

Psychology 6330 - Social Psychology, Spring, 2016  
Dr. Michael A. Zárate

When: Monday, 3 to 5:50  
Where: Quinn 103  
Contact info: Email: [mzarate@utep.edu](mailto:mzarate@utep.edu)  
Office: Psych 309c, Phone 747 6569  
Email is my preferred method of communication.  
Office hrs. Monday, 10 to 12 and by appointment.

Changes will be made as necessary.

Course objectives:

The primary goal of the course is to introduce you to some basic social psychological models of person and group perception and social behavior. The emphases are on basic areas of social psychology, recent developments, and a few applied areas. Discussion will focus on integrating multiple perspectives and developing new lines of research. A secondary goal will be to consider collaborative projects from a multi-theoretical perspective. How can your theoretical perspective shed light on the research projects going on in other labs? Do your experimental methods lend themselves easily to studying other issues?

The course is a seminar type course. It will require reading multiple journal articles per week and discussion. Written assignments will include weekly 1 page summaries of the readings, and one 12 page research proposal. The proposal will be on a topic of interest to the student and integrate social psychological constructs with your on-going research projects.

Grades:

Grades will be based on three things. Twenty percent of your grade will be from class participation. Did you do the readings and can you contribute? This will be determined partially by your performance on pop quizzes and my own impression of your in class comments. Forty percent of your grade will be from the assigned one page reviews. Forty percent of your grade will be from the final term paper.

Class participation. You are expected to attend every class, unless you are gone to a conference. This course is a seminar, which assumes you have read the assigned articles and are contributing. One predictor for when a quiz will be given is following a class discussion where it was painfully obvious class did not read the assigned papers. The quizzes will be designed to see if you actually read the assigned papers. If class continually demonstrates that they did the readings, there will be fewer quizzes. Quiz scores will comprise the participation scores. Who wrote the papers, where are they, how did they manipulate their variables of interest? What is the take home message from each paper? Can you describe the participants? What are new directions for research? How does this work influence your own? Can you identify fun new class questions? By the way, questions that can be asked of any topic are simply boring. Thus, "what would evolution theory say about this?" is useless. Make observations and non-obvious predictions about evolution and that topic, and you have a fun question.

Reviews. For some topics, a one page review will be required outlining your reactions to the assigned reading. This is one page, single spaced, or two pages, double spaced. If you go the two page route, please print double sided to save a tree. Slightly longer papers (max 2 pages, single spaced) are OK if they are interesting. If I get bored, I will stop reading at page 1 and assign a grade at that time. Papers can receive one of three grades, including excellent, pass, and fail. Excellent papers integrate ideas or produce new ideas. Passing papers adequately review all the readings. Papers that do not demonstrate having read all the assigned readings will fail. Papers are assigned on a rotating basis. They are assigned by group and are due before that section starts (in class). Each person needs to complete 5 of 6 of the assigned papers. Papers are due in class at the start of class. I do not accept papers via email, late papers, papers handed to me in the hall way, in my mailbox, etc. They must be given to me in class.

Term paper: One term paper will be due **Monday, April 11, in class** – no exceptions. There is a 12 page maximum on the paper (of text), though 8 to 10 page papers are encouraged. The term paper will entail a collaborative project with two people across two distinct labs. You cannot collaborate with someone from your own lab or with someone with a similar research program. Collaborative papers entail a dual authorship paper outlining a research proposal integrating two previously distinct research programs from different labs and across research domains. Creative proposal types (i.e., ideas for what you want to write about) are open to discussion, just see me. A poor proposal would be one that simply states “how do stereotypes (my domain) influence jury decision making?” (a different domain). Good proposals use specific models and make unique and non-obvious predictions. The majority of your citations (60%) must come from social psychological journals, the primary hypothesis and most important papers must be social, and I must approve the topic via email. The reference section must include at least 6 2013/2014/2015 manuscripts. The two main criteria are that you consider new approaches or theories to your existing research program and that you demonstrate intellectual creativity. The proposals will be presented at the end of the semester. Each presentation will be for 15 minutes, including questions. The paper will be in APA style, 12 pt font, double spaced. You must use the NIH or NSF bio sheet (which is not part of your page limit). The reference section and abstract page are not considered part of the page limit. Justify, in your bio, why NIH or NSF is more relevant to your research.

