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### **Course Description**

This seminar introduces doctoral students in business administration to key theoretical paradigms in psychology that inform behavioral research in their fields.

### **Learning Objectives**

Upon successful completion of the course, students will be able to

- Explain the key assumptions underlying different theoretical approaches.
- Clearly describe core propositions and empirical findings.
- Identify their methodological implications.
- Bring multiple theoretical approaches to bear on their own area of research.
- Conceptualize their own specific research issue in the broader context of what else is known about human cognition, emotion, and behavior.

### **Required Materials**

All required materials will be available on Blackboard

### **Prerequisites and/or Recommended Preparation:**

There are no formal prerequisites. If you never had a psychology class, expect that the readings take more time because you will need to look up unfamiliar concepts.

### **Classroom Policies**

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

### **Grading Policies:**

This class is reading intensive and requires active participation. The readings consist of theory chapters, empirical reviews, and select journal articles that exemplify classic studies and applications of the theoretical framework in different areas of business research. Each week, all students will read one or two overview chapters and extract the key theoretical propositions, core manipulations/measures, and findings. Each week, all students will submit a short summary on Blackboard that addresses the following points:

- The key background assumptions of the theory
- The core propositions of the theory
- The paradigmatic manipulations
- The paradigmatic measures
- Controversies

We will discuss these points in class and arrive at shared summaries.

The core readings will be complemented by additional readings, usually exemplary studies. Each week, we will have 2 short presentations of select complementary papers, which students can choose based on their own interest area. Expect to make 4 short presentations over the course of the semester.

Grading is based on your weekly summaries (50%), presentations (40%), and classroom discussion (10%).

## **COURSE CALENDAR**

***Note: The syllabus may change over the course of the semester, in response to student interests. The official syllabus is the version Blackboard. Changes made on Blackboard will be automatically announced.***

### **08/22 1. Theories and paradigms**

The first class introduces key concepts of philosophy of science and discusses paradigm shifts in (psychological) theorizing. The Gawronski & Bodenhausen chapter reviews criteria of theory evaluation in philosophy of science. The ups and downs of a theory's popularity are often unrelated to these substantive criteria and follow more social processes within a scientific community. Lachman et al.'s recommended chapter discusses these processes, drawing on Kuhn's notion of paradigm shifts.

#### ***Core reading***

Gawronski, B., & Bodenhausen, G.V. (2015). Theory evaluation. In Gawronski, B., & Bodenhausen, G. V. (Eds.). *Theory and explanation in social psychology* (pp. 3-23). New York: Guilford Publications.

#### ***Complementary readings***

Lachman, R., Lachman, J. L., & Butterfield, E. C. (1979). *Cognitive psychology and information processing: An introduction*. Hillsdale, NJ: Erlbaum – ONLY chapter 1, Science and paradigms (pp. 1-34)

Magee, B. (1982). *Philosophy and the real world: An introduction to Karl Popper*. London: Fontana. – Recommended: pp. 13-54.

#### ***Recommended***

Losee, J. (1993). *Philosophy of science*. Oxford, UK: Oxford University Press.

Mandler, G. (2011). *A history of modern experimental psychology: From James and Wundt to cognitive science*. Boston, MA: MIT press.

### **08/29 2. Evolutionary psychology and evolved morality**

The human mind is a product of evolution and reflects challenges our ancestors faced. Kenrick discusses the implications for different levels of analysis. Haidt's theory of moral judgment can serve as an example of an evolutionarily informed theory with broad implications for human judgment and behavior.

### **Core readings**

Kenrick, D.T. (2012). Evolutionary theory and human social behavior. In Van Lange, P.A.M., Kruglanski, A.W., & Higgins, E.T. (Eds.), *Handbook of theories in social psychology* (Vol. 1). Los Angeles: Sage.

Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. New York: Vintage. (Excerpt!)

### **Complementary readings**

Marketing implications:

Durante, K. M., & Griskevicius, V. (2018). Evolution and consumer psychology. *Consumer Psychology Review*, 1(1), 4-21.

Management implications:

Nicholson, N. (1998). Seven deadly syndromes of management and organization: the view from evolutionary psychology. *Managerial and Decision Economics*, 19(7-8), 411-426.

Moral Foundations Theory:

Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., & Ditto, P. H. (2013). Moral foundations theory: The pragmatic validity of moral pluralism. *Advances in Experimental Social Psychology*, 47, 55-130.

