

Social Interaction

Spring 2022

GU4696 (PSYC)

Instructor: Katherine Thorson

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Office: 415D Milbank (Barnard Campus)

Student hours: 1:30 to 3:30 pm on Thursdays

Class meetings: 10:10 am to 12:00 pm on Thursdays

Class location: Schermerhorn Hall 200C

Course Description

In this seminar, we will read and discuss current literature in psychology related to social interaction. We will examine fundamental processes involved in social interaction and consider how social interaction varies as a function of people's social identities (e.g., gender, social class, and race).. We will pay close attention to how these topics are studied (e.g., to methods, samples, and researcher identities) and to the broader implications of the research.

This course is an advanced seminar, designed particularly for graduate students, for advanced undergraduates who are majoring in Psychology or in Neuroscience and Behavior, and for students participating in the Postbaccalaureate Psychology Program. These students will have priority in registration, followed by junior majors and then non-majors.

Prerequisites for this course include one course in introductory psychology, one course in research methods or statistics, one course in social psychology, and/or instructor permission.

Learning Outcomes

At the end of this course, students should be able to do the following:

- Explain fundamental processes involved in social interaction from perceiver and target perspectives
- Identify how people's social identities influence their own thoughts, feelings, and behaviors during social interaction (as well as those of their interaction partners)
- Understand and evaluate empirical research on psychological processes relevant to social interaction
- Present a brief talk on empirical research relevant to social interaction to a general audience
- Propose an empirical study to address an unanswered question regarding social interaction

Course Requirements

Course Readings: We will read a set of papers (listed in the syllabus and posted on CourseWorks on the "Modules" page) prior to each class meeting. I have included a mix of older, "classic" papers on topics, alongside more recent work as well. You should read each paper actively—I encourage taking

notes as you read. Ideally, after reading each paper, you should be able to (1) state the key points and conclusions the authors are making and (2) describe the data the authors are using to support those key points and conclusions.

Please note that there is not nearly enough reading to thoroughly cover the topics we are discussing! I have provided supplemental readings in the syllabus. If you wish to read one of these papers instead of one of the assigned papers, please contact me at least three days before the relevant class to let me know about the swap you will be making. One swap per week is allowed unless you have a compelling reason for more. I will typically send out additional, optional readings after each class discussion that I think may be of interest to the class and/or useful in developing your final research project.

Comprehension Checks: At the beginning of each class, I will ask you to complete a “comprehension check”—a set of basic questions about the papers we read. You can use any materials you want to complete these checks except for each other. These checks are meant to motivate your reading, help you evaluate your own comprehension, and assist me in figuring out gaps in people’s understanding. The default grade on these is a B (86), meaning that if you are on time for class and fully complete the check (regardless of whether your answers are correct), you will receive a B on it. If your answers are mostly correct, you will receive an A-. If your answers are completely accurate and exceptionally clear, you will receive an A+. You can miss the comprehension check once throughout the semester with no penalty. After that, you will receive a 0 for each missed or incomplete check. If you miss no checks, I will drop your lowest grade. If your answers indicate a severe lack of understanding regarding the readings for several weeks in a row, I will ask you to meet with me to discuss why this might be so that you can improve. Of course, at any point in time, if you have concerns about your own understanding, you are welcome to reach out to me for a meeting.

Participation: Everyone is expected to attend each class and be prepared to contribute to the class discussion. Please let me know as soon as possible if you cannot attend a class. As a group, we will draft a set of guidelines regarding discussions and classroom etiquette on the first day of the course. In these guidelines, we will address questions such as the following: What are the goals of discussion in this course? What do we expect of each other in terms of preparation for each class session? How can we make our class a “brave space” to talk about sensitive topics or to voice confusion? What makes a respectful listener? How can we effectively disagree with each other? What policies would we like to have regarding potential classroom distractions (being late, bringing food to class, using phones and laptops, etc.)? These guidelines will be distributed after our first class and will function as a “contract” regarding class discussions throughout the semester. We will evaluate these guidelines as the class proceeds and update them if necessary.

