

Sophomore Tutorial in Psychology

WJH 422

Monday, 7:30 - 9:30 PM

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The best way to reach me is via e-mail, which I check every day, several times. I am *more than happy* to schedule individual meetings with you at any time.

COURSE DESCRIPTION

Welcome to sophomore tutorial! The aim of this course is to help you think, read, write, walk, and talk like a psychological scientist. More specifically, this course will help you develop your ability to critically evaluate psychological research and to communicate your ideas with others.

There will be a lot of work in this course. It will be difficult. It will take a lot of time. But it also will be fun. This course will be different than many of your other classes. There are no tests. We will focus on reading, discussing, and writing about psychology. Each week, you will be given 3-5 scholarly articles to read and will be asked to write some thoughts about them; these thoughts will form the basis for our weekly discussions. By the end of the semester, you will have been exposed to many different ideas – both from the psychological literature and from the minds of your classmates – and will have had the opportunity to develop to think, write, and talk about psychological science in a safe, fun, and intellectually stimulating environment.

LEVELS OF ANALYSIS

A second aim of this course is to familiarize you with psychology's three different levels of analysis. In our course, these levels are represented by the acronym *BIG*, indicating the levels of the **B**rain, the **I**ndividual, and the **G**roup. Importantly, a complete understanding of any psychological process requires the consideration and integration of ideas from each level, and an understanding of the way these levels interact.

- **Brain.** The level of the brain focuses on the biological *mechanisms* within the person (e.g., the neural and physiological substrates of thought and behavior).
- **Individual.** This is the most natural level of analysis since it is the most familiar. The individual level refers to the *content and characteristics* of mental processes. These include beliefs, goals, motivations, personality, and individual differences.
- **Group.** The level of the group focuses on the *influence* of the situation and other people (i.e., the broad effects of the social and cultural environment) on psychological processes.

COURSE GRADING OVERVIEW

Semester grades are out of 100 points. The overall breakdown is as follows:

Assignment	Points
Participation	15
Discussion Comments	15
Response Papers	30
Sophomore Essay	40

COURSE GRADES & ASSIGNMENTS

All assignments are to be submitted using the Dropbox feature on the course website. The deadline for all written assignments is 11:59 unless otherwise noted; specific due dates are listed in the course schedule. All written work is to be double spaced 12-point font, Times New Roman, with 1-inch margins all around. Remember to use APA format!

Class Participation and Discussion Comments - 30% of Grade

Participation (15%)

To a great extent, the success of this course depends upon how enthusiastically everyone participates in the discussions. You are expected **to come to class prepared to discuss** all of the articles critically and creatively in discussions that touch upon elements ranging from the nitty-gritty (e.g., a flaw in the design of an experiment) to the bigger picture (e.g., the broadest implications of a finding). Participation grades will reflect not only the quality of your in-class comments, but also how well you respond to classmates and encourage *their* participation in the discussion. This tutorial is meant to serve as a **positive** intellectual community to support your learning

I realize that not everyone is comfortable with class discussion or presentations, but one of my goals is to help you increase your comfort in communicating with your peers in these formats. Just as the tutorial will be a place to foster your scientific thinking, reading, and writing skills, it will also be a place to develop your public speaking skills. **Please let me know** if you expect participation to be particularly challenging for you and we can work together to help you develop these skills.

Attendance is mandatory. Your grade will be affected if you do not come. Unexcused absences are penalized 2 times that week's participation grade and your discussion questions for that week will not be counted toward your grade. In addition, it is essential that you **arrive on time. Your grade will be affected if you are late.** Lateness will be penalized up to one half of that week's participation grade depending the extent of lateness. Absences that will be considered excused include those for serious medical or family emergencies accompanied by appropriate documentation (e.g. from your physician or resident tutor). It does not include things such as attending or participating in a Harvard sporting event, play, or concert.

Although attendance is mandatory, showing up is less than half the battle. Someone who attends class but is unengaged throughout will receive a poor participation grade. To get a good grade, you have to earn it.