### **Recommended**

Buss, D. M. (Ed.) (2015). *The handbook of evolutionary psychology* (2<sup>nd</sup> ed). Hoboken, NJ: Wiley.

Schaller, M., Simpson, J.A., & Kenrick, D.T. (Eds.) (2006). *Evolution and social psychology*. New York: Psychology Press.

## **09/05      3. Labor Day**

## **09/12      4. Consistency theories**

Numerous research traditions assume that inconsistency of beliefs, or inconsistency of beliefs and behavior, is aversive and results in predictable cognitive reorganization as well as affective and behavioral consequences. The required reading reviews this tradition, and the recommended readings provide classic examples and business applications.

### **Core reading**

Harmon-Jones, C., Nail, P.R., & Boniecki, K.A. (2022). Inconsistency in cognition: Cognitive dissonance. In D. Chadee (Ed.), *Theories in social psychology* (2<sup>nd</sup> ed). New York: Wiley.

### **Complementary readings**

Choice:

Brehm, J. W. (1956). Post-decision changes in the desirability of choice alternatives. *Journal of Abnormal and Social Psychology*, 52, 384-389.

Disconfirmation:

Festinger, L., Riecken, H.W., & Schachter, S. (1956). When prophecy fails. -- Excerpt in E.E. Maccoby, T.M. Newcomb, & E.L. Hartley (Eds.) *Readings in social psychology* (3<sup>rd</sup> ed.; pp. 156-164). New York: Holt, 1958.

Accounting/investment example:

Rennekamp, K., Rugar, K. K., & Seybert, N. (2015). Impaired judgment: The effects of asset impairment reversibility and cognitive dissonance on future investment. *The Accounting Review*, 90(2), 739-759.

### **Recommended**

Abelson, R. P., Aronson, E. E., McGuire, W. J., Newcomb, T. M., Rosenberg, M. J., & Tannenbaum, P. H. (1968). *Theories of cognitive consistency: A sourcebook*. Chicago: Rand-McNally

Gawronski, B., & Strack, F. (Eds.) (2012). *Cognitive consistency: A fundamental principle in social cognition*. New York: Guilford.

## **09/19 5. Lay scientists and their shortcomings: Attribution theories and biases**

In the 1970s, the motivational focus of consistency theories gave way to a perspective that treated individuals as lay scientists, who used covariation information and principles of causal reasoning to make sense of others' behavior. Malle reviews the history and current state of this work. As became apparent, the lay scientist is plagued by many shortcomings, highlighted in the Ross paper, which brings Kahneman and Tversky's early work on heuristics and biases to bear on social perception issues.

### **Core readings**

Malle, B.F. (2022). Attribution theory: How people make sense of behavior. In D. Chadee (Ed.), *Theories in social psychology (2<sup>nd</sup> ed)*. New York: Wiley

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. *Advances in Experimental Social Psychology*, 10, 173-220.

### **Complementary readings**

Marketing examples:

Folkes, V. S. (1988). Recent attribution research in consumer behavior: A review and new directions. *Journal of Consumer Research*, 14(4), 548-565.

Management examples:

Martinko, M.J., & Mackey, J.D. (Eds.) (2019). Special issue: The Third International Symposium on Attribution Theory. *Journal of Organizational Behavior*, 40, 523-604.

### **Recommended**

Harvey, J. H., Ickes, W. J., & Kidd, R. F. (Eds.) (1976). *New directions in attribution research*. Hillsdale, NJ: Erlbaum. – Multiple volumes, 1976 following.

## **09/26 6. Heuristics & biases**

Kahneman and Tversky's analysis of heuristics and biases in judgment and decision making has become the most influential behavioral science perspective in business research, in part through its adaptation by economists under the label of behavioral economics. Much of this work is effect focused and pays limited attention to the underlying processes. The required readings review the classic heuristics. The complementary readings provide process and application examples. The exchange between Simonson and Schwarz illustrates the differences between effect-focused and process-focused perspectives.

### **Core readings**

Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases: Biases in judgments reveal some heuristics of thinking under uncertainty. *Science*, 185(4157), 1124-1131.

Griffin, D. W., Gonzalez, R., Koehler, D. J., & Gilovich, T. (2012). Judgmental heuristics: A historical overview. In K. J. Holyoak & R. G. Morrison (Eds.), *The Oxford handbook of thinking and reasoning* (pp. 322–345). Oxford University Press.

