmates' research interests (approximately 10-15 min.)

As can be seen above, an essential component of this course is active class participation. The course will mainly consist of student-led discussions, allowing us to learn from each other (i.e., not only from your instructor). Thus, the content and direction of the class will be shaped by you and your research interests. It is essential that everyone completes the assigned weekly readings *before* class and come prepared to discuss the day's readings. The success of this seminar depends on everyone's preparation!

April 9th-April 23rd

During the second half of class, you will be presenting your proposed research pertinent to social psychology to solicit feedback from your peers and the instructor. During each of the class sessions, four students will present a study/series of studies answering a research question that they plan to explore in their final research proposal that involves social psychology theories (and possibly methods). Feedback received from your instructor and peers should assist you in the development of your final research proposal (see below).

Additionally, I factored in one class session devoted to watching and discussing two documentaries from *Discovering Psychology* series: *The Power of the Situation* and *Constructing Social Reality* (January 15th) and one class session devoted to proposal preparation (April 28th).

Course Requirements:

Readings

It is required that everyone will critically read all material prior to class. This will not only help us understand the material, but will also help us to incorporate new ideas, perspectives, and techniques into our own research. I am well aware that everyone is busy with other course work, research projects, and TA/RA assignments; however, learning how to read a number of articles without compromising your other work is critical for becoming a successful researcher/practitioner.

Reflection Questions

You are required to post a few critical questions and/or constructive critiques (about 1 double-spaced page, 12 point font) of daily readings on Blackboard 24 hours before class. **This is NOT where you simply summarize the readings.** The comments will be used by discussion facilitators to lead in-class discussion (see below for more information). You are not required to post reflection questions during the week you facilitate class discussion. Your reflection questions will be graded. The quality and length of the questions/critiques will determine your points. Critical questions/constructive critiques are those that

communicate thoughtful reflection of the readings, draw connections between the different readings and topics, make connections between the readings and events in the larger world, and integrate the readings in a way that is personally/professionally meaningful to you. You may post comments on your classmates' questions/critiques as well as build upon their work in your own contributions.

Class Participation

Class participation is essential in a graduate class. I expect everyone to attend each class and contribute to class learning. Through discussions, we should determine (1) what is valuable from each article, as well as (2) how the experiments could be improved upon, and (3) what new studies might emerge as a result of this article. During the second half of this course, you are also expected to provide feedback to presenters that they can use to improve their final grant proposal. I am looking for quality discussion. That being said, do not be afraid of making mistakes during class discussion. I believe that one of the best ways to learn anything meaningfully is through our mistakes. Remember, classrooms are the safest place to make mistakes; nobody will judge you in classroom. It is important that everyone equally contributes to class discussion---I do not want class discussions to be monopolized by the several same people. Your class participation will be graded.

If you attend class, but do not participate in discussion, you will not earn participation credit for that day. Please contact me if you wish to make up participation points when class is missed due to illness or family emergency. You will be required to bring supporting documentation (e.g., hospital discharge papers, police report, obituary) to request participation credit for missed class. Note that not all participation points can be made up. If you accumulate 7 or more unexcused absences, you will receive an "F" for your final grade, regardless of your total points earned in this class.

Class Facilitation

In addition to expected weekly class participation, you will be also assigned to lead one classroom session. Each week, one student will lead the classroom session with the instructor's assistance. A class facilitator may meet with me on the day of class at 7:50 AM to briefly chat about each required readings and reflection questions posted by classmates on Blackboard to help organize the class discussion. Thus, make sure that you read all the reflection questions posted on Blackboard before coming to this meeting. If you think you need more than 10 minutes, do not hesitate to contact me and we can arrange an additional meeting.

