

Inconvenient Truths II

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1 Motivation

This advanced seminar, which will be spread over consecutive Fall and Spring semesters, takes a level look at what it means to be human. The theme for Fall 2018 was INDIVIDUALS; the theme for Spring 2019 is SOCIETY. A brief history of the idea behind this seminar can be found in chapter 0 of the draft titled *Inconvenient Truths*, which is included in the course pack (available on Blackboard).

Our discussions will focus on a series of frank, and therefore far from rosy, assessments of human nature and the human condition, taking up select topics that range from beauty, children, consciousness, death, happiness, and love to memory, old age, parenthood, stupidity, suffering, and war. One of the possible outcomes of our deliberations will be the emergence of a counterbalance for, and perhaps an antidote to, the popular “positive psychology” literature. The discussion materials and the readings for each topic are based in part on a distillation of views gleaned from literature, philosophy, and the arts and in part on a synthesis of dozens of academic papers and books in psychology, neuroscience, and computational cognitive science, including some by the instructor.

An annotated provisional reading list, with the readings grouped by weekly topic, appears in section 3, following some important notes for seminar participants. Minor changes to the readings, based in part on your feedback, may be made as the semester progresses.

2 Notes for participants

This section contains essential information for participants: the inclusion statement,¹ ground rules for discussion, and credit requirements.

2.1 Diversity, inclusion, and ground rules for discussion

Unlike in a large-enrollment lecture-based course, in which some students may choose, and succeed, to remain virtually anonymous, in a small-class seminar setting you are required to speak in front of the class (when presenting) and are expected to contribute to the discussion on other occasions. Because *your* informed opinion on every aspect of the material is unique and valuable, I shall strive to facilitate the conversation so as to make all voices heard. In this, I’ll be counting on your help, and on the help of your classmates.

Even matters of “consensus” are not always easy to talk about, as the rare dissenters who dare voice their opposition know full well; how then should we approach potentially controversial topics? With care and compassion, diligence, openness, and daring: care for our shared humanity; diligence with regard to the relevant knowledge and findings; openness to informed dissent; and daring to venture into uncharted territory, as befits good education.

If at any point during the semester (no matter whether in class or after hours) you feel that you need to talk about any of these things, please let me know immediately — doing so will be my top priority.

¹The remarks in section 2.1, which are specific to this course, are intended to supplement the official Cornell statement on diversity and inclusion, which covers dimensions such as gender, race, socio-economic background, etc., and which can be found here: <http://diversity.cornell.edu/>. In addition, the Cornell academic integrity code (<https://cuinfo.cornell.edu/aic.cfm>) applies, as always.

2.2 Credit and grading

There are three components to getting credit for this seminar:

1. Attend and contribute to the discussion during the weekly meetings. For each of at least 10 of the meetings, post on Blackboard a question or thought based on the weekly readings, which could be used in discussion. Please include the week number in the post title.
2. Participate in two separate weekly presentations. Each presentation/discussion will be led by a team of three or four students. The presenters should be ready for clarification questions and interruptions at any time during the presentation.

IMPORTANT: please choose your two topics and co-presenters by the second meeting of the semester. To sign up for one of the presentation slots, follow this link.

A typical presentation should include

- a brief introduction to the theme and an overview of the background to each paper and its methodology;
- the findings, as illustrated by the plots or (in the absence of graphics) by a concise verbal description;
- a critique of the paper's approach;
- a summary of the paper's conclusions and their significance for the weekly theme and for the seminar's topic at large.

The presenting teams are required to meet with the instructor ahead of their presentation, to address any questions and coordinate the details.

3. A week after the last meeting, submit a written summary of your impressions and lessons from the seminar, in a short-essay form (about 1000 words).

Final grade components:

| | |
|-------------------------------------|-----|
| Weekly questions and participation: | 30% |
| Presentations: | 50% |
| Final essay: | 20% |

3 Weekly topics and readings

Representative readings, grouped by topic, are listed below. They also appear in alphabetical order at the end of the document.

3.1 Meeting 1: intro & overview; evolution (January 28)

WHY THIS SEMINAR, AND WHAT THE READINGS ARE LIKE. *Imperatrix mundi*.

Readings:

1. T. Dobzhansky. Nothing in biology makes sense except in the light of evolution. *The American Biology Teacher*, 35:125–129, 1973.