Discussion Comments (15%)

Each week, you are required to post discussion comments and questions on the course website. These comments are due **by 11:59 the night before class**. If the website isn't functioning properly, you should email your comments to me and your classmates before the deadline. Each week, you must comment on **each reading**. Keep the comments short, around **2-4 sentences per article**, as you will have all of class to expand upon what you've written. Your discussion questions each week will be given a grade of 1-4, with 4 being the highest grade. A 4 level question will be thoughtful, stimulate class discussion, and make it clear that you have spent some time pondering the nuances of the paper. A 3 level response will demonstrate a firm understanding of the material but lacks the insightfulness of a 4 level response. A 2 level response has no meat, and seems to regurgitate information that could be easily obtained from the abstract or discussion sections. Late or non-existing questions will be given a 1. Don't be discouraged if you're not getting 4s right away. This is a learning experience and it takes time and practice to develop good critical comments and questions.

Some ideas for what you may wish to address in your comments include:

- An interesting connection between two of the readings. This could involve synthesizing two seemingly disparate areas, or highlighting a contradiction between two sets of findings.

- Comments about a particularly clever, apt, or unusual experimental design and why it affords a unique ability to learn something about the question of interest.
- Reasons why the authors' conclusions do not follow from their results, alternative explanations for their findings, methodological flaws, and other criticisms (be civil in your critique and make a good-faith attempt to understand the authors' reasoning).

Library Session

You are required to attend one of several library resource training sessions that will be held outside of class. These sessions, led by Reed Lowrie, will teach you how to access and take advantage of the resources you'll need to research your papers. **In exchange for attending the session, I will drop your lowest discussion comment grade of the semester.**

Response Papers - 30%

During the first part of the semester, you will write four *brief papers* (around 2-3 double-spaced pages each). These papers will help acquaint you with the scientific method, introduce you to topics you may want to explore in your sophomore essay, and give you a chance to write and receive feedback on your writing. Research papers should be approached as a scientific paper that includes a clear thesis, topic sentences that provide clear direction to each paragraph, tightly-linked evidence, and a logical conclusion.

Here are the basic descriptions of the assignments:

1. QALMRI Analysis – Paper of your choice (7%)

QALMRI is shorthand for a method we will use to extract key information contained in articles, as well as a helpful organizational structure for your own ideas. For this assignment you will read a short article of your choice and answer a series of questions about that article, including the Question the researchers were investigating, the hypothesis and other possible Alternative answers to the question, the Logic linking the question to the Method they used, the Results they obtained, and the Inferences that can be drawn from their findings. In essence, you will be creating a detailed outline that organizes the main parts of the researchers' work. This assignment is due on **Sunday, February 5th at 11:59 PM.**

2. Analysis – Pinker & Spelke debate (7%)

In this second paper, you will watch a debate between two members of the Harvard Psychology Department (Drs. Steve Pinker and Liz Spelke) and summarize one side of this debate. For this paper, you will use the tools you developed in the previous assignment to put a QALMRI-like analysis into prose form. That is, instead of simply answering each question in isolation of the others, you will produce a coherent whole that flows smoothly from one section to the next. This assignment is due on **Sunday, February 12th at 11:59 PM.**

3 & 4. Discussion Papers (8% each)

These response papers must be written in APA style (we'll discuss what APA requires in class before discussion papers are due) and a minimum of 2 pages long. Each response paper focuses on a single reading of your choice from the past 2-3 week's readings. The papers should demonstrate comprehension of the material by discussing empirical shortcomings, inconsistencies, and unexplored possibilities with strategies or suggestions of how to address the issues that you raised (e.g. you could propose a novel method or study). In contrast to weekly comments, discussion papers require a deeper engagement with the material and will integrate several assigned readings. They will give you practice in both writing in APA format and expressing your ideas in full prose.

These assignments are due on **Sunday March 4th at 11:59 PM** and **Sunday, April 1st at 11:59 PM.**

Grading Response Papers

Grades on response papers 2-4 will be on a scale of 0-10 points. They will be based on the following criteria:

A paper in the **8-10 range**:

- THESIS is interesting, arguable, sufficiently limited in scope, and stated early in the paper
- STRUCTURE is logical and coherent, paragraphs are well-organized
- EVIDENCE is convincing, appropriate, accurately interpreted and well-chosen; lines of evidence from multiple topic areas may be combined to support thesis in innovative manner; evidence is summarized or paraphrased as necessary
- ANALYSIS is insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis; article has been interpreted accurately
- SOURCES are well-chosen and cited correctly direct quotations are used minimally and appropriately
- STYLE is clear and scholarly; diction level appropriate to audience; smooth, stimulating, a pleasure to read