- *Memos on class participation.* At two points in the semester, you will write a half-page memo, evaluating and reflecting on your own participation in class discussions (I will provide more details on this later). Each of these memos will constitute 10% of your final participation grade.
- *Overall class participation.* The other 80% of your grade will be determined by the quality and quantity of your contributions to class discussions.

- The default grade will be a B, meaning that if you are a respectful and committed contributor to each class discussion, you will receive a B (86). You can miss (or not contribute to) a class meeting once throughout the semester with no penalty. After that, you will receive a 7-point deduction for each class you miss or do not contribute to.
- In addition, you can earn up to 14 points (depending on quality) by giving an 8-minute presentation on one of the topics outlined below. You need to receive approval from me at least three days in advance of the class session during which you plan on presenting, and you should check with me to make sure that no one else is already planning to do something similar. You should have some slides to guide your presentation, but they should be minimal.
 1. You may link any of the research we have read in this class to a current event. The research does not need to be work that we are reading for that particular class day. Describe the current event to us, describe the research to us (pretend that we haven't read it), and let us know how the research informs the current event. Does the research suggest reasons for why the event occurred? Does the research suggest what is likely to happen next? Does the research suggest solutions for improving the situation? Does the research suggest that there are perspectives or angles not being considered that should be?
 2. You may describe one of the supplemental peer-reviewed articles (do not use a chapter from a handbook for this). Describe the research question, tell us how the authors conducted their research to answer this question (what were the methods, what were the study designs, who were the participants, what measures were used to operationalize the constructs of interest), and describe the results and conclusions as they relate to the original research question.

Please note that you are not required to share personal experiences in order to fulfill the participation requirements of this course. If, at any point, you feel that there are implicit or explicit expectations of you to share your personal experiences, and you do not wish to do so, please let me know so that I can address this issue.

TED-Style Talk: For this project, you will give an 8-minute TED-Style Talk that describes research we have read in this class. First, you will prepare for this talk by consulting a number of resources I have curated for you. Second, you will create your talk. Third, you will practice giving your talk to two people in this class. You will receive feedback from them and incorporate the feedback into your talk. Next, you will give this talk to two people who are not in our class and receive feedback from them on your talk. Finally, you will write a report summarizing your experiences with this project. There are four primary goals of this project: 1) improve your presentation skills, 2) strengthen your knowledge of course content, 3) consider how the research we read in this class is relevant for everyday life, and 4) improve your ability and comfort with the feedback process—both as a receiver and as a provider—and with self-evaluation. I will provide more details on the components of this project at a later date.

Research Proposal: The final project in this course will be a research proposal, in which you propose a study to improve our knowledge of any aspect of social interaction. You may choose a topic that is closely related to the readings in this course or one that we have not covered but is of interest to you. The final paper should be 10 to 12 pages long. I will provide feedback on your ideas along the way, as will your classmates. There are three primary goals of this project: 1) improve your writing skills, 2) strengthen your knowledge of research design, and 3) improve your ability to generate novel, meaningful research questions. I will provide more details on the components of this project at a later date.

Requirement Weights

<i>Requirement</i>	<i>Weight</i>
Comprehension Checks (11 total)	25%
Participation <ul style="list-style-type: none"> • First 1-page memo (10%) • Second 1-page memo (10%) • Overall class participation (80%) 	15%
TED-Style Talk <ul style="list-style-type: none"> • Report of TED Talk observations (15%) • One-page memo from classmate feedback (20%) • Providing feedback (10%) • One-page memo from non-classmate feedback (20%) • Final report (35%) 	25%
Research Proposal <ul style="list-style-type: none"> • 1-page research description (5%) • 2-page research description (5%) • 3-page research description (5%) • Working with your feedback group (10%) • Final proposal (75%) 	35%

Numeric scores will be rounded up or down to the nearest whole number. Below are the numeric cutoffs for letter grades. As noted in this syllabus and in longer documents detailing the projects in this class, all assignments for this class have “minimum grades.” Grades will not be below these minimums unless you do not complete all the work on time. My goal here is to facilitate your growth and learning without you worrying that you will get a “bad grade” for misunderstanding course material or not producing final products that meet standards I would assign. In cases where exceptional effort or understanding is demonstrated, higher grades can be earned, and how to do so is outlined for each individual requirement.

