

SOP6099 SPRING 2023 READING LIST

WEEK 1, JANUARY 9, INTRODUCTIONS AND COURSE OVERVIEW

WEEK 2, JANUARY 16, MLK DAY, NO CLASS

WEEK 3, JANUARY 23, INTRO TO SOCIAL PSYCHOLOGY

General Reading

- Ward, A. (2022). History of Social Psychology. *Oxford Research Encyclopedia of Psychology*.

Reading for Asynchronous Online Discussion

- Fabrigar, L. R., Wegner, D. T., & Petty, R. E. (2020). A validity-based framework for understanding replication in psychology. *Personality and Social Psychology Review, 24*, 316-344.

Reading for In-Class Discussion

- Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (2015). Decolonizing psychological science: Introduction to the special thematic section. *Journal of Social and Political Psychology, 3*, 213-238.

WEEK 4, JANUARY 30, SOCIAL COGNITION

General Reading

- Ratner (2020). Social Cognition. *Oxford Research Encyclopedia of Psychology*. Oxford University Press.

Reading for Asynchronous Online Discussion

- Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin, 108*(3), 480-498.

Reading for In-Class Discussion

- Goff, P. A., Thomas, M. A., & Jackson, M. C. (2008). "Ain't I a woman?": Towards an intersectional approach to person perception and group-based harms. *Sex Roles, 59*, 392-403.

WEEK 5, FEBRUARY 6, THE SELF

General Reading

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

Reading for Asynchronous Online Discussion

- Brannon, T. N., Taylor, V. J., Higginbotham, G. D., & Henderson, K. (2017). Selves in contact: How integrating perspectives on sociocultural selves and intergroup contact can inform theory and application on reducing inequality. *Social and Personality Psychology Compass*, 11, e12326.

Reading for In-Class Discussion

- Strohming, N., Knobe, J., & Newman, G. (2017). The true self: A psychological concept distinct from the self. *Perspectives on Psychological Science*, 12, 551-560.

WEEK 6, FEBRUARY 13, CROSS-CULTURAL PSYCHOLOGY

General Reading

- Heine, S. (2019). Cultural psychology. In E. J. Finkel & R. F. Baumeister (Eds.). *Advanced Social Psychology: The State of the Science*. Oxford University Press.

Reading for Asynchronous Online Discussion

- Razavi, P., Shaban-Azad, H., Chai, W. J., Zhang, J. W., Nguyen, N. H., & Howell, R. T. (2020). Benefits associated with experiential and material purchases may depend on culture. *Social Psychological and Personality Science*, 11, 626-637.

Reading for In-Class Discussion

- Jones, B. C., DeBruine, L. M., Flake, J. K., Liuzza, M. T., Antfolk, J., Arinze, N. C., ... & Sirota, M. (2021). To which world regions does the valence–dominance model of social perception apply?. *Nature Human Behaviour*, 5(1), 159-169.

WEEK 7, FEBRUARY 20, ATTITUDES AND SOCIAL INFLUENCE

General Reading

- Chaiken, S., & Ledgerwood, A. (2011). A theory of heuristic and systematic information processing. *Handbook of Theories of Social Psychology: Volume One*, 246-166.

Reading for Asynchronous Online Discussion

- Cislighi, B., & Heise, L. (2019). Using social norms theory for health promotion in low-income countries. *Health Promotion International*, 34, 616-623.

Reading for In-Class Discussions

- Vuletich, H. A., & Payne, B. K. (2019). Stability and change in implicit bias. *Psychological Science*, 30, 854-862.

WEEK 8, FEBRUARY 27, NO CLASS, KATE AT CONFERENCE

WEEK 9, MARCH 6, EMOTION

General Reading

- Mendes, W. B. (2019). Emotion. In E. J. Finkel & R. F. Baumeister (Eds.). *Advanced Social Psychology: The State of the Science*. Oxford University Press.