A paper in the **4-7 range** may resemble a paper in the 8-10 point, but may also exhibit any of the following:

- THESIS is arguable but may be vague or uninteresting, or feature unintegrated parts; may be only implied, not stated early on; may not be argued throughout, disappears in places
- STRUCTURE generally logical but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; some disorganized paragraphs
- EVIDENCE is generally solid but may be scanty
- ANALYSIS at times insightful but sometimes missing or mere summary; makes inconsistent connections between evidence and thesis; there may be errors in interpretation of the article
- SOURCES cited correctly (for the most part), but may include overuse of direct quotations
- STYLE is generally clear but lacking in sophistication; may be weighed down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling and format

A **0-3 range** paper may in part resemble a paper in the 4-7 point range, but may also exhibit any of the following qualities:

- THESIS is vague, descriptive or confusing; only implied or not stated early on; not argued throughout, disappears in places
- STRUCTURE is confusing (big jumps, missing links)
- EVIDENCE is either missing or presented as undigested quotations; may be taken out of context
- ANALYSIS has some insightful moments but generally is either missing or mere summary; may present some misreadings
- SOURCES are plopped in (if used at all); may be cited incorrectly, used merely as filler or affirmation of writer's viewpoint
- STYLE may be generally unclear and hard to read, or simplistic; may evince many technical errors

Sophomore Essay - 40%

The capstone of this course is your 15-page (*not* counting the title page, abstract, or references) *Sophomore Essay*. The Essay must make an original contribution to psychology. Three kinds of contributions are described below:

- *Literature integration.* Identify two distinct literatures that you feel could be fruitfully integrated. Review each area, describe how they could be combined and discuss the insights afforded by such a melding.
- *Evaluation of two or more existing theories for a phenomenon.* Review the theories, and the data supporting each, and state which theory or combination of theories is most convincing and why.

- *Research proposal.* Describe a phenomenon that has not previously been studied or that would benefit from additional research. Review relevant literature, design an experiment or experiments to test your ideas, predict results, and discuss the implications of the proposed research.

Good examples of past *Essays* can be found on the course website.

Sophomore Essay Assignments

Good writing is difficult. It requires practice, revision, and feedback and then more practice, revision, and feedback. To help you write the best essay that you possibly can, work on the *Essay* will be broken into multiple assignments throughout the semester. This schedule is designed to allow you to tame the Essay Beast in a manageable way and get useful feedback throughout the process. Assignments are:

1. *Initial Essay Ideas – 1%*

Before I meet with you individually to discuss your Sophomore Essay, you will submit two potential ideas for your Essay topic. You should state each idea as clearly as possible in a short, one-paragraph abstract (one for each topic). Make sure to (a) describe the topic generally with relevant background and (b) articulate the specific question that would be addressed by your paper. In addition, you should (c) include at least two references to published scientific papers (in APA format) that are directly relevant to your essay for each idea. This assignment is due on **Sunday, February 19th at 11:59 PM.** In the remaining part of this week, I will meet with each of you individually to discuss your proposed topics.

Keep in mind that you will be devoting quite a bit of time and energy to your Sophomore Essay. That being the case, it's critical that you choose a topic of interest to you. Your proposed topics should be ones that you find captivating enough to discuss with classmates, think about in your free time, and mull over when you should be doing other things.

2. *Annotated Bibliography & Summary 2%*

The goal here is to facilitate a solid review of your area of interest. Getting a sense of the literature will help you create your thesis statement and help you to think about the structure of your essay. The bibliography should include a minimum of 10 research articles. For each article you must 1) briefly summarize the findings, 2) identify main theoretical points of each article, and 3) describe how each paper relates back to your topic/thesis. Finally, in one paragraph, you should summarize what the articles collectively tell you and what this evidence allows you to say. This should later be used as the basis for your thesis statement. This assignment is due on **Sunday, March 4th at 11:59 PM.**

3. *Formal Proposal - 3%*

Now that you've selected a topic and delved into the research, it's time to articulate the main ideas behind your paper in a brief but comprehensive proposal. This proposal should be 2-3 double-spaced pages in length and should incorporate five key elements: (a) the background that motivates your question, (b) a concise statement of the question itself, (c) the means by which you will address your question and why you've chosen to address it that way, (d) the novel contribution to psychology that will be made by your paper, and (e) the broader implications of your contribution beyond psychology. Does this sound a bit like a QALMRI? That's no accident; it would be wise indeed to revisit the QALMRI framework when crafting your proposal. This assignment is due on **Sunday, March 11th at 11:59 PM.** Good news! In addition to a proposal, you've just crafted a basic outline for your paper. Congratulations!

