

**Faculty of Health
Department of Psychology
PSYC 4020 3.0 Section A: SEMINAR IN SOCIAL PSYCHOLOGY
Tuesday/11:30 am to 2:30 pm/ In Person
Fall/2024**

This course will be delivered in person and some of the course material will be provided using eClass technology. If there is any change in access to campus because of pandemics or labour disputes, my best understanding at this point is that the course would move to an online format using eClass and Zoom technology. However, the course will be delivered in person as scheduled.

Instructor



Ward Struthers
Office: 246 BSB
Phone: (416) 736-2100 x66476 (**email is the best way to contact me**)
E-mail: struther@yorku.ca
Website: <https://struthers.info.yorku.ca/>
Office Hour: 10:00 am Monday or by appointment (email is the best way to contact me)

**Lecture Building/Room: Vari Hall 1154 (VH)
Time: Tuesdays 11:30am-2:30pm**

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials (e.g., syllabus, slides, reading list).

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Reading

A reading list of theoretical and empirical article references will be provided at the end of this syllabus. The articles can be obtained using the electronic York University library system, or a link will be provided on the eClass site associated with this course and section.

Course Overview and Objectives

This is an advanced seminar course in social psychology or the study of how individuals think and feel about, relate to, and influence one another based on the actual, implied, or imagined presence of other individuals. During this course students will study and critique theoretical and empirical issues related to the social motivation process. Social motivation is defined as how individuals evaluate others and then interact with them based on those evaluations. Key topics include, but are not limited to, transgressions, attributions, apology, revenge, grudge, and forgiveness. Students will read assigned theoretical and empirical articles, present a summary and critique of these articles, discuss key issues in class, present a research proposal, and submit a written research proposal in the most recent APA publication style based on the research proposal presentation.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology, particularly social motivation.
2. Critically evaluate, synthesize, and resolve conflicting results in social psychology and social motivation.
3. Articulate trends in social psychology and social motivation.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology and social motivation in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Understand theoretical and empirical evidence of the importance of social motivation.
2. Gain experience reviewing literature and applying social motivation to other areas of research.

Grading and Course Requirements

Course requirements

Your final grade in the course will be out of 100% and will be based on your class participation (20% total); presentation of an assigned article (10% total); research proposal presentation (35%); and an APA style written research proposal based on the research proposal presentation (35%):

Class Participation: Each student must read all assigned articles before each seminar and come to class prepared to discuss the readings. Students will earn 2% for their participation in each seminar for a total of 20%. You cannot earn participation marks if you do not attend class. Also, you must be prepared to discuss the readings and course material each seminar to earn participation grades. **(20% of final course grade).**

Presentation of an Assigned Article: Each week two students will be assigned to summarize and present each of the readings from the reading list. **One student** will summarize the *purpose, key issues, research method and findings* (when relevant), and the **second student** will discuss *key insights* as well as summarize the *strengths* and *weaknesses* of the reading (i.e., theories, ideas, research method and findings, conclusions, etc.). Each student will have **15 minutes** to make their case. After students make their presentation, the presenters will have an opportunity to ask the class questions and the class will have an opportunity to ask the presenters questions, raise their own issues, and discuss the readings. There will be 15 minutes allotted for discussion after each presenter and this is when the other students can earn their participation grades. At the end of the class, I will raise my issues and provide a summary of the material from each week. **(10% of final course grade).**

Research Proposal Presentation: Each student will make a **15-minute presentation** of a research proposal based on a topic relevant to social motivation. The presentation will be delivered during the in person seminar session and will incorporate your “powerpoint” slides. Your presentation will involve the use of **powerpoint** and will include the following topics: description of the problem or issue drawing from theoretical and empirical literature and observations to justify the problem, a specific statement of the research question, theory or theoretical framework used to guide the research proposal, hypotheses derived from the theoretical framework (try to use figures), key variables to be manipulated or measures (e.g., independent variables, predictor variables, mediator variables, moderator variables, dependent variables), the design of the research (e.g., nonexperimental, experimental, quasi-experimental, repeated measures, qualitative methods), participants, and procedures. After each presentation, 15 minutes will be allotted for the class to ask questions about the research, clarify issues, and provide constructive feedback to help in your written research proposal. The topic for the research proposal will focus on issues associated with the topic of the course. Your **topic must be confirmed by me** before your presentation and your **powerpoint slides must be sent to my email address** (struther@yorku.ca) at least 2 days before your presentation **(5% of the 35%** for the research proposal presentation is awarded for handing your powerpoint slides in 2 days before your presentation). **(35% of final course grade).**