I will post your grades for individual assignments on CourseWorks. However, I do not use the function in CourseWorks that calculates final grades for you. This is because it is impossible to do so accurately given the options available in CourseWorks (for example, for dropping lowest grades). Therefore, you should not rely on CourseWorks when calculating or considering your final grade. I have provided spreadsheets for you on CourseWorks in which you can input your received and/or anticipated grades to

figure out what your final grade would be. You should feel free to schedule a meeting with me if you want to discuss any aspect of your grades in this course.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
99	94	91	88	84	81	78	74	71	61	< 61

Course Schedule

Date	Topic	TED-Talk Assignments	Research Proposal Assignments
Week 1, Jan. 20	Introduction; Reading Scientific Papers		
Week 2, Jan. 27	Introduction to Theory and Methods		
Week 3, Feb. 3	Communication 1 – Verbal Behavior		
Week 4, Feb. 10	Communication 2 – Nonverbal Behavior		
Week 5, Feb. 17	Interpersonal Perception		
Week 6, Feb. 24	Similarity during Interaction		1-page research idea
Week 7, Mar. 3	Prosocial Conversation Behaviors	TED observations due	
Week 8, Mar. 10	Making Decisions about When and How to Interact with Others		2-page research idea
<i>Spring Break</i>			
Week 9, Mar. 24	Intergroup Interactions 1: Gender		
Week 10, Mar. 31	Intergroup Interactions 2: Power and Status	First TED report due	
Week 11, Apr. 7	Intergroup Interactions 3: Social Class		3-page research idea
Week 12, Apr. 14	<i>Working day for final projects</i>		
Week 13, Apr. 21	Intergroup Interactions 4: Race and Ethnicity	Second TED report due	
Week 14, Apr. 28	Intergroup Interactions 5: Culture	Final TED report due	Final paper due May 12

Course Policies and Resources

Statement of Values: I am committed to inclusive, equitable, anti-racist, and anti-oppressive pedagogical practices. What this means is that I strive to create a learning environment that (1) recognizes, values, and supports individual differences and identities and (2) fights against structural inequalities in our society. This commitment informs all aspects of the class, including the readings I

have selected, the ways I guide our classroom discussions, and the way grades are determined. I consistently reflect on these values and how I am implementing them. I will seek your feedback—if you are willing to provide it—regarding how well you think these values are practiced in our class and what could be improved. If, at any time, you feel that I am not living up to this commitment, I would appreciate speaking with you about your experiences, if you are willing. Please reach out to me, and we will set up a time to talk.

Announcements: I may make small changes and additions to this syllabus. I will announce these changes in class and/or via CourseWorks.

Student Hours: Student hours are listed at the top of the syllabus and are by appointment also (i.e., by any other time that you and I mutually agree upon). During these times, I am available to discuss questions regarding this course, and I'm also available to discuss other topics in psychology, your education more broadly, and career development. These hours are for you – please do not worry that you are interrupting me or my work by coming to them. I am eager to talk to you!

Contact Policy: The best way to contact me outside of class is via email. I will do my best to respond to you within one business day. For example, if you email me on Tuesday at 11 am, I will aim to email you back by Wednesday at 11 am. If you email me on Friday at 3 pm, I will aim to email you back by Monday at 3 pm. If I do not email you back within one business day, please feel free to send me another email to follow up. Sometimes, I cannot fully answer your question within one business day. In these situations, I will email you back to let you know that I received your email and that I will follow up as soon as I can.