Reading for Asynchronous Online Discussion

- Niedenthal, P. M., Rychlowska, M., Zhao, F., & Wood, A. (2019). Historical migration patterns shape contemporary cultures of emotion. *Perspectives on Psychological Science, 14*, 560-573.

Reading for In-Class Discussions

- Dwyer, R. J., & Dunn, E. W. (2022). Wealth redistribution promotes happiness. *Proceedings of the National Academy of Sciences, 119*(46), e2211123119.

WEEK 10, MARCH 13, NO CLASS, SPRING BREAK

WEEK 11, MARCH 20, AGGRESSION

General Reading

- Groves, C., & Anderson, C. A. (2019). Human aggression. In *Oxford Research Encyclopedia of Psychology*.

Reading for Asynchronous Online Discussion

- West, K. (2019). Testing hypersensitive responses: Ethnic minorities are not more sensitive to microaggressions, they just experience them more frequently. *Personality and Social Psychology Bulletin, 45*, 1619-1632.

Reading for In-Class Discussions

- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Micro-intervention strategies for targets, White allies, and bystanders. *American Psychologist, 74*(1), 128.

WEEK 12, MARCH 27, CLOSE RELATIONSHIPS

General Reading

- Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. *Annual Review of Psychology, 68*, 383-411.

Reading for Asynchronous Online Discussion

- Kito, M., Yuki, M., & Thomson, R. (2017). Relational mobility and close relationships: A socioecological approach to explain cross-cultural differences. *Personal Relationships, 24*, 114-130.

Reading for In-Class Discussions

- Joel, S., Eastwick, P. W., Allison, C. J., Arriaga, X. B., Baker, Z. G., Bar-Kalifa, E., ... & Carmichael, C. L. (2020). Machine learning uncovers the most robust self-report predictors of relationship quality across 43 longitudinal couples studies. *Proceedings of the National Academy of Sciences*, *117*, 19061-19071.

WEEK 13, APRIL 3, ANTI-BLACK RACISM

General Reading

- Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, *76*(3), 475-487.

Reading for Asynchronous Online Discussion

- Phillips, L. T., & Lowery, B. S. (2015). The hard-knock life? Whites claim hardships in response to racial inequity. *Journal of Experimental Social Psychology*, *61*, 12-18.

Reading for In-Class Discussions

- Trawalter, S., Higginbotham, G. D., & Henderson, K. (2022). Social psychological research on racism and the importance of historical context: Implications for policy. *Current Directions in Psychological Science*, *31*(6), 493-499.

WEEK 14, APRIL 10, JUSTICE AND MORALITY

General Reading

- Skitka, L., & Conway, P. (2019). Morality. In E. J. Finkel & R. F. Baumeister (Eds.). *Advanced Social Psychology: The State of the Science*. Oxford University Press.

Reading for Asynchronous Online Discussion

- Rai, T. S., Valdesolo, P., & Graham, J. (2017). Dehumanization increases instrumental violence, but not moral violence. *Proceedings of the National Academy of Sciences*, *114*(32), 8511-8516.

Reading for In-Class Discussions

- Dunlea, J. P., & Heiphetz, L. (2020). Children's and adults' understanding of punishment and the criminal justice system. *Journal of Experimental Social Psychology*, *87*, 103913.

WEEK 15, APRIL 17, THE FUTURE OF SOCIAL PSYCHOLOGY

General Reading

- Buchanan, N. T., Perez, M., Prinstein, M. J., & Thurston, I. B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. *American Psychologist*, *76*(7), 1097-1112.

Reading for Asynchronous Online Discussion

- Anderson, C. A., Allen, J. J., Plante, C., Quigley-McBride, A., Lovett, A., & Rokkum, J. N. (2019). The MTurkification of social and personality psychology. *Personality and Social Psychology Bulletin*, 45(6), 842-850.

Reading for In-Class Discussions

- Morgenroth, T., & Ryan, M. K. (2021). The effects of gender trouble: An integrative theoretical framework of the perpetuation and disruption of the gender/sex binary. *Perspectives on Psychological Science*, 16(6), 1113-1142.