Written Research Proposal: One week after the research proposal presentation, each student will submit a **10 page** (excluding title page, abstract, references), **typed, APA Style (most recent edition of the publication manual)**, proposal to my email (struther@yorku.ca) as a word document. The **written proposal will involve the following sections:** Title page, Introduction (e.g., including a literature review, statement of the issue, statement of the purpose of the research question, theoretical framework, hypotheses), methods (e.g., participants, design, materials, procedures, and optionally the potential statistical analyses), and references. **There is no results or discussion section** for this paper. The paper must be type written in APA Style (7th

Edition) and it must also contain a title page, reference section, and appendix if needed (an Abstract is optional, provide one if you feel it helps the reader). These sections are in addition to the 10 pages for the primary proposal. **(35% of final course grade). Late written research proposals will be docked 5% per day.** Written research proposals later than 3 days will be given a grade of 0% on that assignment.

Missed/Late Assignment

For any missed or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided to the instructor within 48 hours of the missed assignment.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

You must contact the instructor by email and provide a written reason for any missed assignment. This must be completed within 48 hours of the missed assignment or a grade of zero will be given. It is **important to note** that there will be no opportunities to makeup class presentations because there are no extra slots. Given this, the instructor will use his discretion using, for example, written makeup exams and makeup papers. **Late written research proposals will be docked 5% per day.** Written research proposals **later than 3 days will be given a grade of 0% on that assignment.**

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grades and Grading Schemes | Academic Calendars | York University](#)

Attendance

For several reasons, it is important that you attend all seminars. First, you will receive a great deal of important information in each seminar. Second, you will be graded on your class participation and if you miss class, you will also miss the opportunity to earn your participation grade. Finally, you will learn about important topics that will form the foundation of your research proposal presentation and written research proposal.

Important information for students regarding access/disability, academic honesty/integrity, student conduct, etc. is available on the CCAS webpage (see Reports, Initiatives, Documents):-

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm.

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4020 A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. **Policy Statement**

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

Add/Drop Deadlines

For a list of all important dates please refer to <https://registrar.yorku.ca/enrol/dates/2024-2025/fall-winter>

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8-April 4	March 15- April 4

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Electronic Device Policy

This course will be delivered in person and electronic devices (e.g., tablets, laptops) are permitted during class/lecture time (not exams) for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Information on Plagiarism Detection

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Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to **register with Student Accessibility Services (SAS)** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#)

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Course Schedule

Date	Seminar Topic	Articles
10/09/24	Introduction to the course and reading assignments	None Assigned But see reading list for recommended readings
17/09/24	Transgressions and social pain	#s 1-2
24/09/24	Social motivation	#s 4-6
01/10/24	Forgiveness and apology	#s 7-9
08/10/24	Victims' Influencing Factors	#s 10-12
15/10/24	Fall Reading Week	NA
22/10/24	Transgressors' Influencing Factors	#s 13-15
29/10/24	The dark and light side of social motivation	#s 16-18
05/11/24	Research Proposal Presentations	NA
12/11/24	Research Proposal Presentations	NA
19/11/24	Research Proposal Presentations	NA
26/11/24	Research Proposal Presentations	NA
03/12/24	Research Proposal Presentations	NA

4020 Seminar in Social Psychology Section A Weekly Readings Sign Up (Fall 2024)

Week 1-Sept 10 (Intro to the Course and Social Bonds)

Reading list provided on initial eClass correspondence

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: The desire for interpersonal attachment as a fundamental human motivation.

