

Grand Valley State University
Psychology 492 Capstone: Advanced General, Section 3, Fall 2020
SYLLABUS

What Class

Psychology 492 section 3 (Capstone: Advanced General), Fall 2020, On-line

Instructor Information

Instructor: Dr. Leon Lou

Email (the most reliable way to contact me): loul@gvsu.edu

(I also have a GVSU gmail account (loul@mail.gvsu.edu) which I use exclusively for on-line office hour booking (see below)

On-line Office Hours: appointment by on-line booking leonlou.youcanbook.me for meeting during my regular on-line office hours (Thursday 9-12pm). Other times are also possible: Please contact me by email (loul@gvsu.edu); I will then send you a confirmation and a link for on-line meeting.

Class Description

As a senior of psychology major, you must have been told many times that psychology is the science of mind and behavior. But what kind of science is it? Are all the researches and practices of those who call themselves psychologists scientific or science-based? If so, in what sense? On matters of mind and behavior, what makes a scientific idea different from common sense, intuition and ideology? Do psychologists' life experience contribute to their theories? If so, are they still justified to consider their theories scientific? How much do we have to know about how our body functions, develops over life span, and evolves over eons in order to understand how our mind works? Does it still make sense to talk about human nature and a science of human nature despite the fact that individuals and groups of individuals live in different cultures and subcultures and have different values and faiths? These are some of the big questions that will be raised again and again in this class. Realizing that such questions are more challenging than one has thought can be the first step towards forming a coherent perspective on psychology and worldview. It is more important to grapple with the questions than confidently "knowing" the correct answers----a point frequently made but not truly appreciated. Why would anyone want to struggle with such questions? Could we make things too complicated than necessary? Well, all I must say is that doing the opposite----to believe in a simplistic reality that is actually complicated and hugely complex is to fool ourselves and ultimately dangerous and irresponsible.

We will discuss three aspects of psychology that makes its subject matter challenging:

1. **Objectivity Problem:** Unlike prototypical natural sciences where the subject matter (trees, for example) are totally separate or separable from the human investigator, in psychology what needs to be understood (human perception and cognition, for example) often constitutes the means for the understanding. The objectivity of psychology might be questioned due to concerns about the differences between different human investigators' minds. But are such concerns justifiable? Do psychologists all over the world think that differently? Do they and should they follow a common set of rules for doing science? Where should we draw the line between science and

politics, which is ostensibly shaped by self or group interests, faiths, and cultures?

2. Mind-Body Problem: A related problem has to do with the mind-body relationship, broadly defined. It is now widely accepted by most psychologists and the public that mind and brain are closely linked and it is only possible to change the mind to the extent that the brain can be changed. But how plastic is the brain? If the human brain is like a piece of hardware for computation, as it is often claimed, it is certainly a very peculiar type of hardware----a living organ of the human body that changes over life span of an individual and over millions of years of biological evolution. It is certainly not as rigid as an iPad, but is it infinitely malleable? Or, as some authors would like us to believe, that since about 10,000 years ago the biological evolution of the human species has nearly stopped and most, if not all the important issues in psychology are really issues of cultural evolution, cultural changes, and cultural differences that leave no traces in our genes? On the other hand, science and technology, understood as an important part of the human culture, are playing ever more important roles in human society and history, and it is not crazy to predict a future where everything is changed beyond by our imagination by new technologies including biotechnologies. Does that prospect imply the mind's ultimate separation, or transcendence, over the biological body?

3. Is-Ought Problem: Finally, as the subject (or object?) matter of psychology, people are social beings and have moral concerns. The social or interpersonal experiences of human beings give rise the question about the neutrality of scientific finding in psychology. Although nuclei physics and molecular genetics could in theory lead to disasters, most people would agree that the science of nuclei physics or molecular genetics remains neutral even though they could be used for evil or noble purposes. Are discoveries in scientific psychology just like the discoveries in nuclei physics and molecular genetics? If so, psychologists should have nothing to worry about the implications or social impact of their discoveries. However, there are many cases in psychology where facts, discoveries, or theories are nearly always associated with their potential positive or negative social implications and received very differently by the media and the public. Is it possible that some psychological and social science discoveries (What is) are indeed non-neutral or value-laden in the sense that they will deterministically influence people's choice of action (What ought to be)?

