

Alternative Research Assignment (ARA): PSY 150

ARA Overview:

The alternative research assignment (ARA) requires you to read a number of academic journal articles, think about how they connect to human subjects research and to a topic discussed in class, and report your thoughts in an essay format.

Your articles used for reference must come from the list of articles on the following pages. All of these articles are available in full online through the [University Library](#). These articles were chosen by the Human Subjects Committee because they were deemed to be great informative articles which will increase your awareness of human subject research.

Important Considerations:

1. You must submit your ARA to the Psychology Research Area Canvas page, NOT directly to your professor.
 - a. To join the Canvas page, please email psychpool@csun.edu
2. You will not receive credit for the assignment if it contains any plagiarism. The papers are processed by Turnitin and your professors are informed of similarity percentages.
 - a. Using large portions of quotations from the articles to get around the page requirements will result in a high similarity percentage and a lower page count. The purpose of this assignment is to stretch your mind and think critically about new ideas.
3. If you need assistance with the paper please contact your professor, the [University Writing Center](#), or the [College of Social and Behavioral Science Tutoring Center](#).

PSY 150 Paper Requirements:

- 10 full pages (not including title page and reference page)
- 7 articles (or more!)
- 12-pt font, double spaced, 1-inch margins
- Title page with the following:
 - Name
 - Class (PSY 150)
 - Professor's Name
 - Semester Course Taken
- Reference page
 - APA format preferred

PSY 150 Journal Articles:

- Aronson, J., Lustina, M. J., Good, C., Keough, K., Steele, C. M., & Brown, J. (1999). When white men can't do math: Necessary and sufficient factors in stereotype threat. *Journal of Experimental Social Psychology, 35*, 29-46.
- Barr, R. (2019). [Growing up in the digital age: Early learning and family media ecology](#). *Current Directions in Psychological Science, 28*(4), 341–346.
- Blakemore, S.J. (2018). [Avoiding social risk in adolescence](#). *Current Directions in Psychological Science, 27*(2), 116–122.
- Chang, J., Natsuaki, M. N., & Chen, C.-N. (2013). [The importance of family factors and generation status: Mental health service use among Latino and Asian Americans](#). *Cultural Diversity and Ethnic Minority Psychology, 19*(3), 236–247.
- Douglas, K. M., Sutton, R. M., & Cichocka, A. (2017). [The psychology of conspiracy theories](#). *Current Directions in Psychological Science, 26*(6), 538–542.
- Duckworth, A. L., & Seligman, M. E. P. (2017). The science and practice of self-control. *Perspectives on Psychological Science, 12*(5), 715–718. <https://doi-org.libproxy.csun.edu/10.1177/1745691617690880>
- Dweck, C.S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist, 67*, 614-622.
- Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science, 17*(5), 383-386.
- Eom, K., Papadakis, V., Sherman, D. K., & Kim, H. S. (2019). [The psychology of proenvironmental support: In search of global solutions for a global problem](#). *Current Directions in Psychological Science, 28*(5), 490–495.
- Furnham, A., & Hughes, D. J. (2014). [Myths and misconceptions in popular psychology: Comparing psychology students and the general public](#). *Teaching of Psychology, 41*(3), 256–261.
- Kensinger, E. A., & Schacter, D. L. (2006). [When the Red Sox shocked the Yankees: Comparing negative and positive memories](#). *Psychonomic Bulletin & Review, 13*(5), 757–763.
- Kiecolt-Glaser, J. K., Renna, M. E., Shrout, M. R., & Madison, A. A. (2020). [Stress reactivity: What pushes us higher, faster, and longer—And why it matters](#). *Current Directions in Psychological Science, 29*(5), 492–498.
- LeMoult, J. (2020). [From stress to depression: Bringing together cognitive and biological science](#). *Current Directions in Psychological Science, 29*(6), 592–598.

- Lewis, T. T., & Van Dyke, M. E. (2018). [Discrimination and the health of African Americans: The potential importance of intersectionalities](#). *Current Directions in Psychological Science*, 27(3), 176–182.
- Pezdek, K., Blandon-Gitlin, I., & Gabbay, P. (2006). [Imagination and memory: Does imagining implausible events lead to false autobiographical memories?](#) *Psychonomic Bulletin & Review*, 13(5), 764–769.
- Phillips, L. T., & Lowery, B. S. (2018). [Herd invisibility: The psychology of racial privilege](#). *Current Directions in Psychological Science*, 27(3), 156–162.
- Ramirez, G., & Beilock, S.L. (2011). Writing About Testing Worries Boosts Exam Performance in the Classroom. *Science*, 331(6014), 211-213.
- Roediger, H. L., III, & Karpicke, J. D. (2006). [Test-enhanced learning: Taking memory tests improves long-term retention](#). *Psychological Science*, 17(3), 249–255.
- Sanders-Thompson, V.L. (1996). Perceived experiences of racism as stressful life events. *Community Mental Health Journal*, 32, 223-233.
- Schmitz, R. M., Robinson, B. A., Tabler, J., Welch, B., & Rafaqat, S. (2020). LGBTQ+ Latino/a young people’s interpretations of stigma and mental health: An intersectional minority stress perspective. *Society and Mental Health*, 10(2), 163-179.
- Samuel, T.S., & Warner, J. (2019): “I Can Math!”: [Reducing Math Anxiety and Increasing Math Self-Efficacy Using a Mindfulness and Growth Mindset-Based Intervention in First-Year Students](#). *Community College Journal of Research and Practice*, 45(3), 205-222.
- Treat, T. A., McMurray, B., Betty, J. R., & Viken, R. J. (2020). [Tracking men’s perceptions of women’s sexual interest](#). *Current Directions in Psychological Science*, 29(1), 71–79.
- Wilmer, H.H., Sherman, L.E., & Chein, J.M. (2017). [Smartphones and Cognition: A Review of Research Exploring the Links between Mobile Technology Habits and Cognitive Functioning](#). *Frontiers in Psychology*, 8, 605.
- Zee, K. S., & Bolger, N. (2019). [Visible and invisible social support: How, why, and when](#). *Current Directions in Psychological Science*, 28(3), 314–320.