When you facilitate class discussion, you may be as creative as you like (e.g., handouts, audio-visual aids, outside material, etc.). **HOWEVER, these extra materials are not required or necessary for successful class facilitation.** Whether or not you use extra materials will not determine your facilitation performance. If you choose to use any handouts, you are required to supply them. *We will divide the assignment of discussion facilitators during the first class session.*

Research Proposal and Presentation

You will write a research proposal that involves social psychology theories (and possibly methods). I want this exercise to be as practical as possible for you. That is, I do not want you to write a proposal paper that is just for this class assignment (i.e., a paper you write and forget). It should be something that you can actually use for your career development (i.e., thesis/dissertation, NIH grant, NSF grant, foundation grant, etc.). I structured the assignment in several steps throughout the semester (see below).

1. Develop a research question and list social psychology theories relevant to the question. You should pick a research question that interests you and is related to your on-going training. Once you pick a research question, you will identify social psychology theories relevant to the research question. For each identified theory, you will provide a brief explanation of how it relates to your research question. This paper should be 2-3 double-spaced pages and should be written in the APA format. This paper is due **February 26th, 9:15 AM.**

2. Give a presentation. During the second half of this class, you will give a formal presentation (PowerPoint) about your proposed research to the class. This presentation should last about 8-10 min. In this presentation, you will not only present the outline of your proposal (e.g., lit review, methods, analysis plan) but also discuss how you integrated social psychology theories and methodologies to address your research question(s). Feedback received from your peers and the instructor should help in writing your final research proposal. Your presentation date will be determined by the beginning of April.

3. Write a proposal. The proposal should follow the standard manuscript format without the results section in the APA format. In the *introduction*, you will not only review the current literature relevant to your research question but also elaborate on the social psychology theory deriving your hypothesis and tie it back to the literature reviewed. In the *methods* section you will provide a detailed description of your study, and you should be as specific as possible to the extent that anyone reading your proposal can carry out the project for you. The *data analysis plan and discussion* section will provide information on your proposed data analyses, including statistical tests that you are planning to use to analyze your data and discuss implications and limitations of your proposal. Your proposal should be 13-15 double-spaced pages (including references and cover page). This paper is due **April 30th, 9:15 AM.**

Grading:

Evaluation will be based on the following components:

Reflection Questions: 20%

Class Participation: 20%

Class Facilitation: 20%

Research Question & List of Theories Paper: 5%

Presentation: 10%

Final Research Proposal: 25%

Grading Policy and Procedure:

Grades will be assigned as follows,

A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	59 % and below

Note that there is a 10% penalty for each day a research question/theories paper or research proposal is late, without exception, with the first penalty occurring at 9:30 AM and each subsequent penalty occurring at 24-hour intervals thereafter. **Important: late daily reflection questions papers will receive 0 points. Reflection questions papers should be posted to BLACKBOARD 24 hours prior to class.**

If you do not facilitate discussion or present on your scheduled date, you will receive 0 points for this assignment. If you are absent due to *extenuating circumstances* (i.e., serious illness or family emergency), please provide supporting documentation (hospital discharge papers, police report, obituary) to the instructor, and a make-up facilitation/presentation outside of the regular class time will be arranged.

ACADEMIC DISHONESTY:

When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension or expulsion. Academic dishonesty also includes any submission of false documents such as add/drop forms, substitutions, special requests, etc. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

PLAGIARISM*:

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:

1. reproducing another author's writing as if it were one's own

2. paraphrasing another author's work without citing the original
3. borrowing from another author's ideas, even though those ideas are reworded, without giving credit
4. copying another author's organization without giving credit

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

**Taken from Student Handbook*

DISABILITY ACCOMODATION:

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232

Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

STUDENT RESOURCES FOR WRITING AND SPEAKING ASSIGNMENTS:

Students at The University of Southern Mississippi have access to individualized assistance with writing and speaking assignments for any course through the University's Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process, including brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online or join them on Facebook (USM Writing Center or Southern Miss Speaking Center).

Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center

Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center

Gulf Coast Speaking & Writing Center - 228.214.3411, GP Library 107, www.usm.edu/gulfcoast/learning-commons

IMPORTANT DATES TO REMEMBER:

Calendar date	Full Term
Class Dates	January 12 – May 1
Last day to add/drop without Academic/Financial Penalty	January 20
Last day to receive 100% refund (No tuition credit issued after this date)	January 20
Last day to drop classes without instructor permission	January 20
All approved drops will result in grade of W within these dates	January 21- April 1
Last day to make an add/drop course request or withdraw from the University and receive a grade of W	April 1

SPRING 2015 ACADEMIC CALENDER:

<http://www.usm.edu/registrar/spring-2015-academic-calendars>

CLASSROOM CONDUCT POLICY:

<http://www.usm.edu/provost/classroom-conduct-policy>

OTHER POLICIES:

- Use of cell phones in class is not permitted. If you absolutely have to have your cell phone on due to health or family reasons, please put it in vibrating mode.
- Texting is not permitted in class.
- Students are allowed to use their tablets or laptops for educational purposes only (e.g., reviewing assigned articles). Emailing, instant messaging, social networking, gaming and other irrelevant activities are not permitted. Note: laptops and tablets are not allowed in class starting April 9th.
- Please make it to class on time. However, should some unforeseen circumstances hinder your prompt arrival, the instructor would prefer you arrive late than miss class altogether. Please, do not make tardiness a habit!
- If the instructor needs to contact the class for any reason, it will be by email. It is your responsibility to ensure that you receive email from your USM account.
- The instructor will not hold regular office hours during official school breaks and university holidays. Please contact the instructor to arrange an alternative date/time to meet.
- In an event of a grade dispute, email the instructor and arrange an appointment. Note that the instructor will *not* engage in a grade dispute over the phone.
- Please do not wait until the last minute to contact the instructor regarding questions you have about assignments. Always check the syllabus and materials on BLACKBOARD for an answer to your question before contacting the instructor.

Course Schedule and Reading List*

January 13th: Organizational Meeting, Course Introduction, and Overview

January 15th: Discovering Social Psychology. The Power of the Situation; Constructing Social Reality

January 20th: Methodological Issues in Social Psychology I (Facilitator 1: _____)

Anderson, C. A., & Bushman, B. J. (1997). External validity of “trivial” experiments: The case of laboratory aggression. *Review of General Psychology, 1*, 19-41.

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

Sears, D. O. (1986). College sophomores in the laboratory: Influences of a narrow data based on psychology’s view on human nature. *Journal of Personality and Social Psychology, 51*, 515-530.

January 22nd: Methodological Issues in Social Psychology II (Facilitator 2: _____)

Stoebe, W., Postmes, T., & Spears, R. (2012). Scientific misconduct and the myth of self-correction in science. *Perspectives on Psychological Science, 7*, 670-688.

Wegner, D. M. (1992). The premature demise of the solo experiment. *Personality and Social Psychology Bulletin, 18*, 504-508.

Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? *Perspectives on Psychological Science, 2*(4), 396-403. doi:10.1111/j.1745-6916.2007.00051.x

Also, check <http://centerforopenscience.org/> for one of the newest movements in social psychology

January 27th: The Self I (Facilitator 3: _____)

Brewer, M. B. (1991). The social self: One being the same and different at the same time. *Personality and Social Psychology Bulletin, 19*, 475-482.

Heatherton, T. F., Wyland, C. L., Macrae, C. N., Demos, K. E., Denny, B. T., & Kelley, W. M. (2006). Medial prefrontal activity differentiates self from close others. *Social Cognitive and Affective Neuroscience, 1*, 18-25.

Tesser, A., (2002) Constructing a niche for the self: A bio-social, PDP approach to understanding lives. *Self and Identity, 1*, 185-191.

January 29th: The Self II (Facilitator 4: _____)

Leary, M. R. (2007). Motivational and emotional aspects of the self. *Annual Review of Psychology, 58*, 317-344.

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

Baumeister, R. F., Muraven, M., & Tice, D. M. (2000). Ego depletion: A resource model of volition, self-regulation, and controlled processing. *Social Cognition*, *18*, 130-150.