**If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).**

The UTEP English Department  
(<http://academics.utep.edu/Portals/1559/plagiarism%20statements.pdf>) defines plagiarism as

“ UTEP ENGLISH DEPARTMENT PLAGIARISM POLICY

*Plagiarism Defined*

Plagiarism is defined as the use of another person's ideas or words without giving proper credit. Plagiarism occurs whenever a student quotes, paraphrases or summarizes another

person's work without providing correct citation. Plagiarism occurs whether the work quoted is a book, article, website, reader's guide like Cliffs Notes or SparkNotes, another student's paper, or any other source. An entire essay is considered fraudulent even if only a single sentence is plagiarized. “

As a graduate student, you are held to the highest standards possible. If I find that you have plagiarized, you will be reported to the dean. I hope that punishments are harsher in the graduate program than in the undergraduate program. I am also not interested in seeing how well you can quote others. Thus, use your own writing.

### Readings:

This is a preliminary reading list. Changes may be made to accommodate outside speakers or because of extended good discussion. Most of the readings are pdf files that one can download. I want to stress that very important parts of social psychology are missing. We are missing persuasion, aggression, prosocial behavior, emotions, self-identity, and too many other topics to mention. We will assess our progress mid-semester and identify the new class sessions at that time. The reading load will be similar.

If your last name starts with the letters

A through N - group 1.

N through Z - group 2.

### Class schedule.

Class schedule.			Assignment
C1.	Jan 25	Introduction to class.	
C2.	Feb 1	Social psychological approach.	Groups 1 and 2
C3.	Feb 8	Attitudes	Group 1
	<b>Feb 15</b>	<b>I am out of town</b>	<b>No class</b>
C4.	Feb 22	Social Cognition	Group 2
C5.	Feb 29	Intergroups	Group 1
	March 7	Spring break.	
C6.	March 14	Group behavior	Group 2
C7.	March 21	Relationships	Group 1
C8.	March 28	Implicit measures	Group 2
C9.	April 4	Culture	Group 1 & 2
C10.	April 11	Terrorism	Group 1
C11.	April 18	Immigration	Group 2
C12.	April 25	To be determined.	

### Class presentations.

May 2 15 mins/each team.

If we do not finish, we will use our scheduled finals time. Please reserve that time now.

Monday, May 9

1:00 pm – 3:45 pm

If presentations are not completed, they will be completed on the day of the final. While attendance is always mandatory, they are particularly mandatory for student presentations (unless you are at a professional conference). Each missed day will be reflected in your class participation grade.

1. Introductions – The social psychological approach.

2. Theoretical approach.

[http://edge.org/conversation/richard\\_nisbett-the-crusade-against-multiple-regression-analysis](http://edge.org/conversation/richard_nisbett-the-crusade-against-multiple-regression-analysis)

Finkel, E., Eastwick, P. W., & Reis, H. T. (2015). Best research practices in psychology: Illustrating epistemological and pragmatic considerations with the case of relationship science. *Journal of Personality and Social Psychology*, *108*, 275-297. <http://dx.doi.org/10.1037/pspi0000007>

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-Positive Psychology Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant. *Psychological Science*, *22*, 1359-1366. doi: 10.1177/0956797611417632

(see Better *P*-curves: Making *P*-curve analysis more robust to errors, fraud, and ambitious *P*-hacking, a Reply to Ulrich and Miller (2015). Simonsohn, Uri; Simmons, Joseph P.; Nelson, Leif D. *Journal of Experimental Psychology: General*, Vol 144(6), Dec 2015, 1146-1152.