Psychological Bulletin, 117, 497-529.

Agnew, C. R., & VanderDrift, L. E. (2015). *Relationship maintenance and dissolution*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 581–604). American Psychological Association. <https://doi.org/10.1037/14344-021>

Loving, T. J., & Sbarra, D. A. (2015). *Relationships and health*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 151–176). American Psychological Association. <https://doi.org/10.1037/14344-006>

Van Lange, P. A. M., & Balliet, D. (2015). *Interdependence theory*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 65–92). American Psychological Association. <https://doi.org/10.1037/14344-003>

Myers, D. G. (2000). The funds, friends, and faith of happy people. *American Psychologist, 55*(1), 56–67.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

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.

Week 2-Sept 17 (Transgressions, Rejection, and Social Pain)

1)Chen, Z., Poon, K-T., Bernstein, M. J., & Teng, F. (2014). Rejecting another pains the self: The impact of perceived future rejection.

Journal of Experimental Social Psychology, 50, 225–233. (summary, critique)

2)Lemay, E. P. Jr., Overall, N. C., Clark, M. S. (2012). Experiences and interpersonal consequences of hurt feelings and anger. *Journal of Personality and Social Psychology, 103*, 982–1006. (summary, critique)

MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin, 131*, 202–223.

Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science, 302*, 290–292.

Eisenberger, N. I. (2015). Social Pain and the Brain: Controversies, Questions, and Where to Go from Here. *Annual Review of Psychology, 66*(1), 601–629. <https://doi.org/10.1146/annurev-psych-010213-115146>

Week 3-Sept 24 (Social Motivation Theory)

3)Weiner, B. (1993). On sin versus sickness: A theory of perceived responsibility and social motivation. *American Psychologist, 48*, 957–965. (summary, critique)

4)McCullough, M. E., Kurzban, R., & Tabak, B. A. (2013). Cognitive systems for revenge and Forgiveness. *Behavioral and Brain Sciences, 36*, 1–15. (summary, critique) Note, just pages 1-15 of this paper

5)Sell, A. N. (2011). The recalibration theory of violent anger. *Aggression and Violent Behavior, 16*, 381–389. (summary, critique)

Novak, J. R., Smith, H. M., Larson, J. H., & Crane, D. R. (2017). Commitment, forgiveness, and relationship self-regulation:

An actor partner interdependence model of relationship virtues and relationship effort in couple relationships.

Journal of Marital and Family Therapy. doi:10.1111/jmft.12258

Eaton, J., & Struthers, C. W. (2006). The reduction of psychological aggression across varied interpersonal contexts through

repentance and forgiveness. *Aggressive Behavior*, 32, 195-206.

Lemay, E. P., Jr., Overall, N. C., & Clark, M. S. (2012). Experiences and interpersonal consequences of hurt feelings and anger.

Journal of Personality and Social Psychology, 103 (6), 982-1006. DOI: 10.1037/a0030064

Hannon, P. A., Rusbult, C. E., Finkel, E.J., Kamashiro, M. (2010). In the wake of betrayal: Amends, forgiveness and resolution of

betrayal. *Personal Relationships*, 17, 253-278.

Shnabel, N., & Nadler, A. (2008). A needs-based model of reconciliation: Satisfying the differential emotional needs of victim

and perpetrator as a key to promoting reconciliation. *Journal of Personality and Social Psychology*, 94, 116-132.

Week 4-Oct 1 (Key Constructs Defined)

6) van Monsjou, E., Struthers, C. W., Fergus, K., & Muise, A. (2022). Examining the lived experience of holding grudges. *Qualitative*

Psychology. Advance online publication. <https://doi.org/10.1037/qap0000205> (summary, critique)

7) Joo, M., Terzino, K. A., Cross, S. E., Yamaguchi, N., & Ohbuchi, K. (2019). How does culture shape conceptions of forgiveness?

