

## Curriculum Vitae

### Robert S. Horton

#### Personal Information

Current Position: Daniel F. Evans Associate Professor in the Social Sciences, Department of Psychology, Wabash College

Professional Address: PO Box 352  
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#### Education

Ph.D. (May, 2001) University of North Carolina-Chapel Hill  
Major: Social Psychology  
Minor: Quantitative Psychology  
Doctoral dissertation: Narcissism and interpersonal feedback: When status makes a difference.  
Chair: Constantine Sedikides

M.A. (December, 1997) University of North Carolina-Chapel Hill  
Major: Social Psychology  
Minor: Quantitative Psychology  
Thesis: Introspection and the Self-Concept  
Advisor: Constantine Sedikides

B.A. (May, 1995) University of Richmond  
Advisor: Dr. Scott Allison  
Major: Psychology  
Minor: English

## Recent Professional Experience

Associate Professor of Psychology, Wabash College (July 1, 2007 – present)

Visiting Associate Professor of Psychology, VCU (Aug. 2007-June 2008)

BKT Assistant Professor of Psychology, Wabash College (July 1, 2001 – June 30, 2007)

Ad-hoc reviewer for: National Science Foundation – Social Psychology, Teaching of Psychology, Journal of Social Psychology, Journal of Personality, Basic and Applied Social Psychology, European Journal of Social Psychology, Journal of Experimental Social Psychology

## Publications

Horton, R. S. (in press). Parenting behavior as a cause of narcissism: Empirical support for psychodynamic and social learning theories. In Campbell, W. K. & Miller, J. (Ed.) *The Handbook of Narcissism and Narcissistic Personality Disorder: Theoretical Approaches, Empirical Findings, and Treatment*. Wiley Publishing.

Horton, R. S. (2010). On environmental sources of child narcissism: Are parents really to blame? (pp. 125-143), In Barry, C, Kerig, P. K, Stellwagen, K. K, & Barry, T. T (Eds.) *Narcissism and Machiavellianism in Youth: Implications for the Development of Adaptive and Maladaptive Behavior*. Washington, D.C.: APA Press.

Horton, R. S., & Sedikides, C. (2009). Narcissistic responding to ego threat: When status of the evaluator matters. *Journal of Personality, 77*, 1493-1525.

Montoya, R. M., Horton, R. S., & Kirchner, J. (2008). Is actual similarity necessary for attraction? A meta-analysis of actual and perceived similarity. *Journal of Social and Personal Relationships, 25*, 889-922.

Ross, S. R., Bye, K., Wrobel, T. A., & Horton, R. S. (2008). Primary and secondary psychopathic characteristics and the Schedule for Non-adaptive and Adaptive Personality (SNAP). *Personality and Individual Differences, 45*, 249-254.

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enhancement with explanatory introspection. *Journal of Personality, 75* (4), 783-824.

Christopher, A. N., Walter, M. I., Horton, R. S., & Marek, P. (2007). Benefits and detriments of teaching an integrated research methods and statistics course. In D. S. Dunn, R. A. Smith, & B. Beins (Eds.), *Best Practices in the Teaching of Statistics and Research Methods in the Behavioral Sciences* (pp. 187-202). Mahwah, NJ: Lawrence Erlbaum.

Horton, R. S., Bleau, G., & Drwecki, B. (2006). Parenting Narcissus: What are the links between parenting and narcissism? *Journal of Personality, 74* (2), 345-376.