4. *Five-page Draft - 4%*

This first installment of your Essay is a five-page that will allow you to start translating your ideas into the form in which they will ultimately appear in your Essay – and will also allow you to get feedback on your Essay-writing early in the process. You may turn in any consecutive five-page portion of your essay. In order for it to be considered in context, you must **embed this draft in an outline of your paper** (major

headings and subheadings). **Please include citations in the outline and drafted section in APA format, as well as a reference list.** This assignment is due on **Sunday, March 25th at 11:59 PM.**

5. Ten-page Draft - 5%

This next installment of your Essay is a ten-pager that will allow you to address comments made on the previous draft and continue to expand on your outline. You may turn in a minimum of ten pages of your essay. I encourage you to make it as complete as possible so that you can get the most out of the session. **Please include citations in the outline and drafted section in APA format, as well as a reference list.** You must **embed this draft in an outline of your paper** (major headings and subheadings). This assignment is due on **April 8th at 11:59 PM.**

In class this week, we will have a *peer review* session, during which you will read and comment on some of your classmates' drafts and receive feedback from your peers about your work.

6. Full Draft - 5%

Incorporating the comments from your previous draft, build on the ten-page draft to create a complete draft of your essay. This should be a polished (no typos, please!), full-length draft of your paper that is very close to what you will ultimately submit as your final Essay. The body of your draft should be at least fifteen pages, and you should also include a cover page, abstract, and at least fifteen references. This full draft is due on **April 22nd at 11:59 PM.**

7. In-Class Presentation -5%

Your essay (and thus your ideas about this line of research) should now be clear and well thought out. That means it is time to present your findings to your peers! On **April 23rd** you will present your research to the class. Your presentation should be 8 minutes long with 2 minutes for questions. As with any scientific communication, your presentation should be clear and concise.

8. Final Essay - 15%

Congratulations! You've leaped over a major hurdle in your undergraduate career and have a wonderful and insightful piece of work to show for it. Before commencing your well-deserved celebration, you must **submit two hard copies of your Essay – at least 15 pages in length, references excluded – to the Undergraduate Office (WJH 218), along with your paper course evaluation that will be handed out to you in class, and send your Essay to me via email (robinaug@fas.harvard.edu). Your Essay is due by Tuesday, May 1st, at 4:00 PM.** Don't cut it close; final Essays submitted late will receive a 0. Note that this policy is set by the Undergraduate Office, and I have no power to grant extensions. The UGO only grants extensions extremely rarely and requires advanced documentation of a serious issue from your Resident Dean.

Grading Response Papers

The initial essay ideas and annotated bibliography will be graded based simply on your ability to complete the requirements of the assignment. Beginning with the formal proposal, each paper will be graded using a rubric comparable to that of the response papers 2-4 (see above). A more complete scoring rubric for the final essay will be made available during Week 6 as you begin your formal proposal. For the full draft, you will receive two grades. The first will be your official grade for the assignment. The second will be an unofficial grade (i.e., it will not count towards your final grade) that will reflect what you would receive were this your final draft.

A note about grades: Earlier in the term, it will not be unusual for you to receive lower grades. Don't panic. As you practice your critical thinking and writing skills over the course of the semester, your work – and, accordingly, your grades – will improve. Of course, the best way to earn a top grade in the course is to produce stellar work throughout the semester. However, if you are teetering “on the edge” of a grade at the end, improvement and earnestness of effort will be taken into account when determining your final grade for the course.