Evidence from Japan and the United States. *Journal of Cross-Cultural Psychology*, 50(5), 676-702. (

summary, critique)

8) Guilfoyle, J. R. (2020). Initial Development and Psychometric Properties of an Interpersonal Apology Scale. ABC paper, York University

(summary, critique) (see eClass site for paper link)

Stackhouse, M. R. D., Ross, R. J., & Boon, S. D. (2018). Unforgiveness: Refining theory and measurement of an understudied

construct. *British Journal of Social Psychology*, 57, 130-153.

Howell, Andrew J., Dopko, R. L., Turowski, J. B., & Buro, K. (2011b). The disposition to apologize.

Personality and Individual Differences, 51(4), 509–514. <https://doi.org/10.1016/j.paid.2011.05.009>

van Monsjou, E., Muise, A., Fergus, K., & Struthers, C. W., (2022). The Development and Psychometric Properties of the Grudge

Aspect Measure (GAM), *Personal Relationships*.

Barns, C. D., Brown, R. P., & Osterman, L. L. (2009). Protection, payback, or both? Emotional and Motivational mechanisms

underlying avoidance by victims of transgressions. *Motivation and Emotion*, 33, 400-411.

McCullough, M. E., Rachal, K. C., Sandage, S. J., Worthington, E. L. J., Brown, S. W., & Hight, T. L. (1998).

Interpersonal forgiving in close relationships: II. Theoretical elaboration and measurement. *Journal of Personality and Social Psychology*, 75, 1586-1603.

Worthington, E. L. Jr., & Wade, N. G. (1999). The psychology of unforgiveness and forgiveness and implications for clinical

practice. *Journal of Social and Clinical Psychology*, 18(4), 385-

Zechmeister, J. S., & Romero, C. (2002). Victim and offender accounts of interpersonal conflict:

Autobiographical narratives

of forgiveness and unforgiveness. *Journal of Personality and Social Psychology*, 82, 675-686.

Week 5-Oct 8 (Influencing Factors: Victims' Post-Transgression Responses)

- 9) Struthers, C. W., Khoury, C., Phills, C., van Monsjou, E., Guilfoyle, J. R., Golenitski, V., & Sommer, C. (2019). The effects of social power and apology on victims' post-transgression responses. *Journal of Experimental Psychology: Applied*, 25, 110-116. <http://dx.doi.org/10.1037/xap0000188> (summary, critique)
- 10) Li, J., Struthers, C. W., Rebov, D., Shoikhedbrod, A., & Guilfoyle, J. R. (2024). The Mediation Role of victims' vulnerable narcissism on the relation between their grandiose narcissism and their post-transgression responses. *Journal of Social Psychology*. (summary, critique)

- Halilova, J., Struthers, C. W., Guilfoyle, J. R., van Monsjou, E., Shoikhedbrod, A., & George, M. (2020). Does resilience help to sustain relationships in the face of interpersonal transgressions? *Personality and Individual Differences*, 160.
- Rebov, D., Struthers, C. W., Shoikhedbrod, A., & Guilfoyle, J. R. (2022). The Moderating role of apologies on the association between the dark triad and victims' revenge and forgiveness. *Personality and Individual Differences*.
- Fehr, R., Gelfand, M.J., & Nag, M. (2010). The road to forgiveness: A mega-analytic synthesis of its situational and dispositional correlates. *Psychological Bulletin*, 136, 894-914.
- Struthers, C. W., van Monsjou, E. Ayoub, M., & Guilfoyle, J. R. (2017). Fit to forgive: Effect of mode of exercise on capacity to override grudges and forgiveness. *Frontiers in Psychology*, 8, article 538.
- van Monsjou, E., Struthers, C. W., Khoury, C., Guilfoyle, J., Young, R., Hodara, O., & Muller, R. (2015). The effect of adult attachment style on post-transgression responses. *Personal Relationships*, 22, 762-780. doi:10.1111/per.12106.
- Eghbali, N. A., Struthers, C. W., & Guilfoyle, J. R. (2021). Social decision making following interpersonal transgressions: Word to the wise. *Journal of Experimental Psychology: Applied*.