### **Complementary readings**

Process focus: Availability heuristic

Schwarz, N. & Vaughn, L.A. (2002). The availability heuristic revisited: Ease of recall and content of recall as distinct sources of information. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 103-119). Cambridge: Cambridge University Press.

Process focus: Anchoring heuristic

Mussweiler, T., & Strack, F. (1999). Comparing is believing: A selective accessibility model of judgmental anchoring. *European Review of Social Psychology*, 10(1), 135-167.

Effect vs. process:

Simonson, I. (2015). Mission (largely) accomplished: What's next for consumer BDT-JDM researchers? *Journal of Marketing Behavior*, 1, 9–35

Schwarz, N. (2015). Which mission? Thoughts about the past and future of BDT. *Journal of Marketing Behavior*, 1, 53-58.

Applications in finance:

Hirshleifer, D. (2015). Behavioral finance. *Annual Review of Financial Economics*, 7, 133-159.

Applications in public policy:

Rachlinski, J. J. (2004). Heuristics, biases, and governance. In D. J. Koehler & N. Harvey (Eds.), *Blackwell handbook of judgment and decision making* (pp.567-583). London: Blackwell.

### **Recommended**

Kahneman, D., Slovic, S. P., Slovic, P., & Tversky, A. (Eds.). (1982). *Judgment under uncertainty: Heuristics and biases*. New York: Cambridge University Press.

Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). (2002). *Heuristics and biases: The psychology of intuitive judgment*. New York: Cambridge University Press.

## **10/03 7. Information processing**

Whereas the heuristics & biases approach juxtaposed normative reasoning criteria and human performance, the information processing approach attempted to understand the processes underlying human cognition. It was guided by the computer metaphor that dominated cognitive science for several decades. While the paradigm produced considerable progress in some areas, it fostered neglect of aspects that were difficult to conceptualize within the guiding metaphor. For the classic approach, see the Lachman et al. reference of the first class. The required Wyer chapter illustrates a current version of the approach, whereas the Schwarz chapter discusses processes of mental construal that include variables that were initially neglected in information processing theories. What is now known as the “social cognition” paradigm that dominates social psychology is the offspring of information processing models, enriched with the developments we address in subsequent classes.

### **Core readings**

Wyer, R.S. (2012). A theory of social information processing. In Van Lange, P.A.M., Kruglanski, A.W., & Higgins, E.T. (Eds.), *Handbook of theories in social psychology* (Vol. 1). Los Angeles: Sage.

Schwarz, N. (2009). Mental construal in social judgment. In F. Strack & J. Förster (eds.), *Social cognition: The basis of human interaction* (pp. 121-138). Philadelphia: Psychology Press.

### **Complementary readings**

Classic early consumer study:

Bettman, J. R. (1970). Information processing models of consumer behavior. *Journal of Marketing Research*, 7, 370-376.

Management:

Tushman, M. L., & Nadler, D. A. (1978). Information processing as an integrating concept in organizational design. *Academy of management review*, 3(3), 613-624.

### **Recommended**

Carlston, D.E., Johnson, K., & Hugenberg, K. (Eds.) (in press). *Handbook of social cognition* (2<sup>nd</sup> edition). New York: Oxford University Press

Wyer, R.S., & Srull, T.K. (Eds.) (1994). *Handbook of social cognition* (2<sup>nd</sup> ed). Hillsdale, NJ: Erlbaum.

## **10/10 8. Thinking more or less: Dual-process models**

Numerous theories distinguish a more effortful and systematic reasoning style from a more associative and intuitive one. Strack & Deutsch (2015) give an overview of such dual-process theories and Petty & Brinol (2012) discuss the current version of Petty and Cacioppo's (1983) elaboration likelihood model that has guided the last 4 decades of persuasion research. Kahneman's (2011) trade book popularized Stanovich's system 1/system 2 terminology and includes many business and finance applications; it is highly recommended.

### **Core readings**

Strack, F., & Deutsch, R. (2015). The duality of everyday life: Dual-process and dual-system models in social psychology. In M. Mikulincer, P.R. Shaver, E. Borgida, & J. A. Bargh (Eds.), *APA Handbook of Personality and Social Psychology: Attitudes and Social Cognition* (pp. 891-927). Washington, DC: APA

Petty, R.E., & Brinol, P. (2012). The elaboration likelihood model. In Van Lange, P.A.M., Kruglanski, A.W., & Higgins, E.T. (Eds.), *Handbook of theories in social psychology* (Vol. 1). Los Angeles: Sage.