COURSE POLICIES

This course has lofty goals. It aims to provide you with a strong foundation in scientific thinking and writing. I'll work hard to do everything I can to help you along the way but, ultimately, you will determine how much you get out of this class. I'm committed to assigning interesting and informative articles for discussion, providing relevant and timely feedback on your assignments, being available to answer your questions about the course or anything else psychology-related, and generally doing whatever I can to make the course as worthwhile to you as possible. On your end, I ask that you commit yourself to the following:

Respect

It's important that our meetings be a space in which all members of the class are able to share ideas freely. You don't have to agree with everything everyone else says – in fact, some of the best discussions stem from disagreements – but we should cultivate an environment that is respectful and friendly. Learning how to discuss ideas both critically and courteously is an important skill.

Attendance

Attendance is **mandatory**. The small, discussion-focused nature of this class means that everyone's presence is vital to its success. If you absolutely cannot attend a class meeting, please contact me ahead of time to ask permission for it to be an excused absence. Absences will only be excused if you have note from UHS or your Resident Dean. With my permission, you may write a 3-page paper responding to select discussion comments that your classmates posted for the week, and this paper will count as your participation grade for the missed class. Unexcused absences are penalized 2 times that week's participation grade and your discussion questions for that week will not be counted toward your grade.

Please arrive **on time**. This is a small class, so both your presence and your absence are very noticeable. You are expected to be in class by seven minutes after the hour. Lateness will be penalized up to one half of that week's participation grade depending the extent of lateness.

Turning in Assignments on Time

In order for the course to run smoothly (and for you to receive feedback when you need it), your work needs to be submitted on time. Any assignment turned in late will be assessed a penalty, which will vary as a function of how late the assignment is:

The *four brief papers* and the *Sophomore Essay assignments* (not including the final Essay; see below) will be penalized **1 point for every day late**. That means if you would have earned an 10, you will receive an 9; if you would have earned a 9, you will receive a 8, and so on. The first deduction will occur one minute after the deadline.

Out of fairness to others and in order to ensure that you stay on track with the large and cumulative work load in this course, extensions for class assignments are granted only under rare circumstances involving severe illness or family emergency, and only when requested in advance of the due date. Being too overwhelmed or underslept because of other classes or extracurriculars would not merit an extension in this course. If you're in a tight spot and really need more time, turn in the paper late, take the penalty, and do your best to avoid such situations in the future.

Academic Integrity

All of the assignments you turn in for this course must be your own, original work. Moreover, you are expected to be honest with me in matters concerning the attendance and late work policies.

As will become apparent as you make your way through the weekly readings, psychology is a cumulative science; a single article may cite the findings and ideas of 10, 20, or even 50 earlier articles. For many of your own papers, you will be required to draw upon existing research to inform and lend credibility to your arguments. In doing so, you must follow two main rules:

- 1) **Always cite the source of a finding, idea, or argument that isn't your own, no matter how much rewording you have done. When in doubt, cite!**

- 2) **Always put the findings, ideas, and arguments you cite into your own words.** If a direct quote is absolutely necessary, put the text in quotation marks and include the relevant page number(s) in your citation.

A note on plagiarism:

Plagiarized or improperly cited work will be subject to severe penalties and disciplinary action. If you feel at all unsure about what qualifies as plagiarism, please read below:

What is Plagiarism?

Plagiarism (v.) is the act of taking undeserved or unwarranted credit for something.

Plagiarism (n.) is something represented in a plagiaristic fashion.

Severe plagiarism (a.k.a. “copying”) is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person’s work as one’s own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of “copy-and-paste” from published articles or internet sources such as Wikipedia.

Irresponsible plagiarism (a.k.a. “omission”) is the act of paraphrasing or quoting from a source, without giving credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied). This form of plagiarism is often unintentional, but unintentional plagiarism is still plagiarism nonetheless!

Self-plagiarism (a.k.a. “recycling”) is the act of representing one’s own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not seem as bad as stealing another person’s work, but it is *deceptive*, and therefore unacceptable.

For the university’s official description of plagiarism see the *Harvard Guide to Using Sources*:

<http://usingsources.fas.harvard.edu/icb/icb.do>

Should I Plagiarize?

No. You will get caught and the consequences are severe. See the handbook for details:

<http://handbook.fas.harvard.edu/icb/icb.do?keyword=k79903&pageid=icb.page418752>

How Can I Avoid Plagiarizing?