<http://dx.doi.org/10.1037/xge0000104> if this interests you).

Kerr, N., (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, *2*, 196-217.

**1 additional page reviewing a** Web search of either questionable research practices, or how to preregister your study and your perceived benefits or costs to that.

3. Attitudes.

Fazio, R. H. (2007). Attitudes as object-evaluation associations of varying strength. *Social Cognition*, *25*, 603-637.

Skitka, L. J.; Bauman, C. W.; Sargis, E. G. (2005). Moral Conviction: Another Contributor to Attitude Strength or Something More? *Journal of Personality and Social Psychology*, *88*(6), 895-917.

Gawronski, B., Ye, Yang, Rydell, R. J. & De Houwer, J. (2014). Formation, representation, and activation of contextualized attitudes. *Journal of Experimental Social Psychology*, *54*, 188-203. [doi:10.1016/j.jesp.2014.05.010](https://doi.org/10.1016/j.jesp.2014.05.010)

4. Social cognition.

Gawronski, B., & De Houwer, J. (2014). Implicit Measures in Social and Personality Psychology, In H. T. Reis, & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (2nd edition). New York, NY: Cambridge University Press.

- Cameron, C. D., Brown-Iannuzzi, J. L., & Payne, B., K. (2012). Sequential Priming Measures of Implicit Social Cognition; A Meta-Analysis of Associations With Behavior and Explicit Attitudes. *Personality and Social Psychological Review*, *16*, 330-350. doi: 10.1177/1088868312440047
- Enge, L. R., Lupo, A. K., Zárate, M. A. (2015). Neurocognitive mechanisms of prejudice formation: The role of time-dependent memory consolidation. *Psychological Science*, *25*, 964-971. doi: 10.1177/0956797615572903
5. Intergroup relations.
- Rios, K. (2013). Right-wing authoritarianism predicts prejudice against “homosexuals” but not “gay men and lesbians”. *Journal of Experimental Social Psychology*, *49*, 1177-1183. <http://dx.doi.org/10.1016/j.jesp.2013.05.013>
- Kay, A.C., Jost, J.T., & Young, S. (2005). Victim derogation and victim enhancement as alternate routes to system justification. *Psychological Science*, *16*, 240-246.
- Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2014). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts, *Journal of Experimental Social Psychology*, *63*, 50-55. [doi:10.1016/j.jesp.2015.10.010](http://dx.doi.org/10.1016/j.jesp.2015.10.010)
6. Group behavior.
- Lu, L., Yuan, Y.C., & McLeod, P. L. (2011). Twenty-five years of hidden profiles in group decision making: A meta-analysis. *Personality and Social Psychology Review*, *16*, 54-75.
- Schulz-Hardt, S., Brodbeck, F. C., Mojzisch, A., Kerschreiter, R., & Frey, D. (2006). Group decision making in hidden profile situations: Dissent as a facilitator for decision quality. *Journal of Personality and Social Psychology*, *91*, 1080-1093.
- Swann, W. B., Jetten, J., & Gomez, A. (2012). When group membership gets personal: A theory of identity fusion. *Psychological Review*, *119*(3), 441-456. <http://dx.doi.org/10.1037/a0028589>
7. Relationships.
- Gildersleeve, K., Haselton, M. G., & Fales, M. R. (2014). Meta-analysis and p-curves support genuine and robust shifts in women’s mate preferences across the ovulatory cycle: Response to Harris, Pashler, & Mickes (2014) and Wood and Carden (2014). *Psychological Bulletin*, *5*, 1272-1280.
- Durante, K. M., Eastwick, P. W., Finkel, E. J., Gangestad, S. W., & Simpson, J. A. (2016). Pair-bonded relationships and romantic alternatives: Toward an integration of evolutionary and relationship science perspectives. *Advances in Experimental Social Psychology*, *53*, 1-74. [doi:10.1016/bs.aesp.2015.09.001](http://dx.doi.org/10.1016/bs.aesp.2015.09.001)
- Eastwick, P. W., Eagly, A. H., Finkel, E. J., and Johnson, S. E. (2011). Implicit and explicit preferences for physical attractiveness in a romantic partner: A double dissociation in predictive validity. *Journal of Personality and Social Psychology*, *101*, 993-1011.