### **Complementary readings**

Tbd

### **Recommended**

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Macmillan.

Sherman, J. W., Gawronski, B., & Trope, Y. (Eds.). (2014). *Dual-process theories of the social mind*. New York: Guilford Publications.

## **10/17 9. Associative, implicit, automatic, unconscious**

Building on our discussion of information processing, we review developments that focus on processes that are often lumped under labels like "implicit" or "automatic." An overview lecture addresses different

theoretical approaches; the selected readings focus on implicit attitudes and nonconscious influences on behavior.

### **Core reading**

Blair, I. V., Dasgupta, N., & Glaser, J. (2015). Implicit attitudes. In M. Mikulincer, P.R. Shaver, E. Borghida, & J. A. Bargh (Eds.), *APA handbook of personality and social psychology, Volume 1: Attitudes and social cognition*. (pp. 665-691). American Psychological Association.

Bargh, J.A. (2022). The hidden life of the consumer mind. *Consumer Psychology Review*, in press; <https://doi.org/10.1002/arcp.1075>

### **Complementary readings**

Moors, A., & De Houwer, J. (2006). Automaticity: a theoretical and conceptual analysis. *Psychological Bulletin*, 132(2), 297.

Payne, B. K., & Hannay, J. W. (2021). Implicit bias reflects systemic racism. *Trends in Cognitive Sciences*, 25(11), 927-936.

Payne, B. K., Vuletich, H. A., & Lundberg, K. B. (2017). The bias of crowds: How implicit bias bridges personal and systemic prejudice. *Psychological Inquiry*, 28(4), 233-248.

### **Recommended**

Gawronski, B., & Payne, B. K. (Eds.). (2011). *Handbook of implicit social cognition: Measurement, theory, and applications*. New York: Guilford Press.

Wittenbrink, B., & Schwarz, N. (Eds.) (2007). *Implicit measures of attitudes: Procedures and controversies*. New York: Guilford.

## **10/24 10. Thinking & feeling: Moods, emotions, and metacognitive experiences**

For several decades, theories of judgment and decision making were dominated by approaches that emphasized declarative information in the form of relevant attributes of the target of judgment. However, thinking is always accompanied by subjective experience, from the ease with which information can be processed and the feelings the information elicits to merely incidental experiences. As a result, judgments always reflect an interplay of declarative and experiential information. This class addresses this interplay, focusing on moods and metacognitive experiences of ease and difficulty.

### **Core readings**

Schwarz, N. (2012). Feelings-as-information theory. In P. A. M. Van Lange, A. Kruglanski, & E. T. Higgins (eds.), *Handbook of theories of social psychology* (Vol. 1, pp. 289-308). Thousand Oaks, CA: Sage.

Schwarz, N., Jalbert, M.C., Noah, T., & Zhang, L. (2021). Metacognitive experiences as information: Fluency in consumer judgment and decision making. *Consumer Psychology Review*, 4(1), 4-25.

### **Complementary readings**

Mood – implications for finance:

Hirshleifer, D., & Shumway, T. (2003). Good Day Sunshine: Stock returns and the weather. *Journal of Finance*, 58, 1009-1032

Edmans, A., Garcia, D., & Norli, Ø. (2007). Sports sentiment and stock returns. *Journal of Finance*, 62, 1967–1998.

Mood – implications for marketing:

Kim, H., Park, K., & Schwarz, N. (2010). Will this trip be really exciting? The role of incidental emotions in product evaluation. *Journal of Consumer Research*, 36, 983-991. -- DOI 10.1086/644763

Fluency – implications for finance:

Green, T. C., & Jame, R. (2013). Company name fluency, investor recognition, and firm value. *Journal of Financial Economics*, 109(3), 813-834.

Fang, C., & Zhu, N. (2019). Name complexity, cognitive fluency, and asset prices. *Review of Financial Economics*, 37(1), 168-196.

Fluency – consumer behavior:

Fluency – implications for marketing:

See Schwarz et al (2021), required reading.

### ***Recommended***

Alter, A. L., & Oppenheimer, D. M. (2009). Uniting the tribes of fluency to form a metacognitive nation. *Personality and Social Psychology Review*, 13(3), 219-235.

Reber, R., Schwarz, N., & Winkielman, P. (2004). Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience? *Personality and Social Psychology Review*, 8, 364–382.