Give credit where credit is due. Cite every source that influences your thinking or writing. Sometimes it is unclear whether a source is necessarily or directly responsible for your own thinking or writing. When in doubt, it is best to err on the side of caution. It is indescribably better to perhaps cite something unnecessarily than it is to plagiarize by failing to provide a necessary citation. Feel free to ask me for advice.

It is important to note that plagiarism also applies to other forms of communication, including your contributions to the in-class discussions. Plagiarism in spoken form is no less heinous, and carries the same consequences.

Contacting, Meeting With, and Receiving Feedback from Me

Contact. The best way to reach me is by email. I will attempt to respond to emails within 24 hours. I’m happy to answer brief questions either over email or in person. Longer discussions are better had face-to-face.

Meetings. To allow you to meet with me when it is most relevant to you, I don’t have set office hours. Please don’t be shy about scheduling a meeting! Throughout the semester, you’ll undoubtedly have questions you’d like to ask, topics you’d like to explore further, or concerns you’d like to voice, and you may occasionally wonder if a given question is important enough to warrant making an appointment. It is. I’m more than happy to talk with you about the class, questions you have about an assignment, or anything else related to psychology. Appointments can be as short as a couple of minutes or as long as we have things to talk about. Ultimately, the more familiar I am with each

of your interests and what you're thinking as we go along, the better I'll be able to help you get the most out of the course. Just email me for an appointment, let me know when you're available, and we'll find a time that works for both of us.

Feedback. I try to provide feedback on written assignments in a timely manner. That said, priority is given to assignments for which feedback is more critical to your future performance. So, for the *Sophomore Essay assignments*, you will always receive feedback with ample time to incorporate that feedback into your next draft.

Accessible Education. Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with me by the end of the second week of the term, (specific date). Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

COURSE MATERIALS

The majority of the articles you will read in this course will be peer-reviewed review or original research articles that address specific topics in fine detail. Most weekly *readings will be available on the course website*. In addition, there are three required texts, two of which you will need to purchase.

1. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.)
 In addition, make use of the APA Style Guide for e-Resources available *here* (login with your HUID and PIN):
http://isites.harvard.edu/fs/docs/icb.topic28359.files/Undergraduates/Forms_for_Undergraduates/APA_StyleGuidetoElectronicReferences.pdf
2. Carson, S., Fama, J., & Clancy, S. (2008). *Writing for psychology at Harvard: a guide for psychology concentrators*. Cambridge: The President and Fellows of Harvard University.
 * Copies will be distributed in class during the first week.
3. Williams, J.M. & Colomb, G.G. (2010). *Style: Lessons in Clarity and Grace* (10th ed.), Longman, Boston, MA.

COURSE READING LIST*

* The readings for each week are intended to be read in the order they are presented.

Unit 1: How to Read, Write, Think, and Talk like a (Good) Psychological Scientist

Week 1 (1/30/2012)

Topic: Introduction to Psychological Science (Reading like a Scientist I)

1. Syllabus
2. Kosslyn, S.M. & Rosenberg, R.S. (2001). How to read, critically evaluate, and write research papers (Appendix B, pp.605-610). *Psychology: The brain, the person, the world*. Needham Heights, MA: Allyn & Bacon.
3. QUALMRI Handout
*Don't complete the handout. Just look it over. We will complete the handout in class.
4. Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology, 105*, 440-445. <I, G>

Week 2 (2/06/2012)

Topic: Mind Perception (Reading like a Scientist Part II)

1. Heberlein, A.S. & Adolphs, R. (2008). Impaired spontaneous anthropomorphizing despite intact perception and social knowledge. *Proceedings of the National Academy of Arts and Sciences, 101*, 7487-7491. <B, I>
2. Platek, S. M., Critton, S. R., Myers, T. E., & Gallup, G. G., Jr. (2003). Contagious yawning: The role of self-awareness and mental state attribution. *Cognitive Brain Research, 17*, 223-227. <I, G>
3. Waytz, A., Gray, K., Epley, N., & Wegner, D. M. (2010). Causes and consequences of mind perception. *Trends in Cognitive Science, 14*, 383-388. <B, I, G>

Assignments Due:

1. Find and read two psychology articles that interest you. Email both articles to me and do a QUALMRI on one of them (Response Paper 1)

Week 3 (2/13/2012)

Topic: Gender and Intelligence (Talking like a Scientist)