Honor Code: I expect students to adhere to the honor code of their school. Be honest about your work. This is your education, so use it wisely. Examples of academic dishonesty include but are not limited to plagiarizing (copying someone else's work or ideas and misrepresenting them as one's own), falsification (making up fictitious information and presenting it as real or altering records for the purpose of misrepresentation), and facilitation (helping another student to cheat, plagiarize, or falsify). If you are unsure about what constitutes an honor code violation, please ask me.

Academic Accommodations: If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please contact me and/or the relevant center at your school for assistance.

Affordable Access to Course Materials: All students deserve to be able to study and make use of course texts and materials regardless of cost. All course readings in this class are freely accessible to you as a member of the Columbia community and are posted on CourseWorks.

Missed Class for Holidays: If you are observing religious holidays this semester and you need accommodations for any class or assignment, please contact me at least one week in advance of class or the assignment due date.

Wellness: Being a student can be stressful, and it is important to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. Supporting your own health and well-being will help you get the most out of your student experience. I urge you to take care of yourself – get enough sleep, eat healthy, exercise, and spend time with friends. Columbia has several resources that can help you in different areas of your life,

and I encourage you to take advantage of them at any point during the semester. If you need assistance connecting with resources, please let me know.

Course Readings

Week 1: Reading Scientific Papers

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.

Ruben, A. (2015, January 20). How to read a scientific paper. *Science Magazine*.
<https://www.science.org/content/article/how-read-scientific-paper-rev2>

Pain, E. (2016, March 21). How to (seriously) read a scientific paper. *Science Magazine*.
<https://www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper>

Week 2: Introduction to Theory and Methods

Back, M. D., & Kenny D. A. (2010). The Social Relations Model: How to understand dyadic processes. *Social and Personality Psychology Compass*, 4, 855-870.

Laurenceau, J.-P., & Bolger, N. (2005). Using diary methods to study marital and family processes. *Journal of Family Psychology*, 19(1), 86–97.

Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? *Perspectives on Psychological Science*, 2(4), 396–403.

Leary, M. R., & Hoyle, R. H. (2009). Situations, dispositions, and the study of social behavior. In M. R. Leary & R. H. Hoyle (Eds.), *Handbook of individual differences in social behavior* (pp. 3–11). The Guilford Press.

Week 3: Communication 1 – Verbal Behavior

Levinson, S. C. (2016). Turn-taking in human communication – Origins and implications for language processing. *Trends in Cognitive Sciences*, 20(1), 6-14.

Stephens, G. J., Silbert, L. J., & Hasson, U. (2010). Speaker–listener neural coupling underlies successful communication. *Proceedings of the National Academy of Sciences*, 107 (32), 14425-14430.s

Boland, J. E., Fonseca, P., Mermelstein, I., & Williamson, M. (2021). Zoom disrupts the rhythm of conversation. *Journal of Experimental Psychology: General*.

Supplemental:

- Holtgraves, T. (2010). Social psychology and language: Words, utterances, and conversations. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (pp. 1386–1422). John Wiley & Sons, Inc.
- Garrod, S., & Pickering, M. J. (2004). Why is conversation so easy? *Trends in Cognitive Sciences*, 8(1), 8-11.
- Fast, L.A., & Funder, D.C. (2008). Personality as manifest in word use: correlations with self-report, acquaintance report, and behavior. *Journal of Personality and Social Psychology*, 94(2), 334-346.
- Ponsot, E., Burred, J. J., Belin, P., & Aucouturier, J. J. (2018). Cracking the social code of speech prosody using reverse correlation. *Proceedings of the National Academy of Sciences*, 115(15), 3972-3977.
- Templeton, E., Chang, L., Reynolds, E., Cone LeBeaumont, M., & Wheatley, T. (2022). Fast response times signal social connection in conversation. *Proceedings of the National Academy of Sciences*.

Week 4: Communication 2 – Nonverbal Behavior

- Ambady, N. & Weisbuch, M. (2010). Nonverbal behavior. *The Handbook of Social Psychology*, 5th ed., Vol. 1. 464-497
- Shariff, A. F., & Tracy, J. L. (2011). What are emotion expressions for? *Current Directions in Psychological Science*, 20(6), 395–399.
- Barrett, L. F. (2011). Was Darwin wrong about emotional expressions? *Current Directions in Psychological Science*, 20(6), 400–406.