8. Implicit measures.

- McConnell, A. R., Rydell, R., J., Strain, L., M., & Mackie, D. M. (2008). Forming implicit and explicit attitudes toward individuals: Social group association cues. *Journal of Personality and Social Psychology*, 94, 792-807.
- Gawronski, B., & Ye, Yang. (2013). What drives priming effects in the affect misattribution procedure? *Personality and Social Psychology Bulletin*, 40, 3-15, doi: 10.1177/0146167213502548
- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48, 1267-1278. [doi:10.1016/j.jesp.2012.06.003](https://doi.org/10.1016/j.jesp.2012.06.003)

9. Culture and person perception.

- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 1-23. doi:10.1017/S0140525X0999152X
- Markus H., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- Leung, A., K.-Y., & Cohen, D. (2011). Within- and between-culture variation: Individual differences and the cultural logics of honor, face, and dignity cultures. *Journal of Personality and Social Psychology*, 100, 507-526.

10. Terrorism.

- Bushman, B. J., Ridge, R. D., Das, E., Key, C. W., & Busath, G. L. (2007). When god sanctions killing: Effect of scriptural violence on aggression. *Psychological Science*, 18, 204-207.
- Ginges, J., Hansen, I., & Norenzayan, A. (2009). Religion and support for suicide attacks. *Psychological Science*, 20, 224-230.
- Yogeewaran, K., & Dasgupta, M. (2010). Will the “Real” American Please Stand Up? The Effect of Implicit National Prototypes on Discriminatory Behavior and Judgments. *Personality and Social Psychological Bulletin*, 36, 1332-1345. DOI: 10.1177/0146167210380928

11. Immigration

- Cohrs, J. C., & Stelzl, M. (2010). How Ideological Attitudes Predict Host Society Members' Attitudes toward Immigrants: Exploring Cross-National Differences. *Journal of Social Issues*, 66, 673—694.
- Mukherjee, S., Molina, L., & Adams, G. (2013). “Reasonable suspicion” about tough immigration legislation: Enforcing laws or ethnocentric exclusion? *Cultural Diversity and Ethnic Minority Psychology*, 19, 2013, 320-331. doi: [10.1037/a0032944](https://doi.org/10.1037/a0032944)

Zárate, M., Shaw, M., Marquez, J., & Biagas, D. (2012). Cultural inertia: The effects of cultural change on intergroup relations and the self-concept. *Journal of Experimental Social Psychology*, 48, 634-645. DOI:10.1016/j.jesp.2011.12.014

12. To be determined.

Acceptable social psychology journals.

Advances in Experimental Social Psychology.

Journal of Personality and Social Psychology, first two sections.

Journal of Experimental Social Psychology

Personality and Social Psychology Bulletin

Personality and Social Psychology Review

Social Psychological and Personality Science

Group Processes and Intergroup Relations.

Social Cognition

British Journal of Social Psychology.

European Journal of Social Psychology

Some articles in Psychological Science, Psychological Review, and Psychological Bulletin, but ONLY if the authors are social psychologists.

Old papers that are still often considered good.

Wilson, T. D. (2005). The message is the method: Celebrating and exporting the experimental approach. *Psychological Inquiry*, 16, 185-193.

Payne, K. B., Burkley, M. A., & Stokes, M. B. (2008). Why do implicit and explicit attitude tests diverge? The role of structural fit. *Journal of Personality and Social Psychology*, 94, 16-31.