2. K. N. Laland, T. Uller, M. W. Feldman, K. Sterelny, G. B. Müller, A. Moczek, E. Jablonka, and J. Odling-Smee. The extended evolutionary synthesis: its structure, assumptions and predictions. *Proc. R. Soc. B*, 282:20151019, 2015. doi: 10.1098/rspb.2015.1019.
3. D. S. Wilson. What's wrong (& right) about evolutionary psychology, 2015.

Optional:

- B. S. Held. The negative side of positive psychology. *Journal of Humanistic Psychology*, 44:9–46, 2004.
- R. S. Lazarus. Does the positive psychology movement have legs? *Psychological Inquiry*, 14:93–109, 2003a. doi: 10.1207/S15327965PLI1402_02.
- R. S. Lazarus. The Lazarus Manifesto for positive psychology and psychology in general. *Psychological Inquiry*, 14:173–189, 2003b. doi: 10.1207/S15327965PLI1402_04.

3.2 Meeting 2: language (February 4)

INFLUENCE AND PERSUASION. LIES AND BULLSHIT. INEFFABILITY.

Readings:

1. H. G. Frankfurt. *On Bullshit*. Princeton University Press, Princeton, NJ, 2005.
2. H. Mercier and D. Sperber. Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, 34:57–111, 2011.
3. R. Liang. Digitality, granularity and ineffability. *Language Sciences*, 33:30–39, 2011.
4. I. Stavans. Against representation: a note on Jorge Luis Borges' Aleph. *Studies in 20th & 21st Century Literature*, 42(1):8, 2017.

Optional:

- B. Scharfstein. *Ineffability: the failure of words in philosophy and religion*. SUNY Press, Albany, NY, 1993.
- J. L. Borges. The Aleph. In *The Aleph and Other Stories, 1933-1969*. E. P. Dutton, New York, 1940/1970. Translated by Norman Thomas di Giovanni in collaboration with the author.

3.3 Meeting 3: love (February 11)

LOVE IN 4D. CHAGRIN D'AMOUR. ROMANTIC ADDICTION.

Readings:

1. E. Berscheid. Love in the fourth dimension. *Annual Review of Psychology*, 61:1–25, 2010.
2. A. Mirsu-Paun and J. A. Oliver. How much does love really hurt? A meta-analysis of the association between romantic relationship quality, breakups and mental health outcomes in adolescents and young adults. *Journal of Relationships Research*, 8(e5):1–12, 2017.

3. H. E. Fisher, X. Xu, A. Aron, and L. L. Brown. Intense, passionate, romantic love: a natural addiction? How the fields that investigate romance and substance abuse can inform each other. *Frontiers in Psychology*, 7:687, 2016.
4. R. Sheckley. The language of love. *Galaxy Science Fiction*, 14(1):39–50, May 1957.

Optional:

- G. J. O. Fletcher, J. A. Simpson, L. Campbell, and N. C. Overall. Pair-bonding, romantic love, and evolution: the curious case of *Homo sapiens*. *Perspectives on Psychological Science*, 10:20–36, 2015.
- M. Kundera. The golden apple of eternal desire. In *Laughable Loves*, pages 39–62. A. Knopf, New York, NY, 1974.
- J. Díaz. The cheater’s guide to love. *The New Yorker*, pages 61–69, July 23 2012.

3.4 Meeting 4: children (February 18)

KEEPING IT IN. ACTING IT OUT. WE BOTH GO DOWN TOGETHER.

Readings:

1. M. Pinquart. Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology*, 53:873–932, 2017a.
2. M. Pinquart. Associations of parenting dimensions and styles with internalizing symptoms in children and adolescents: a meta-analysis. *Marriage & Family Review*, 53:613–640, 2017b.
3. E. Voland. The biological evolution of conscience — from parent-offspring conflict to morality. *Anthropological Review*, 77:251–271, 2014.
4. S. Branje. Development of parentadolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12:171–176, 2018.

Optional:

- N. Chernyak and T. Kushnir. The influence of understanding and having choice on children’s prosocial behavior. *Current Opinion in Psychology*, 20:107–110, 2018.
- D. J. de Ruyter L. S. Wolbert and A. Schinkel. What attitude should parents have towards their children’s future flourishing? *Theory and Research in Education*, 16:82–97, 2018.

3.5 Meeting 5: parents (March 4)

DAMNED IF YOU DO, DAMNED IF YOU DON’T.

Readings:

1. K. Nomaguchi and M. A. Milkie. Sociological perspectives on parenting stress: How social structure and culture shape parental strain and the well-being of parents and children. In K. Deater-Deckard and R. Panneton, editors, *Parental Stress and Early Child Development*. Springer, New York, NY, 2017.