Supplemental:

- Ambady, N., & Rosenthal, R. (1992). Thin slices of expressive behavior as predictors of interpersonal consequences: A meta-analysis. *Psychological Bulletin*, 111, 256–274
- Hertenstein, M. J., Keltner, D., App, B., Bulleit, B. A., & Jaskolka, A. R. (2006). Touch communicates distinct emotions. *Emotion*, 6(3), 528–533.
- Martin, J., Rychlowska, M., Wood, A., & Niedenthal, P. (2017). Smiles as multipurpose social signals. *Trends in Cognitive Sciences*, 21(11), 864–877.
- Latif, N., Human, L. J., Capozzi, F., & Ristic, J. (2021). Intrapersonal behavioral coordination and expressive accuracy during first impressions. *Social Psychological and Personality Science*.
- Wohltjen, S., & Wheatley, T. (in press). Eye contact marks the rise and fall of shared attention in conversation. *Proceedings of the National Academy of Sciences*.

Week 5: Interpersonal Perception

- Kenny, D.A., & Albright, L. (1987). Accuracy in interpersonal perception: A social relations analysis. *Psychological Bulletin*, *102*, 390–402.
- Zaki, J., Bolger, N., & Ochsner, K. (2008). It takes two: The interpersonal nature of empathic accuracy. *Psychological Science*, *19*(4), 399-404.
- Funder, D. C. (2012). Accurate personality judgment. *Current Directions in Psychological Science*, *21*(3), 177-182.

Supplemental:

- Human, L. J., & Biesanz, J. C. (2013). Targeting the good target: An integrative review of the characteristics and consequences of being accurately perceived. *Personality and Social Psychology Review*, *17*(3), 248–272.
- Carlson, E. N., & Kenny, D. A. (2012). Meta-accuracy: Do we know how others see us? In S. Vazire & T. D. Wilson (Eds.), *Handbook of self-knowledge* (pp. 242–257). The Guilford Press.
- Biesanz, J. C., & Human, L. J. (2010). The cost of forming more accurate impressions: Accuracy-motivated perceivers see the personality of others more distinctively but less normatively than perceivers without an explicit goal. *Psychological Science*, *21*(4), 589–594.
- Heyes, C. M., & Frith, C. D. (2014). The cultural evolution of mind reading. *Science*, *344*(6190), 1234091-1 to 1234091-6.
- Human, L. J., Mignault, M.-C., Biesanz, J. C., & Rogers, K. H. (2019). Why are well-adjusted people seen more accurately? The role of personality-behavior congruence in naturalistic social settings. *Journal of Personality and Social Psychology*, *117*(2), 465–482.
- Capozzi, F., Human, L. J., & Ristic, J. (2020). Attention promotes accurate impression formation. *Journal of Personality*, *88*(3), 544-554.

Week 6: Similarity during Interaction

- Lakin, J. L., Jefferis, V. E., Cheng, C. M., & Chartrand, T. L. (2003). The chameleon effect as social glue: Evidence for the evolutionary significance of nonconscious mimicry. *Journal of Nonverbal Behavior*, *27*(3), 145-162.
- Rossignac-Milon, M., Bolger, N., Zee, K. S., Boothby, E. J., & Higgins, E. T. (2021). Merged minds: Generalized shared reality in dyadic relationships. *Journal of Personality and Social Psychology*, *120*(4), 882–911.
- Behrens, F., Snijdwint, J.A., Moulder, R.G. et al. (2020). Physiological synchrony is associated with cooperative success in real-life interactions. *Scientific Reports*, *10*, 19609.