Oct 15 Fall Reading Week, no seminar (not counted as a course week)

Week 6-Oct 22 (Influencing Factors: Transgressors' Post-Transgression Responses)

- 11) Rizvi, S., Struthers, C. W., Shoikhedbrod, A., & Guilfoyle, J. R. (2021). Take a moment to apologize: How and why mindfulness affects apologies. *Journal of Experimental Psychology: Applied*. (summary, critique)
- 12) Guilfoyle, J. R., Struthers, C. W., van Monsjou, E., Shoikhedbrod, A. Eghbali, N., & Kermani, M. (2021). Sorry, not sorry: The effect of power on transgressors' apology and nonapology. *Journal of Experimental Psychology: Applied*. (accepted). (summary, critique)
- 13) Shoikhedbrod, A., Struthers, C. W., Guilfoyle, J. R., van Monsjou, E., Halilova, J., & Saleemi, S. (2019). The moderating role of victims' post-transgression response on the relation between narcissism and motivation to apologize. *Journal*

of *Research in Personality*, 78, 36-51. (summary, critique)

Guilfoyle, J. R., Struthers, C. W., van Monsjou, E., & Shoikhedbrod, A. (2019). Sorry is the hardest word to say: The role of

self-control in apologizing. *Basic and Applied Social Psychology*.

<http://doi.org/10.1080/01973533.2018.1553715>

Leunissen, J. M., Sedikides, C., & Wildschut, T. (2017). Why narcissists are unwilling to Apologize: The role of empathy and

guilt, *European Journal of Personality*, 31, 385-403.

Schumann, K. (2014). An affirmed self and a better apology: The effect of self-affirmation on Transgressors' responses to

victims. *Journal of Experimental Social Psychology*, 54, 89-96.

Struthers, C. W., Guilfoyle, J., Khoury, C., van Monsjou, E., Sasaki, J., Phills, C., Young, R., & Marjanovic, Z. (2017).

What victims say and how they say it matters: Effects of victims' post-transgression responses and form of

communication on transgressors' apologies. In K. J. Norlock (Ed.), *The Moral Psychology of Forgiveness (the work)*.

Rowan & Littlefield International.

Week 7-Oct 29 (Post-Transgression Outcomes: The Light and Dark Sides)

14) Karremans, J. C., Van Lange, P. A. M., & Holland, R. W. (2005). Forgiveness and its associations with prosocial thinking, feeling,

and doing beyond the relationship with the offender. *Personality and Social Psychology Bulletin*, 31, 1315-1326.

(summary, critique)

15) Luchies, L. B., Finkel, E. J., McNulty, J. K., & Kumashiro, M. (2010). The doormat effect: When forgiving erodes self-respect and

self-concept clarity. *Journal of Personality and Social Psychology*, 98, 734-749. (summary, critique)

16) Okimoto, T. G., Wenzel, M., & Hedrik, K. (2013). Refusing to apologize can have psychological benefits (and we issue no mea

culpa for this research finding) *European Journal of Social Psychology*, 43, 22-31. (?? summary, ?? critique)

Carlsmith, K. M., Wilson, T. D., & Gilbert, D. T. (2008). The paradoxical consequences of revenge.

Journal of Personality and Social Psychology, 95, 1316-1324.

McNulty, J. K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued

psychological and physical aggression in marriage. *Personality and Social Psychology Bulletin*, 37(6), 770-783.

Student Presentations Sign up (print name and record your date)

Week 8-Nov 05

1 _____ 0

2 _____ 0

3 _____ 0

4 _____ 0

5 _____ 0

6 _____ 0

Week 9-Nov 11

1 _____ 0

2 _____ 0

3 _____ 0

4 _____ 0

5 _____ 0

6 _____ 0

Week 10-Nov 19

1 _____ 0

2 _____ 0

3 _____ 0

4 _____ 0

5 _____ 0

6 _____ 0

Week 11-Nov 26

1_____0

2_____0

3_____0

4_____0

5_____0

6_____0

Week 12-Dec 3

1_____0

2_____0

3_____0

4_____0

5_____0

6_____0