February 3rd: Self-Esteem I (Facilitator 5: _____)

Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, *130*, 392-414.

Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology*, *101*, 607-619.

Pyszczynski, T., Greenberg, J., Solomons, S., Arndt, J., & Scimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin*, *130*, 435-468.

February 5th: Self-Esteem II (Facilitator 6: _____)

Aronson, E. & Mettee, D. R. (1968). Dishonest behavior as a function of differential levels of induced self-esteem. *Journal of Personality and Social Psychology*, *9*(2), 121-127.

Koole, S. L. & Pelham, B. W. (2003). On the nature of implicit self-esteem: The case of the name letter effect. In Spencer, Steven J., Fein, Steven et al (Eds.); *Motivated social perception: The Ontario symposium*, Vol. 9. ; pp. 93-116. Mahwah, NJ: Earlbaum

Jordan, C. H., Whitfield, M., & Zeigler-Hill, V. (2007). Intuition and the correspondence between implicit and explicit self-esteem. *Journal of Personality and Social Psychology*, *93*, 1067-1079.

February 10th: Motivation, Goals, and Mental Control (Facilitator 7: _____)

Higgins, E. T., Cesario, J., Hagiwara, N., Spiegel, S., & Pittman, T. (2010). Increasing or decreasing interest in activities: The role of regulatory fit. *Journal of Personality and Social Psychology*, *98*, 559-572.

Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, *108*, 480-498.

Zajonc, R. B. (1965). Social facilitation. *Science*, *149*, 269-274.

February 12th: Attitudes (Facilitator 8: _____)

Bohner, G., & Dickel, N. (2011). Attitudes and attitude change. *Annual Review of Psychology*, *62*, 391-417.

Egan, L. C., Santos, L. R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological Science*, *11*, 978-983.

Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, *58*, 203-210.

February 17th: NO CLASS, Mardi Gras Holiday

February 19th: Social Cognition I (Facilitator 9: _____)

Macrae, C. N., & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annuals Review of Psychology*, *51*, 93-120.

Nisbett, R. E., Peng, K., Choi, I., Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological review*, *108*, 291-310.

Schwarz, N., Bless, H., Strack, F., Klumpp, G., Rittenauer-Schatka, H., & Simons, A. (1991). Ease of retrieval as information: Another look at the availability heuristic. *Journal of Personality and Social Psychology*, *61*, 195-202.

February 24th: Social Cognition II (Facilitator 10: _____)

Wegner, D. M., Schneider, D. J., Carter, S. R., & White, T. L. (1987). Paradoxical effects of thought suppression. *Journal of Personality and Social Psychology*, *53*, 5-13. 6

Smith, E. R., & DeCoster, J. (2000). Dual-process models in social and cognitive psychology: Conceptual integration and links to underlying memory systems. *Personality and Social Psychology Review*, *4*, 108-131

Hastorf, A. H., & Cantril, H. (1954). They saw a game; a case study. *The Journal of Abnormal and Social Psychology*, *49*(1), 129-134. doi:10.1037/h0057880

February 26th: NO CLASS, Reading Day

***Research question and list of theories due 9:15 AM**

March 3rd: Implicit Social Cognition/Automaticity I (Facilitator 11: _____)

Fazio, R. H., & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and uses. *Annual Review of Psychology*, *54*, 297-327.

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*. *102*, 4-27.

March 5th: Implicit Social Cognition/Automaticity II (Facilitator 12: _____)

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, *54*, 462-479.

Hundhammer, T., & Mussweiler, T. (2012). How sex puts you in gendered shoes: Sexuality-priming leads to gender-based self-perception and behavior. *Journal of Personality and Social Psychology*, *103*, 176-193.

Marien, H., Custers, R., Hassin, R. R., & Aarts, H. (2012). Unconscious goal activation and the hijacking of the executive function. *Journal of Personality and Social Psychology*, *103*, 399-415.