Supplemental:

- Anderson, C., Keltner, D., & John, O. P. (2003). Emotional convergence between people over time. *Journal of Personality and Social Psychology, 84*(5), 1054-1068.
- Semin, G. R. (2007). Grounding communication: Synchrony. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (pp. 630–649). The Guilford Press.
- Miles, L. K., Nind, L. K., & Macrae, C. N. (2009). The rhythm of rapport: Interpersonal synchrony and social perception. *Journal of Experimental Social Psychology, 45*(3), 585-589.
- Kinreich, S., Djalovski, A., Kraus, L., Louzoun, Y., & Feldman, R. (2017). Brain-to-brain synchrony during naturalistic social interactions. *Scientific Reports, 7*, 17060.
- Thorson, K. R., Dumitru, O. D., Mendes, W. B., & West, T. V. (2021). Influencing the physiology and decisions of groups: Physiological linkage during group decision-making. *Group Processes & Intergroup Relations, 24*(1), 145-159.
- Waters, S. F., West, T. V., & Mendes, W. B. (2014). Stress contagion: Physiological covariation between mothers and infants. *Psychological Science, 25*(4), 934-942.
- Hughes, B. T., Flournoy, J. C., & Srivastava, S. (2021). Is perceived similarity more than assumed similarity? An interpersonal path to seeing similarity between self and others. *Journal of Personality and Social Psychology, 121*(1), 184–200.
- Vlasceanu, M., Morais, M. J., & Coman, A. (2021). Network Structure Impacts the Synchronization of Collective Beliefs. *Journal of Cognition and Culture*.

Week 7: Prosocial Conversation Behaviors

- Laurenceau, J. P., Barrett, L. F., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology, 74*(5), 1238-1251.
- Huang, K., Yeomans, M., Brooks, A. W., Minson, J., & Gino, F. (2017). It doesn't hurt to ask: Question-asking increases liking. *Journal of Personality and Social Psychology, 113*(3), 430-452.
- Truong, M., Fast, N. J., & Kim, J. (2020). It's not what you say, it's how you say it: Conversational flow as a predictor of networking success. *Organizational Behavior and Human Decision Processes, 158*, 1-10.

Supplemental:

- Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What Do You Do When Things Go Right? The Intrapersonal and Interpersonal Benefits of Sharing Positive Events. *Journal of Personality and Social Psychology, 87*(2), 228–245.
- Jolly, E., & Chang, L. J. (2021). Gossip drives vicarious learning and facilitates social connection. *Current Biology, 31*(12), 2539-2549.

Dwyer, R. J., Kushlev, K., & Dunn, E. W. (2018). Smartphone use undermines enjoyment of face-to-face social interactions. *Journal of Experimental Social Psychology, 78*, 233-239.

Boothby, E. J. & Bohns, V. K. (2021). Why a simple act of kindness is not as simple as it seems: Underestimating the positive impact our compliments have on others. *Personality and Social Psychology Bulletin, 47*(5), 826-840.

Week 8: Making Decisions about When and How to Interact with Others

Epley, N., & Schroeder, J. (2014). Mistakenly seeking solitude. *Journal of Experimental Psychology: General, 143*(5), 1980-1999.

Kumar, A., & Epley, N. (2020). It's surprisingly nice to hear you: Misunderstanding the impact of communication media can lead to suboptimal choices of how to connect with others. *Journal of Experimental Psychology: General, 150*(3), 595–607.

Mastroianni, A. M., Gilbert, D. T., Cooney, G., & Wilson, T. D. (2021). Do conversations end when people want them to? *Proceedings of the National Academy of Sciences, 118*(10), e2011809118.

Supplemental:

Harari, G. M., Müller, S. R., Stachl, C., Wang, R., Wang, W., Bühner, M., . . . Gosling, S. D. (2020). Sensing sociability: Individual differences in young adults' conversation, calling, texting, and app use behaviors in daily life. *Journal of Personality and Social Psychology, 119*(1), 204-228.

Sun, K. Q., & Slepian, M. L. (2020). The conversations we seek to avoid. *Organizational Behavior and Human Decision Processes, 160*, 87-105.