Clarkson, J. J., Tormala, Z. L., & Rucker, D. D. (2008). A new look at the consequences of attitude certainty. *Journal of Personality and Social Psychology*, 95, 810-825.

Gawronski, B., LeBel, E. P. (2008). Understanding patterns of attitude change: When implicit measures show change, but explicit measures do not. *Journal of Experimental Social Psychology* 44, 1355–1361. doi:10.1016/j.jesp.2008.04.005

Durante, K. M., Li, N. P., & Haselton, M. G. (2008). Changes in women's choice of dress across the ovulatory cycle: Naturalistic and laboratory task-based evidence. *Personality and Social Psychology Bulletin*, 34, 1451-1460

Gangestad, S. W., Barver-Apgar, C. E., Simpson, J. A., & Alita, J. (2007). Changes in women's mate preferences across the ovulatory cycle. *Journal of Personality and Social Psychology*, 92, 151-163.

DiDonato, T. E., Ullrich, J., & Krueger, J. I. (2011). Social perception as induction and inference: An integrative model of intergroup differentiation, ingroup favoritism, and differential accuracy. *Journal of Personality and Social Psychology*, 100, 66-83.

- Kerr, N., & Tindale, S. R. (2004). Group performance and decision making. *Annual Review of Psychology*, 55, 623-655.
- Bargh, J. A., & Williams, E. L. (2006). The automaticity of social life. *Current Directions in Psychological Science*, 15(1), 1-4.
- McCulloch, K. C., Ferguson, M. J., Kawada, C. C. K., & Bargh, J. A. (2008). Taking a closer look: On the operation of nonconscious impression formation. *Journal of Experimental Social Psychology*, 44(3), 614-623.

#### 10. Neuropsychology.

- Amodio, D M.& Ratner, K. G. (2011). A memory systems model of implicit social cognition. *Current Directions in Psychological Science*, 20(3), 143-148
- Falk, E. B., Rameson, L., Berkman, E. T., Liao, B., Kang, Y, Inagaki, T. K., & Lieberman, M.D., (2010) The Neural Correlates of Persuasion: A Common Network across Cultures and Media, *Journal of Cognitive Neuroscience* 22, 2447–2459
- Amodio, D. M., Devine, P. G., Harmon-Jones, E. (2008). Individual differences in the regulation of intergroup bias: The role of conflict monitoring and neural signals for control. *Journal of Personality and Social Psychology*, 94(1), 60-74.
- van Bavel, J. J., Packer, D. J., & Cunningham, W. A. (2008). The neural substrates of in-group bias: A functional magnetic resonance imaging investigation. *Psychological Science*, 19, 1131-1139.

[With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship.](#) Page-Gould, Elizabeth; Mendoza-Denton, Rodolfo; Tropp, Linda R.; *Journal of Personality and Social Psychology*, Vol 95(5), Nov 2008. pp. 1080-1094.

[Seeing race and seeming racist? Evaluating strategic colorblindness in social interaction.](#) Preview Apfelbaum, Evan P.; Sommers, Samuel R.; Norton, Michael I.; *Journal of Personality and Social Psychology*, Vol 95(4), Oct 2008. pp. 918-932.

[Examining the principles in principled conservatism: The role of responsibility stereotypes as cues for deservingness in racial policy decisions.](#) Reyna, Christine; Henry, P. J.; Korfmacher, William; Tucker, Amanda; *Journal of Personality and Social Psychology*, Vol 90(1), Jan 2006. pp. 109-128.

Petty, R. E., Brinol, P. (2008). Persuasion: From single to multiple to metacognitive processes. *Perspectives on Psychological Science*, 3, 137-147.

Garcia-Marques, L., Santos, A. S. C., Mackie, D. M. (2006). Stereotypes: Static abstractions or dynamic knowledge structures? *Journal of Personality and Social Psychology*, 91(5), 814-831.