## **10/31 11. Embodied cognition**

People experience the world through their senses and psychologists have traditionally assumed that the sensory modality in which information is acquired leaves traces on its representation. In contrast to this tradition, the “cognitive revolution” of the 1970s followed its computer metaphor in assuming that representations are amodal – no matter how information was acquired, it was assumed to get represented in the same format, just as required by the operating system of computers. This was a mistake and psychology recently rediscovered the wisdom of modality specific mental process assumptions, which also stimulated extensive research in consumer behavior under the label of “sensory marketing”. We discuss the major approaches to the “embodied” nature of cognition and review select findings. The Schwarz & Lee handbook chapter gives an overview.

### ***Core reading***

Schwarz, N., & Lee, S.W.S. (2019). Embodied cognition and the construction of attitudes. In D Albarracín & B. T. Johnson (Eds.), *Handbook of attitudes* (2nd ed., Vol. 1, pp. 450-479). New York: Taylor & Francis.

### ***Complementary readings***

Thinking as simulation:

Barsalou, L. W. (1999). Perceptual symbol systems. *Behavioral and Brain Sciences*, 22, 577–660.

Conceptual metaphors & marketing:

Landau, M. J., Zhong, C. B., & Swanson, T. J. (2018). Conceptual metaphors shape consumer psychology. *Consumer Psychology Review*, 1(1), 54-71.

Conceptual metaphors & management:

Zhong, C. B., & House, J. (2012). Hawthorne revisited: organizational implications of the physical work environment. *Research in Organizational Behavior*, 32, 3-22.

Different embodiment theories applied to consumer issues:



Krishna, A., Lee, S.W., Li, X., & Schwarz, N. (Eds.) (2017). Embodied cognition, sensory marketing, and the conceptualization of consumers' judgment and decision processes. Special issue of *Journal of the Association for Consumer Research*, 2(4), 377-484.

Sensory marketing:

Krishna, A. (2012). An integrative review of sensory marketing: Engaging the senses to affect perception, judgment and behavior. *Journal of Consumer Psychology*, 22, 332-351.

### **Recommended**

Barsalou, L. W. (2008). Grounded cognition. *Annual Review of Psychology*, 59, 617–645.

Krishna, A. (Ed.). (2011). *Sensory marketing: Research on the sensuality of products*. New York: Routledge.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago, IL: University of Chicago Press.

Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenges to western thought*. New York: Basic Books.

Landau, M. J. (2017). *Conceptual metaphor in social psychology: The poetics of everyday life*. New York: Psychology Press.

Williams, L. E., Huang, J. Y., & Bargh, J. A. (2009). The scaffolded mind: Higher mental processes are grounded in early experience of the physical world. *European Journal of Social Psychology*, 39, 1257–1267.

## **11/07 12. Thinking in a social context: Cognition & communication**

Theories of memory, reasoning, and judgment typically treat the individual as an isolated information processor. But in everyday life, people do much of their thinking in a social context and in direct or indirect communication with others. Mercier and Sperber propose that people reason to argue, a proposal that has been largely ignored in business research. Schwarz draws on Grice's theory of cooperative communication and reviews research that shows that many apparent errors and shortcomings of human judgment reflect that researchers do not obey the rules that govern communication in daily life. When those rules are observed, many familiar biases are attenuated or eliminated.

### **Core reading**

Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, 34(2), 57-74.

Schwarz, N. (in press). Thinking in a social context: A Gricean perspective. In D. E. Carlston, K. Johnson, & K. Hugenberg (Eds.), *Handbook of social cognition* (2<sup>nd</sup> edition). New York: Oxford University Press

### **Complementary readings**

Zhang, Y. C., & Schwarz, N. (2012). How 1 year differs from 365 days: A conversational logic analysis of inferences from the granularity of quantitative expressions. *Journal of Consumer Research*, 39, 248-259.

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### **Recommended**

Grice, H. P. (1975). Logic and conversation. In P. Cole, & J.L. Morgan (Eds.), *Syntax and semantics*, 3: *Speech acts* (pp. 41 -58). New York: Academic Press.

Schwarz, N. (1996). *Cognition and communication: Judgmental biases, research methods, and the logic of conversation*. Hillsdale, NJ: Erlbaum.

Sperber, D., & Wilson, D. (1986). *Relevance: Communication and cognition*. Cambridge, MA: Harvard University Press.