Lieberman, A., & Schroeder, J. (2020). Two social lives: How differences between online and offline interaction influence social outcomes. *Current Opinion in Psychology, 31*, 16-21.

Kardas, M., Kumar, A., & Epley, N. (2021). Overly shallow? Miscalibrated expectations create a barrier to deeper conversation. *Journal of Personality and Social Psychology*.

Schroeder, J., Lyons, D., & Epley, N. (2021). Hello, stranger? Pleasant conversations are preceded by concerns about starting one. *Journal of Experimental Psychology: General*.

Sandstrom, G. M., & Boothby, E. J. (2021). Why do people avoid talking to strangers? A mini meta-analysis of predicted fears and actual experiences talking to a stranger. *Self and Identity, 20*(1), 47-71.

Kardas, M., Schroeder, J., & O'Brien, E. (2021). Keep talking: (Mis)understanding the hedonic trajectory of conversation. *Journal of Personality and Social Psychology*.
<https://doi.org/10.1037/pspi0000379>

Kroencke, L., Harari, G. M., Back, M. D., & Wagner, J. (in press). Well-being in social interactions: Examining personality-situation dynamics in face-to-face and computer-mediated communication. *Journal of Personality and Social Psychology*.

INTERGROUP INTERACTIONS

In this portion of the class, we will consider how people's social identities and social group memberships influence their interactions with others. When do our own social identities affect our psychological experiences and behaviors when interacting with others? And when do the identities of our interaction partners affect our experiences and behaviors? How are the effects of certain social group memberships similar to those of others? How are they different? How do certain group memberships intersect with others in influencing interpersonal processes?

Week 9: How does gender influence social interaction?

Eagly, A. H., & Wood, W. (1991). Explaining Sex Differences in Social Behavior: A Meta-Analytic Perspective. *Personality and Social Psychology Bulletin*, 17(3), 306–315.

LaFrance, M., & Vial, A. C. (2016). Gender and nonverbal behavior. In D. Matsumoto, H. C. Hwang, & M. G. Frank (Eds.), *APA handbook of nonverbal communication* (pp. 139–161). American Psychological Association.

Mehl, M. R., Vazire, S., Ramírez-Esparza, N., Slatcher, R. B., & Pennebaker, J. W. (2007). Are women really more talkative than men? *Science*, 317(5834), 82-82.

Supplemental:

Deaux, K., & Major, B. (1987). Putting gender into context: An interactive model of gender-related behavior. *Psychological Review*, 94(3), 369–389.

Wood, W., & Eagly, A. H. (2010). Gender. *Handbook of Social Psychology* (5th edition, Vol. 1) 629-667.

Hall, J., Gunnery, S., & Horgan, T. (2016). Gender differences in interpersonal accuracy. In J. Hall, M. Schmid Mast, & T. West (Eds.), *The Social Psychology of Perceiving Others Accurately* (pp. 309-327). Cambridge: Cambridge University Press.

Barrett, L. F., Robin, L., Pietromonaco, P. R., & Eyssell, K. M. (1998). Are women the "more emotional" sex? Evidence from emotional experiences in social context. *Cognition and Emotion*, 12(4), 555–578.

Winqvist, L.A., Mohr, C.D. and Kenny, D.A. (1998) The Female Positivity Effect in the Perception of Others. *Journal of Research in Personality*, 32, 370-388.

Mulac, A., Bradac, J. J., & Gibbons, P. (2001). Empirical support for the gender-as-culture hypothesis: An intercultural analysis of male/female language differences. *Human Communication Research*, 27(1), 121-152.

Neff, L. A., & Karney, B. R. (2005). Gender differences in social support: A question of skill or responsiveness? *Journal of Personality and Social Psychology*, 88(1), 79-90.

Gallus, J., & Bhatia, S. (2020). Gender, power and emotions in the collaborative production of knowledge: A large-scale analysis of Wikipedia editor conversations. *Organizational Behavior and Human Decision Processes*, *160*, 115-130.

Week 10: How do power and status influence social interaction?

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