Newman, L. S. (2001). A cornerstone for the science of interpersonal behavior? Person perception and person memory, past, present, and future. In G. Moskowitz (Ed.),



- Cognitive Social Psychology: The Princeton symposium on the legacy and future of social cognition*. Lawrence Erlbaum, NJ. pp. 191-207.
- van den Bos, K., van Ameijde, J., & van Gorp, H. (2006). On the Psychology of Religion: The Role of Personal Uncertainty in Religious Worldview Defense. *Basic and Applied Social Psychology*, 28(4), 333–341.
- Major, B. & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology*, 56, 393-421.
- Pedersen, W. C., Miller, L. C., & Putcha-Bhagavatula, A. D. (2002). Evolved sex differences in the number of partners desired? The long and short of it. *Psychological Science*, 13(2), 157-161.
- Affirmative action.
- Son Hing, L. S.; Bobocel, D. R.; Zanna, M. P.; Garcia, D. M.; Gee, S. S.; & Oraziotti, K. (2011). The merit of meritocracy. *Journal of Personality and Social Psychology*, Vol 101(3), 433-450.
- Federico, C. M. & Sidanius, J. (2002). Sophistication and the antecedents of Whites' racial polity attitudes: Racism, ideology, and affirmative action in American. *Public Opinion Quarterly*, 66(2), 145-176.
- Lowrey, B. S., Unzueta, M. M., Knowles, E. D., & Atiba, G. P. (2006). Concern for the in-group and opposition to affirmative action. *Journal of Personality and Social Psychology*, 90(6), 961-974.
- Sears, D. O., Citrin, J., Cheleden, S. V., & van Laar, C. (1999). Cultural diversity and multicultural politics: Is ethnic balkanization psychologically inevitable. In D. A. Prentice & D. T. Miller (Eds). *Cultural divides*. pp 35-79. Russell Sage. New York.
- [The Positive and Negative Framing of Affirmative Action: A Group Dominance Perspective](#). Preview Haley, Hillary; Sidanius, Jim; Personality and *Social Psychology Bulletin*, Vol 32(5), May 2006. pp. 656-668.
- Son Hing, L. S., Bobocel, D. R.; Zanna, M. P. (2002). Meritocracy and opposition to affirmative action: Making concessions in the face of discrimination. *Journal of Personality & Social Psychology*, 83(3), 493-509.
- Person versus group perception.
- McConnell, A. R.; Sherman, S. J., Hamilton, D. L., (1997). Target entitativity: Implications for information processing about individual and group targets. *Journal of Personality & Social Psychology*, 72(4), 750-762.
- Iyengar, S. S.; Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality & Social Psychology*, 79(6), 995-1006
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- Dijksterhuis, A., Aarts, H., & Bargh, J. A. (2000). On the relation between associative strength and automatic behavior. *Journal of Experimental Social Psychology*, 36(5), 531-544.
- McConnell, A. R. & Leibold, J. M. (2001). Relations among the Implicit Association test, discriminatory behavior, and explicit measures of racial attitudes. *Journal of Experimental Social Psychology*, 37(5), 435-442.
- Dovidio, J. F.; Kawakami, K.; & Gaertner, S. L.. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality & Social Psychology*, 82(1), 62-68
- Fazio, R. H; Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and uses. *Annual Review of Psychology*, 54, 297-327.
- Macrae, C. N., & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology*, 51, 93-120. – great article, but not assigned.
- Macrae, C. N.; Lewis, H. L. (2002). Do I know you? Processing orientation and face recognition. *Psychological Science*, 13(2), 194-196
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- Plous, S. (1996). Ten myths about affirmative action. *Journal of Social Issues*, 52, 25-33.
- Turner, M. E.; & Pratkanis, A.R. (1993). Effects of preferential and meritorious selection on performance: An examination of intuitive and self-handicapping perspectives. *Personality and Social Psychology Bulletin*. 19(1), 47-58.
- Belliveau, M. A. (1996). The paradoxical influence of policy exposure on affirmative action attitudes. *Journal of Social Issues*, 52, 99-104.
- Esses, V. M., & Seligman, C. (1996). The individual-group distinction in assessments of strategies to reduce prejudice and discrimination: The case of affirmative action. In R. M. Sorrentino & E. T. Higgins (Eds.). *Handbook of Motivation and Cognition: The interpersonal context*. V 3. pp. 570-590. Guilford Press, New York.
- Heilman, M. E. Affirmative action's contradictory influences. *Journal of Social Issues*, 52, 105-110.
- Wittig, M. A. (1996). Taking affirmative action in education and employment. *Journal of Social Issues*, 52, 145-160.
- Craig, K. M; & Feasel, K. E. (1998). Do solo arrangements lead to attributions of tokenism? Perceptions of selection criteria and task assignments to race and gender solos. *Journal of Applied Social Psychology*, 28(19), 1810-1836.
- Wright, S. C. (1997). Ambiguity, social influence, and collective action: Generating collective protest in response to tokenism. *Personality & Social Psychology Bulletin*, 23(12), 1277-1290.
- Cohen, L. L.; & Swim, J. K. (1995). The differential impact of gender ratios on women and men: Tokenism, self-confidence, and expectations. *Personality & Social Psychology Bulletin*, 21(9), 876-884.