## **11/14 13. Exchange theories and distributive justice**

Many areas of the social and behavioral sciences rely on exchange theories to conceptualize issues of interaction, distribution, and justice. Stafford and Kuiper provide a short overview, focusing on personal relationships; Tyler elaborates on implications for justice; and van Lange & Rusbult review a particular version, namely Thibaut & Kelley's interdependence theory. Fiske introduces different types of social relationships, which moderate the applicable exchange logic. The other papers illustrate applications to marketing, operations management, and other domains. Emerson (1976) provides a detailed analysis and critique of the logical structure of exchange theories.

### **Core readings**

Stafford, L., & Kuiper, K. (2021). Social exchange theories: Calculating the rewards and costs of personal relationships. In D.O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication* (pp. 379-390). New York: Routledge.

Tyler, T. (2012). Justice theory. In P. A. M. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 344-361). Thousand Oaks, CA: Sage.

### **Complementary readings**

Fiske, A. (1992). The four elementary forms of sociality: Framework for a unified theory of social relations. *Psychological Review*, 99, 689-723.

Van Lange, P.A.M., & Rusbult, C.E. (2012). Interdependence theory. In P. A. M. Van Lange, A. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 251-272). Thousand Oaks, CA: Sage.

#### Marketing:

Bagozzi, R. P. (1975). Social exchange in marketing. *Journal of the Academy of Marketing Science*, 3(3), 314-327.

#### Management:

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874-900.

#### Supply chains:

Griffith, D. A., Harvey, M. G., & Lusch, R. F. (2006). Social exchange in supply chain relationships: The resulting benefits of procedural and distributive justice. *Journal of Operations Management*, 24(2), 85-98.

### **Recommended**

Blau, P. M. (1986). *Exchange and power in social life*. New York: Routledge.

Homans, G. C. (1958). Social behavior as exchange. *American journal of sociology*, 63(6), 597-606.

Emerson, R.M. (1976). Social exchange theory. *Annual Review of Sociology*, 2, 335-362.

## 11/21 14. Culture

Psychologists long assumed that basic processes are largely invariant across cultures, whereas the specific content of processing varies by culture. More recent research documented profound cultural differences in basic cognitive, affective, and motivational process. However, the emergence and operation of cultural differences is more compatible with a framework of situated cognition than with the dispositional approach that often characterizes discourse about cultures. The Oyserman discusses different theoretical approaches and highlights their underlying assumptions. Markus and Kitayama's article was highly influential in drawing attention to cultural differences but their dispositional approach underestimates contextual malleability.

### **Core reading**

Oyserman, D. (2017). Culture three ways: Culture and subcultures within countries. *Annual Review of Psychology*, 68, 435-463.

### **Complementary readings**

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An "experimental ethnography." *Journal of Personality and Social Psychology*, 70(5), 945-960.

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253.

Oyserman, D., Sorensen, N., Reber, R., & Chen, S. X. (2009). Connecting and separating mind-sets: culture as situated cognition. *Journal of Personality and Social Psychology*, 97(2), 217-235.

### **Recommended**

Cohen, D. (2015). Cultural psychology. In M. Mikulincer, P.R. Shaver, E. Borgida, & J. A. Bargh (Eds.), *APA handbook of personality and social psychology: Attitudes and social cognition* (pp. 415-456). Washington, DC: APA

Nisbett, R. (2004). *The geography of thought: How Asians and Westerners think differently... and why*. Simon and Schuster.

Nisbett, R. E., & Cohen, D. (2018). *Culture of honor: The psychology of violence in the South*. Routledge.

Oyserman, D., Coon, H. M., & Kimmelmeier, M. (2002). Rethinking individualism and collectivism: evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128(1), 3-73.

Oyserman, D., & Lee, S. W. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134(2), 311-342.

## 11/28 15. Integrative discussion: Theory & application

The final class reviews key lessons learned, revisits the criteria for theory evaluation, and discusses the relationship between theory testing and application. Campbell's classic paper on "reforms as experiments" highlights the commonalities and pitfalls; while written for public administrators, it has direct implications for business practice and research.

### **Core reading**

Campbell, D. T. (1969). Reforms as experiments. *American Psychologist*, 24(4), 409-429.

## **ADDITIONAL INFORMATION**

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

#### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

#### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*  
[eotix.usc.edu](http://eotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

[osas.usc.edu](http://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*

[chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

### **Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system ([blackboard.usc.edu](http://blackboard.usc.edu)), teleconferencing, and other technologies.