2. G. R. Patterson and P. A. Fisher. Recent developments in our understanding of parenting: Bidirectional effects, causal models, and the search for parsimony. In M. H. Bornstein, editor, *Handbook of Parenting*, volume 5: Practical Issues in Parenting. Erlbaum, Mahwah, NJ, 2 edition, 2002.
3. K. M. Nomaguchi and M. A. Milkie. Costs and rewards of children: the effects of becoming a parent on adults' lives. *Journal of Marriage and Family*, 65:356–374, 2003.
4. A. Meier, K. Musick, J. Fischer, and S. Flood. Mothers' and fathers' well-being in parenting across the arch of child development. *Journal of Marriage and Family*, 80:992–1004, 2018.

Optional:

- S. Yazdani and G. Daryei. Parenting styles and psychosocial adjustment of gifted and normal adolescents. *Pacific Science Review B: Humanities and Social Sciences*, 2:100–105, 2016.
- K. Musick, A. Meier, and S. Flood. How parents fare: mothers' and fathers' subjective well-being in time with children. *American Sociological Review*, 81:1069–1095, 2016.
- R. P. Eibach, L. K. Libby, and J. Ehrlinger. Priming family values: How being a parent affects moral evaluations of harmless but offensive acts. *Journal of Experimental Social Psychology*, 45:1160–1163, 2009.

3.6 Meeting 6: religion (March 11)

IT'S ONLY NATURAL. OPIUM FOR THE MASSES. CASUS BELLI.

Readings:

1. P. Bloom. Religion, morality, evolution. *Annual Review of Psychology*, 63:179–199, 2012.
2. G. S. Paul. Cross-national correlations of quantifiable societal health with popular religiosity and secularism in the prosperous democracies: A first look. *J. of Religion and Society*, 7(11), 2005.
3. S. McCloud. Putting some class into religious studies: resurrecting an important concept. *Journal of the American Academy of Religion*, 75:840–862, 2007.
4. D. Kowalewski and A. L. Greil. Religion as opiate: Church and revolution in comparative structural perspective. *Journal of Church & State*, 32:511–527, 1990.
5. F. Solt, P. Habel, and J. Tobin Grant. Economic inequality, relative power, and religiosity. *Social Science Quarterly*, 92:447–465, 2011.
6. S. Atran and J. Ginges. Religious and sacred imperatives in human conflict. *Science*, 336:855–857, 2012.

Optional:

- Q. D. Atkinson and P. Bourrat. Beliefs about God, the afterlife and morality support the role of supernatural policing in human cooperation. *Evolution and Human Behavior*, 32:41–49, 2011.
- M. J. Brandt and P. J. Henry. Psychological defensiveness as a mechanism explaining the relationship between low socioeconomic status and religiosity. *International Journal for the Psychology of Religion*, 22:321–332, 2012. doi: doi:10.1080/10508619.2011.646565.

- J. L. Barrett. Exploring the natural foundations of religion. *Trends in Cognitive Sciences*, 4:29–34, 2000.
- D. Hume. *Dialogues Concerning Natural Religion*. 1779. URL <https://www.earlymoderntexts.com/assets/pdfs/hume1779.pdf>. Published posthumously.

3.7 Meeting 7: morality (March 18)

IT'S THE EDUCATION, STUPID.

Readings:

1. D. Parfit. Is common-sense morality self-defeating? *The Journal of Philosophy*, 76:533–545, 1979.
2. K. Sterelny. Moral nativism: a sceptical response. *Mind & Language*, 25:279–297, 2010.
3. O. S. Curry, D. A. Mullins, and H. Whitehouse. Is it good to cooperate? Testing the theory of morality-as-cooperation in 60 societies. *Current Anthropology*, 2018. In press.
4. L. R. Saslow, R. Willer, M. Feinberg, P. K. Piff, K. Clark, D. Keltner, and S. R. Saturn. My brother's keeper? Compassion predicts generosity more among less religious individuals. *Social Psychological and Personality Science*, 2012.

Optional:

- J. Dewey. Logical conditions of a scientific treatment of morality. *Decennial Publications of the University of Chicago, First Series*, 3:115–139, 1903.
- P. Bloom. Religion, morality, evolution. *Annual Review of Psychology*, 63:179–199, 2012.
- M. B. Tappan and L. M. Brown. Stories told and lessons learned: toward a narrative approach to moral development and moral education. *Harvard Educational Review*, 59:182–205, 1989.
- E. Awad, S. Dsouza, R. Kim, J. Schulz, J. Henrich, A. Shariff, J.-F. Bonnefon, and I/ Rahwan. The moral machine experiment. *Nature*, 563:59–64, 2018.