Conflict resolution.

- Pruitt, D G. (1998). Social conflict. In D. T. Gilbert, S. T. Fiske, G. Lindzey (Eds.) *The Handbook of Social Psychology*, 4<sup>th</sup> ed., v2. (pp. 479-503). McGraw-Hill. Boston.
- Donnellon, A., & Kolb, D. M. (1994). Constructive for whom? The fate of diversity disputes in organizations. *Journal of Social Issues*, 50, 139-156.
- Kimmel, P. R. (1994). Cultural perspectives on international negotiations. *Journal of Social Issues*, 50, 179-196.

Law. Brewer, M. B., & Brown, R. J. (1998). Intergroup relations. In D. T. Gilbert, S. T. Fiske, G. Lindzey (Eds.) *The Handbook of Social Psychology*, 4<sup>th</sup> edition. (pp. 554-594). McGraw-Hill. Boston.

Fiske, S. T. Bersoff, D. N., Borgida, E., Deaux, K., Heilman, M. E. (1991). Use of sex stereotyping research in Price Waterhouse vs Hopkins. *American Psychologist*, 46, 1049-1060.

Johnson, B. T., & Nichols, D. R. (1998). Social psychologists' expertise in the public interest: Civilian moralre research during world war II. *Journal of Social Issues*, 54, 53-78.

#### Introduction.

Aronson, E., Wilson, T., & Brewer, M, B. (1998). Experimentation is social psychology. In D. T. Gilbert, S. T. Fiske, and G. Lindsey (Eds.). *The Handbook of Social Psychology*, 4th ed., Vol. 1, (pp 99-142). Boston: McGraw-Hill.

Jones, E.E. (1985). Major developments of modern social psychology. In Lindzey and Aronson (Eds.), *Handbook of Social Psychology*,

McGuire, W. J. (1973). The Yin and Yang of progress in social psychology: seven Koan. *Journal of Personality and Social Psychology*, 26, 446-456. (definitely worth reading).

Turner, J. C. (1981). Some considerations in generalizing experimental social psychology. In G. Stephenson and J. Davis (Eds.) *Progress in Applied Social Psychology*. Wiley.

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

#### Attitudes and attitude measurement.

Eagly, A., H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25, 582-602.

Lord, C. G., & Lepper, M. R. (1999). Attitude representation theory. *Advances in Experimental Social Psychology*, 31, 265-343.

Chaiken, S., Wood, W., & Eagly, A. H. (1996). Principles of Persuasion. In *Social Psychology: Handbook of Basic Principles*. E. T. Higgins & A. W. Kruglanski (Eds.). (pp. 702-742).New York: Guilford Press:

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