1. Hemel, D.J. (2005). Summers' Comments on Women and Science Draw Ire. Harvard Crimson. 1/14/2005
2. Pinker, S. (2005). The Science of Gender and Science: A Conversation with Elizabeth Spelke <B, I, G>
3. Spelke, E. (2005). The Science of Gender and Science. <B, I, G>

Assignments Due:

1. Choose either Dr. Pinker's and Dr. Spelke's talks and write up an analysis based on one side of the debate (Response Paper 2).
2. Initial essay ideas are due **next week!**

Week 4

There will be NO CLASS due to the President's Day holiday. However, I will meet with each of you individually at some point throughout the week to discuss your topic proposals and you are still responsible for submitting discussion questions.

Topic: Thinking like a scientist

1. Feynman, R. (1985). *Surely You're Joking Mr. Feynman: Cargo Cult Science*. pp. 338-346.
2. Lilienfeld, S. (2010). Can psychology become a science? *Personality and Individual Differences, 49*(4), 281-288.

Assignments Due:

1. Discussion Questions
2. Initial Essay Ideas: Prepare 2 topic proposals, with 2 references each. Write a brief paragraph (3-5 sentences) about why this topic interests you for both proposals.

Week 5 (2/27/2012)

Topic: Writing like a Scientist

1. Oppenheimer, D. M. (2005). Consequences of erudite vernacular utilized irrespective of necessity: Problems with using long words needlessly. *Applied Cognitive Psychology*, 20, 139-156.
*Only read through the discussion of Experiment 1 (pp. 139-143).
2. Williams, J.M. (2010). *Style: Lessons in Clarity and Grace (10th ed.)*
*Read Lesson 3 (Actions; pp. 28-35), Lesson 5 (Cohesion & Coherence; pp. 66-81), and Lesson 7 (Concision; pp. 100-117)
3. Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177.
4. Mitchell, J. P., Nosek, B. A., & Banaji, M. R. (2003). Contextual variations in implicit evaluation. *Journal of Experimental Psychology: General*, 132, 455-469.
*Only read the introduction. Is this article well written? Why or why not?
5. Danziger, S., & Ward, R. (2010). Language changes implicit associations between ethnic groups and evaluation in bilinguals. *Psychological Science*, 21(6), 799-800.
*Is this article well written? Why or why not?

Assignments Due:

1. Discussion Questions - Use readings 1,2, and 3 to critique readings 4 and 5.
2. Annotated Bibliography is due **next week**---start work on it!

Unit 2: Mental Illness: What is it, where does it come from, and what can we do about it?

Week 6 (3/5/2012)

Topic: What is mental illness?

1. Rosenhan, D.L. (1973). On being sane in insane places. *Science*, 179, 250-258. <I, G>
2. Spitzer, R.L. (1975). On pseudoscience in science, logic in remission, and psychiatric diagnosis: a critique of Rosenhan's "On being sane in insane places". *Journal of Abnormal Psychology*, 84, 442-452. <B, I, G>
3. Spiegel, A. (January 3, 2005). The dictionary of disorder: How one man revolutionized psychiatry. *The New Yorker*. pp. 56-63. <I,G>
4. McNally, R., (2011). *What is mental illness?* Chapter 1: "An Epidemic of Madness?" pp. 1-31. <B, I, G>

Assignments Due:

1. Response Paper 3 (Topic of your choice)
2. Annotated Bibliography

Week 7 (3/19/2012)

Topic: What causes mental illness?

1. Caspi, A., et al., (2003). Influence of life stress on depression: moderation by a polymorphism in the 5-HTT gene. *Science*, 301, 386-389. <B, I>
2. Hyman, S. (2009). How adversity gets under the skin. *Nature Neuroscience*, 12, 241-243. <B, I, G>
3. Gilbertson, Shenton, & Ciszewski (2002). Smaller hippocampal volume predicts pathologic vulnerability to psychological trauma. *Nature Neuroscience*, 5(1), 1242-1247. <B, I>
4. Joormann, J., Levens, S.M., Gotlib, I.H. (2011). Sticky thoughts: Depression and rumination are associated with difficulties manipulating emotional material in working memory. *Psychological Science*, 22, 979-983
5. Grossmann, I., & Kross, E. (2010). The impact of culture on adaptive vs. maladaptive self-reflection. *Psychological Science*. <B, I, G>
6. Williams, J.M. (2010). *Style: Lessons in Clarity and Grace (10th ed.)*
*Read Lesson 6 (Emphasis; pp. 82-98)

Assignments Due:

1. Discussion Questions
2. Formal Proposal

Week 8 (3/26/2012)

Topic: What can we do about mental illness?