3.8 Meeting 8: science (March 25)

HUMAN, ALL TOO HUMAN.

Readings:

1. A. Gerow, Y. Hub, J. Boyd-Graber, D. M. Blei, and J. A. Evans. Measuring discursive influence across scholarship. *Proceedings of the National Academy of Science*, 115:3308–3313, 2018.
2. Open Science Collaboration. Estimating the reproducibility of psychological science. *Science*, 349:943–952, 2015.
3. T. S. Bateman and A. M. Hess. Different personal propensities among scientists relate to deeper vs. broader knowledge contributions. *Proceedings of the National Academy of Science*, 112:3653–3658, 2015.

4. W. F. Brewer and C. A. Chinn. Scientists' responses to anomalous data: evidence from psychology, history, and philosophy of science. *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association, One: Contributed Papers*:304–313, 1994.
5. D. E. Acuna, S. Allesina, and K. P. Kording. Predicting scientific success. *Nature*, 489:201–202, 2012.
6. J. M. Nicholson and J. P. A. Ioannidis. Conform and be funded. *Nature*, 492:34–36, 2012.

Optional:

- R. Hamming. You and your research, 1986. Transcription of the Bell Communications Research Colloquium Seminar.
- J. P. A. Ioannidis. Why science is not necessarily self-correcting. *Perspectives on Psychological Science*, 7:645–654, 2012.
- L. Bromham, R. Dinnage, and X. Hua. Interdisciplinary research has consistently lower funding success. *Nature*, 534:684–687, 2016.

3.9 Meeting 9: truth (April 8)

DROWNED IN HER WELL.

Readings:

1. M. Polanyi. The struggle between truth and propaganda. *The Manchester School*, 7:105–118, 1936.
2. G. Pennycook, J. A. Cheyne, N. Barr, D. J. Koehler, and J. A. Fugelsang. On the reception and detection of pseudo-profound bullshit. *Judgment and Decision Making*, 10:549–563, 2015.
3. N. E. Friedkin and F. Bullo. How truth wins in opinion dynamics along issue sequences. *Proceedings of the National Academy of Science*, 114:11380–11385, 2017.
4. J. Kavanagh and M. D. Rich. *Truth Decay: An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life*. RAND Corporation, Santa Monica, CA, 2018.
5. S. Bradshaw and P. N. Howard. Challenging truth and trust: A global inventory of organized social media manipulation, 2018.

Optional:

- M. A. Peters. Education in a post-truth world. *Educational Philosophy and Theory*, 49:563–566, 2017.

3.10 Meeting 10: poverty (April 15)

STRUCTURAL, SYSTEMIC. CUI BONO?

Readings:

1. H. Hansen, P. Bourgois, and E. Drucker. Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform. *Social Science & Medicine*, 103:76–83, 2014.
2. S. B. Johnson, J. L. Riis, and K. G. Noble. State of the art review: Poverty and the developing brain. *Pediatrics*, 137(4):e20153075, 2016.
3. J. Haushofer and E. Fehr. On the psychology of poverty. *Science*, 344:862–867, 2014.
4. D. Brady and A. Bostic. Paradoxes of social policy: Welfare transfers, relative poverty, and redistribution preferences. *American Sociological Review*, 80:268–298, 2015.
5. C. Mills and D. Zavaleta. Shame, humiliation and social isolation: Missing dimensions of poverty and suffering analysis. In R. E. Anderson, editor, *World Suffering and Quality of Life*, volume 56 of *Social Indicators Research Series*, chapter 19, pages 251–266. Springer, New York, NY, 2015. doi: 10.1007/978-94-017-9670-5_5.
6. M. Desmond and B. Western. Poverty in America: New directions and debates. *Annual Review of Sociology*, 44:305–318, 2018.

Optional:

- A. Mani, S. Mullainathan, E. Shafir, and J. Zhao. Poverty impedes cognitive function. *Science*, 341: 976–980, 2013.
- E. C. Royce. Poverty as a social problem. In *Poverty and power: a structural perspective on American inequality*, chapter 1, pages 1–26. Rowman & Littlefield Publishers, Inc., Lanham, MD, 2009.

3.11 Meeting 11: power (April 22)

THE WAY OF THE WORLD. CLASS. ELITES.