March 10th & 12th: NO CLASS, SPRING BREAK

March 17th: Social Influence (Facilitator 13: _____)

Bond, R., & Smith, P. B. (1996). Culture and conformity: A meta-analysis of studies using Asch's (1952, 1956) line judgment task. *Psychological Bulletin*, *119*, 111-137.

Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologists*, *64*, 1-11.

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, *55*, 591-621.

March 19th: Stereotyping, Prejudice, and Discrimination I (Facilitator 14: _____)

Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, *82*, 878-902.

Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: Neuroimaging responses to extreme out-groups. *Psychological Science*, *17*, 847-853.

Payne, B. K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. *Journal of Personality and Social Psychology*, *81*, 181-192. doi: 10.1037/0022-3514.81.2.181

March 24th: Stereotyping, Prejudice, and Discrimination II (Facilitator 15: _____)

Blair, I. V., Judd, C. M., & Chapleau, K. M. (2004). The influence of Afrocentric facial features in criminal sentencing. *Psychological Science*, *15*, 674-679.

Penner, L. A., Hagiwara, N., Eggly, S., Gaertner, S. L., Albrecht, T. L., & Dovidio, J. F. (2013) Racial healthcare disparities: A social psychological analysis. *European Review of Social Psychology*, *24*, 70-122.

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance. *Journal of Personality and Social Psychology*, *69*, 797-811.

March 26th: Attribution and Interpersonal Perception (Facilitator 16: _____)

Chiu, C. Y., Hong, Y. Y., & Dweck, C. S. (1997). Lay dispositionism and implicit theories of personality. *Journal of Personality and Social Psychology*, *73*, 19-30.

Gawronski, B. (2004). Theory-based bias correction in dispositional inference: The fundamental attribution error is dead, long live the correspondence bias. *European Review of Social Psychology*, *15*, 183-217.

Gilbert, D. T. (1998). Ordinary personology. In D. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 2., pp. 89-150). Boston, MA: McGraw Hill.

March 31st: Attraction and Close Relationships (Facilitator 17: _____)

Cassidy, J., Jones, J. D., & Shaver, P. R. (2013). Contributions of attachment theory and research: A framework for future research, translation, and policy. *Development and Psychopathology, 25*, 1415-1434.

Pazda, A. D., Prokop, P., & Elliot, A. J. (2014). Red and romantic rivalry: Viewing another woman in red increases perceptions of sexual receptivity, derogation, and intention to mate-guard. *Personality and Social Psychology Bulletin*. DOI: 10.1177/0146167214539709

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.

April 2nd: Prosocial Behavior (Facilitator 18: _____)

Batson, C. D., & Shaw, L. L. (1991). Evidence for Altruism: Toward a pluralism of prosocial motives. *Psychological Inquiry, 2*, 107-122.

Bushman, B. J., & Anderson, C. A. (2009). Comfortably numb: Desensitizing effects of violent media on helping behavior. *Psychological Science, 20*, 273-277.

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

April 7th: The Development of Social Cognition (Facilitator 19: _____)

Baron, A.S., Banaji, M.R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science, 17* (1), 53-58.

Dunham, Y., Stepanova, E. V., Dotsch, R., & Todorov, A. (in press). The development of race-based perceptual categorization: skin color dominates early category judgments. *Developmental Science*. doi: 10.1111/desc.12228

Olson, K.R., & Dweck, C. S. (2008). A blueprint for social cognitive development. *Perspectives on Psychological Science, 3*, 193-202.

April 9th: Presentations 1, 2, 3, 4

April 14th: Presentations 5, 6, 7, 8

April 16th: Presentations 9, 10, 11, 12

April 21st: Presentations 13, 14, 15, 16

April 23rd: Presentations 17, 18, 19

April 28th: Proposal Preparation – class session

April 30th: *Final Proposal Due, 9:15 AM*

* This schedule and the procedures in this course are subject to change. The instructor retains the right to make any changes necessary, including the due dates; in that case, the instructor will provide as much advance notice to students as is possible.