1. Kirsch, I., Deacon, B.J., Huedo-Medina, T.B., Scoboria, A., Moore, T.J. & Johnson, B.T. (2008). Initial severity and antidepressant benefits: A meta-analysis of data submitted to the food and drug administration. *PLoS Medicine*, 5, 0260-0268. <B, I>
2. Nock, M., Park, J., Finn, C., Deliberto, T., Dour, H., & Banaji, M. (2010). Measuring the suicidal mind: Implicit cognition predicts suicidal behavior. *Psychological Science*, 21(4), 511-517. <I, G>
3. Hertel, P.T. (2011). Cognitive bias modification: Past perspectives, current findings, and future applications. *Perspectives on Psychological Science*, 6, 521-536. <B, I>
4. Ressler, K.J. & Mayberg, H.S. (2007). Targeting abnormal neural circuits in mood and anxiety disorders: from the laboratory to the clinic. *Nature Neuroscience*, 10, 1116-1124. <B, I>

Assignments Due:

1. Discussion Questions
2. 5 Page Draft

Unit 3: Remembering the Past & Feeling the Future

Week 9 (4/2/2012)

Topic: How well can you remember?

1. Vito, S. Cubelli, R., Sala, S. D. (2009). Collective representations elicit widespread individual false memories. *Cortex*, 45, 686-687. <B, I, G>
2. Baumeister, R. F., Stillwell, A., Wotman, S. R. (1990). Victim and perpetrator accounts of interpersonal conflict: Autobiographical narratives about anger. *Journal of Personality and Social Psychology*, 59, 994-1005. <I, G>
3. Loftus, E. F. (2003). Make-believe memories. *American Psychologist*, 58, 867-873 <B, I, G>
4. Sparrow, B., Liu J. & Wegner, D.M. (2011). Google effects on memory: Cognitive consequences of having information at our fingertips. *Science*, 333, 776-778 <I, G>

Assignments Due:

1. Discussion Questions
2. Response Paper 4 (Topic of your choice)
3. 10 page draft is due **next week!**

Week 10 (4/9/2012):

Topic: What happens when memories get lost?

1. Huntjens, R.J.C., Peters, M.L. Woertman, L. van der Hart, O. & Postma, A. (2007). Memory transfer for emotionally valenced words between identities in dissociative identity disorder. *Behaviour Research and Therapy*, 45, 775-789. <I>
2. Brunet, A., Orr, S.P., Tremblay, J., Robertson, K., Nader, K., & Pitman, R. K. (2008). Effect of post-retrieval propranolol on psychophysiologic responding during subsequent script-driven imagery in post-traumatic stress disorder. *Journal of Psychiatric Research*, 42, 503-506. <B, I>
3. Addis, D.R. (2004). Memory of myself: Autobiographical memory and identity in Alzheimer's disease. *Memory*, 12, 56-74. <B, I>

Assignments Due:

1. Discussion Questions
2. 10 Page Draft Due. Be prepared to peer review these in class!

Week 11 (4/16/2012):

Topic: How well can you see (or feel) the future?

1. Schacter, D.L. & Addis, D.R. (2007). The ghosts of past and future. *Nature*, 445, 27. <B, I>
2. Gilbert, D.T. & Wilson, T.D. (2007). Prospection: Experiencing the Future. *Science*, 317, 1351-1354. <B, I>
3. Bem, D. J. (2011). Feeling the future. Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, 100, 407-425. <I, G>
4. Williams, J.M. (2010). *Style: Lessons in Clarity and Grace (10th ed.)*
*Read Lesson 8 (Shape; pp. 118-139)

Assignments Due:

1. *Discussion Questions*
2. *15 page draft is due next week!*

Week 12 (4/23/2012):

Topic: In Class Presentations

Assignments Due:

1. *Paper Presentations*
2. *15 Page Draft!*