Readings:

1. V. J. Roscigno. Power, revisited. *Social Forces*, 90:349–374, 2011.
2. P. K. Smith and W. Hofmann. Power in everyday life. *Proceedings of the National Academy of Science*, 113:10043–10048, 2016.
3. D. D. Rucker and A. D. Galinsky. Social power and social class: conceptualization, consequences, and current challenges. *Current Opinion in Psychology*, 18:26–30, 2017.
4. J. Sidanius, S. Cotterill, J. Sheehy-Skeffington, N. Kteily, and H. Carvacho. Social dominance theory: Explorations in the psychology of oppression. In C. G. Sibley and F. K. Barlow, editors, *The Cambridge Handbook of the Psychology of Prejudice*, chapter 8, pages 149–187. Cambridge University Press, 2016.

Optional:

- J. W. Neal and Z. P. Neal. Power as a structural phenomenon. *American Journal of Community Psychology*, 48:157–167, 2011.
- A. B. Neitzke. An illness of power: Gender and the social causes of depression. *Cultural and Medical Psychiatry*, 40:59–73, 2016.

3.12 Meeting 12: politics (April 29)

DEMOCRACY AND OTHER MYTHS. WHAT IF...

Readings:

1. A. Innes. Draining the swamp: understanding the crisis in mainstream politics as a crisis of the state. *Slavic Review*, 76 (S1):S30–S38, 2017.
2. M. Gilens and B. I. Page. Testing theories of American politics: elites, interest groups, and average citizens. *Perspectives on Politics*, 12:564–581, 2014.
3. D. R. Oxley, K. B. Smith, J. R. Alford, M. V. Hibbing, J. L. Miller, M. Scalora, P. K. Hatemi, and J. R. Hibbing. Political attitudes vary with physiological traits. *Science*, 321:1667–1670, 2008.
4. L. Williams. Anarchism revived. *New Political Science*, 29:297–312, 2007.

Optional:

- K. Marx. A contribution to the critique of political economy. 1859/1977.
- C. Kandler, W. Bleidorn, and R. Riemann. Left or right? Sources of political orientation: The roles of genetic factors, cultural transmission, assortative mating, and personality. *Journal of Personality and Social Psychology*, 102:633–645, 2012.
- R. P. Wolff. In defense of anarchism, 1970. URL <https://theanarchistlibrary.org/library/robert-paul-wolff-in-defense-of-anarchism.pdf>.

3.13 Meeting 13: stupidity (May 6)

THE GODS THEMSELVES CONTEND IN VAIN.

Readings:

1. C. M. Cipolla. The basic laws of human stupidity. *Whole Earth Review*, Spring:2–7, 1987.
2. M. A. Peters and P. Jandri. Dewey’s democracy and education in the age of digital reason: the global, ecological and digital turns. *Open Review of Educational Research*, 4:205–218, 2017. doi: 10.1080/23265507.2017.1395290.
3. P. Engel. The epistemology of stupidity. In M. A. Fernandez Vargas, editor, *Performance Epistemology: Foundations and Applications*, chapter 12, pages 196–223. Oxford University Press, New York, NY, 2016.

Optional:

1. J. H. Bernstein. Nonknowledge: The bibliographical organization of ignorance, stupidity, error, and unreason: Part one. *Knowledge Organization*, 36:17–29, 2009.

References

- D. E. Acuna, S. Allesina, and K. P. Kording. Predicting scientific success. *Nature*, 489:201–202, 2012.
- Q. D. Atkinson and P. Bourrat. Beliefs about God, the afterlife and morality support the role of supernatural policing in human cooperation. *Evolution and Human Behavior*, 32:41–49, 2011.
- S. Atran and J. Ginges. Religious and sacred imperatives in human conflict. *Science*, 336:855–857, 2012.
- E. Awad, S. Dsouza, R. Kim, J. Schulz, J. Henrich, A. Shariff, J.-F. Bonnefon, and I/ Rahwan. The moral machine experiment. *Nature*, 563:59–64, 2018.
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- P. Bloom. Religion, morality, evolution. *Annual Review of Psychology*, 63:179–199, 2012.
- J. L. Borges. The Aleph. In *The Aleph and Other Stories, 1933-1969*. E. P. Dutton, New York, 1940/1970. Translated by Norman Thomas di Giovanni in collaboration with the author.
- S. Bradshaw and P. N. Howard. Challenging truth and trust: A global inventory of organized social media manipulation, 2018.
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- M. J. Brandt and P. J. Henry. Psychological defensiveness as a mechanism explaining the relationship between low socioeconomic status and religiosity. *International Journal for the Psychology of Religion*, 22:321–332, 2012. doi: doi:10.1080/10508619.2011.646565.
- S. Branje. Development of parentadolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12:171–176, 2018.
- W. F. Brewer and C. A. Chinn. Scientists’ responses to anomalous data: evidence from psychology, history, and philosophy of science. *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, One: Contributed Papers:304–313, 1994.
- L. Bromham, R. Dinnage, and X. Hua. Interdisciplinary research has consistently lower funding success. *Nature*, 534:684–687, 2016.
- N. Chernyak and T. Kushnir. The influence of understanding and having choice on children’s prosocial behavior. *Current Opinion in Psychology*, 20:107–110, 2018.
- C. M. Cipolla. The basic laws of human stupidity. *Whole Earth Review*, Spring:2–7, 1987.