- Horton, R.S. (2006). 1 DUHV NE) & QDM/NC R GD HR@OD@ME DNESGD NB@KIM  
 American Social Psychology, *Philosophical Psychology*.
- Drwecki, B., Przygodski, D., & Horton, R. S. (2004). Style and attraction: The power of attractiveness and similarity of attitudes. *Psi Chi Journal of Undergraduate Research*, 9 (3), 105-113.
- Dallinger, R., Horton, R. S., & Blaich, C. (2004). How does the game of life play at a liberal arts institution? [http://liberalarts.wabash.edu/cila/home.cfm?news\\_id=3539](http://liberalarts.wabash.edu/cila/home.cfm?news_id=3539)
- Montoya, R. M., & Horton, R. S. (2004). The importance of overall evaluation as a determinant of interpersonal attraction in the similarity effect. *Journal of Personality and Social Psychology*, 86 (5), 696-712.
- Gonzalez, M., Smith, G., Stockwell, D N\$M1 GD QNTR@ HDS M  
 alternative interpretation of the Mozart effect. *American Journal of Undergraduate Research*, 2 (2), 23-28.
- Horton, R. S. (2003). Similarity and attractiveness in social perception: Differentiating between biases for the self and the beautiful. *Self and Identity*, 2, 137-152.
- Horton, R. S., & Blaich, C. (2002, Feb.). Losing the game of life? *Liberal Arts Online*,

*narcissistic self-regard.* ~~DSIQFHUM@SGDVDDJK~~ Organizational Research Group series, UNC-Chapel Hill, March, 2008.

Horton, R. S. (2007). *Creating Narcissus: A look at parenting as a source of narcissistic self-regard.* ~~DSIQFHUM@SGDVDDJK~~ ~~NB@K/ R BGNKF~~ ~~MCDQ~~ ~~HBTRRHM RQQR 5 QFH@~~ ~~N L L NM/D@G~~ ~~MUDQS~~ ~~DOSL ADQ~~

Horton, R. S. (2006). *Parenting and Child narcissism: Is parental influence reality or illusion?* Lecture given at the monthly social science colloquium, Wabash College, September, 2006.

Horton, R. S. (2004). *Research Experiences in an Integrated Methods/Stats Course: Learning by “Oops” and “A-ha!”* Talk given at the annual Finding Out About Best Practices in the Teaching of Psychology conference, Atlanta, GA, October 1, 2004.

Horton, R. S. (2004). *How does the Game of Life play at Liberal Arts Colleges?* Lecture given to the Sugar Creek Association of Wabash Men. Wabash College, February, 2004.

Dallinger, R. & Horton, R. S. (2004). *How does the Game of Life play at Liberal Arts Colleges?* Wabash on the Road, Indianapolis, IN, January 7, 2004.

**Recent Poster Presentations**

Horton, R. S. (2009). *On layperson inferences to causal claims and their relevance to the prevalence of anecdotal disconfirmation.* Poster presented at the annual National Institute for the Teaching of Psychology, St. Petersburg, FL, Jan. 4, 2009.

Bost, P. R. & Horton, R. S. (2004). *Incorporating Methods and Statistics into Introductory Psychology with Research Recitations.* Poster presented at the annual Finding Out About Best Practices in the Teaching of Psychology conference, Atlanta, GA, October 2, 2004.

**Teaching experience**

**Wabash College:**

*Enduring Questions:* 2011; 16 students; first iteration of course

*Research Methods and Statistics:* 7 years (2001-2007, 2009) of year-long sequence: 20-30 students per year

*General Psychology* ~~QMF~~ 31 students ~~@K~~ 47 students ~~@K~~ 32 students

*Intermediate Social Psychology* ~~QMF~~ - ~~RSICDMR~~ ~~@K~~ ~~RSICDMR~~ ~~QMF~~ 6  
35 students ~~QMF~~ 16 students

*Advanced Social Psychology: The Empirical Pursuit of the Self:* ~~QMF~~ 4 students;  
~~@K~~ 2 stu~~CDMR~~ ~~@K~~ ~~RSICDMR~~ ~~@K~~ - 10 students ~~@K~~ 13 students

*Advanced Personality and Personality Development:* QMF 10 students

*Freshman Tutorials:* 1) To Thine Own Self Be True? The Pinnacles and Potholes on the Road to Self-Knowledge: KCFD QMF 15 students

2) Of Deities, Designers, and Darwin: The origins of human behavior: ADMFR QMF 15 students

3) Doing without Thinking: The powerful unconscious and what it means for free will: Fall 09 @C @K

*Cultures and Traditions* (Sophomore level seminar class): QMF @K

*Research Supervision:*

2008-2009: 7 Psy 496 students

2006-2007: 1 student each is enrolled in Psy 387 and Psy 2/F4 18he and Psy 4i60c

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