- Open Science Collaboration. Estimating the reproducibility of psychological science. *Science*, 349:943–952, 2015.
- O. S. Curry, D. A. Mullins, and H. Whitehouse. Is it good to cooperate? Testing the theory of morality-as-cooperation in 60 societies. *Current Anthropology*, 2018. In press.
- M. Desmond and B. Western. Poverty in America: New directions and debates. *Annual Review of Sociology*, 44:305–318, 2018.
- J. Dewey. Logical conditions of a scientific treatment of morality. *Decennial Publications of the University of Chicago, First Series*, 3:115–139, 1903.
- J. Díaz. The cheater’s guide to love. *The New Yorker*, pages 61–69, July 23 2012.
- T. Dobzhansky. Nothing in biology makes sense except in the light of evolution. *The American Biology Teacher*, 35:125–129, 1973.
- R. P. Eibach, L. K. Libby, and J. Ehrlinger. Priming family values: How being a parent affects moral evaluations of harmless but offensive acts. *Journal of Experimental Social Psychology*, 45:1160–1163, 2009.
- P. Engel. The epistemology of stupidity. In M. A. Fernandez Vargas, editor, *Performance Epistemology: Foundations and Applications*, chapter 12, pages 196–223. Oxford University Press, New York, NY, 2016.
- H. E. Fisher, X. Xu, A. Aron, and L. L. Brown. Intense, passionate, romantic love: a natural addiction? How the fields that investigate romance and substance abuse can inform each other. *Frontiers in Psychology*, 7:687, 2016.
- G. J. O. Fletcher, J. A. Simpson, L. Campbell, and N. C. Overall. Pair-bonding, romantic love, and evolution: the curious case of *Homo sapiens*. *Perspectives on Psychological Science*, 10:20–36, 2015.
- H. G. Frankfurt. *On Bullshit*. Princeton University Press, Princeton, NJ, 2005.
- N. E. Friedkin and F. Bullo. How truth wins in opinion dynamics along issue sequences. *Proceedings of the National Academy of Science*, 114:11380–11385, 2017.
- A. Gerow, Y. Hub, J. Boyd-Graber, D. M. Blei, and J. A. Evans. Measuring discursive influence across scholarship. *Proceedings of the National Academy of Science*, 115:3308–3313, 2018.
- M. Gilens and B. I. Page. Testing theories of American politics: elites, interest groups, and average citizens. *Perspectives on Politics*, 12:564–581, 2014.
- R. Hamming. You and your research, 1986. Transcription of the Bell Communications Research Colloquium Seminar.
- H. Hansen, P. Bourgois, and E. Drucker. Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform. *Social Science & Medicine*, 103:76–83, 2014.
- J. Haushofer and E. Fehr. On the psychology of poverty. *Science*, 344:862–867, 2014.
- B. S. Held. The negative side of positive psychology. *Journal of Humanistic Psychology*, 44:9–46, 2004.

- D. Hume. *Dialogues Concerning Natural Religion*. 1779. URL <https://www.earlymoderntexts.com/assets/pdfs/hume1779.pdf>. Published posthumously.
- A. Innes. Draining the swamp: understanding the crisis in mainstream politics as a crisis of the state. *Slavic Review*, 76 (S1):S30–S38, 2017.
- J. P. A. Ioannidis. Why science is not necessarily self-correcting. *Perspectives on Psychological Science*, 7: 645–654, 2012.
- S. B. Johnson, J. L. Riis, and K. G. Noble. State of the art review: Poverty and the developing brain. *Pediatrics*, 137(4):e20153075, 2016.
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