These are indeed heavy and challenging questions that many psychologists have been struggling with. They are not empty and useless questions. On the contrary, by sorting out and thinking as clearly and rigorously as possible, you are less likely to fool yourself and more likely to become both scientifically rigorous and socially responsible. As a college student of psychology major, you will be at a better position to assess the validity of psychological researches by informing yourself of the "big pictures". In sum, this class can be considered a seminar of "meta-psychology", concerning with various intellectual sources and ideas that have shaped and continue to shape psychological studies. You are expected to read a lot, raise a lot of questions, some of which you could confidently answer by finding references and/or working harder, and others may not have a good answer but by struggling with them you'll have a better understanding why. In the latter cases, my primary expectation is an improvement in your capability to articulate the reasons or sources that make certain questions difficult, and in many cases, to find alternative and related questions that can be answered. It is a high but reachable goal.

Course Objectives (as in GVSU Syllabus of Record)

Upon successful completion of this course, students will be able to:

- 1) Identify concepts associated with major theoretical perspectives and empirical findings in the discipline.
- 2) Engage in the application of major theoretical perspectives and empirical findings in the discipline.
- 3) Describe alternative theoretical perspectives within the discipline and, where possible, integrate/synthesize across these perspectives.
- 4) Recognize various sources of bias in psychological research, and how these can affect the interpretation or usefulness of research findings.
- 5) Analyze and explain interdisciplinary approaches to psychological questions.

6) Recognize and produce an appropriate level of professional-style writing.

Class Content and Expectations

The course content is organized into two units, each consisting of three parts:

Unit 1 (Foundations of scientific psychology) deals with conceptual and philosophical issues in psychology. Specifically, you are invited to examine the three theoretical issues that make psychological studies difficult and distinct from other sciences: the question of objectivity, the relationship with biological sciences and their ethical implications and moral consequences. We will first discuss **how people are informed about the world and form beliefs, why science is so successful as a method of knowing, and why scientists are not free from biases**. We will then take an overview on some **new discoveries and ideas in neuroscience, evolutionary biology, and behavioral genetics that are highly relevant to the mind-body problem, broadly defined**. Throughout class discussion, you will be asked to think systematically and educate yourself on **the relationship between science and ethics**. Although we will inevitably touch on specific issues and topics in psychology, the paramount goal of the unit is to reach a better understanding of the factors that make psychology challenging as a science.

Unit 2 (Pragmatic Psychological Issues):

We will then delve into three broadly-conceived issues:

1. Who we are: commonalities and differences across age, sex, and ethnicity and so on
2. How we perceive other people and ourselves: stereotypes and impression formation
3. How we treat other people and ourselves: romantic love, conformation, cultural influences, values and self theories.

As you can see, the organization of the course content is different from that of most introductory psychology textbooks that start with a chapter on research methods and a brief history of psychology, a chapter on biological foundation of psychology, followed by several historically shaped research areas such as sensation and perception, cognition, emotion and motivation, social psychology, developmental psychology, personality and individual differences, and psychopathology. Instead, the content organization reflects a pragmatic approach, mirroring how people spontaneously think about psychological issues in life. Nearly every pragmatic psychological issue is connected with a multitude of conventional areas in psychology. For example, love has to do with sensation and perception, emotion, cognition, motivation, language, development, individual differences, intelligence and psychopathology. By shuffling and reorganizing content areas, I hope you will become accustomed to take a scientific perspective at issues arising from your everyday experience, and agree that psychological science can indeed help gain insight into, and in some cases, solve practical personal and societal problems. There will be two themes running across all the issues we discuss in class: 1) To scientifically understand a psychological issue requires raising empirical questions, or questions that can be tested; 2) Both biological/evolutionary and social/cultural factors must be considered for explaining every aspect of mind and behavior.

Although you may find some topics familiar, please keep an open mind, be critical (but not blindly critical), and be prepared to gain new insights on the same “old” issues. You will be asked to write about your understanding and respond to your peers’ writings regularly, informed by various assigned readings. An essential skill you will be given many opportunities to practice is raising meaningful as well as empirically answerable questions. To help reach these objectives, I will frequently ask you, in classroom and writing assignments, to elaborate and articulate your questions, or transform them into testable hypotheses. I will frequently ask you to search for research findings that contradict your ideas. Similar to fitness training, mental strength is impossible to improve without resistance (contradictions and even hostile ideas).

Class Material

No textbooks are required. Instead, required course material include five non-fiction and one fiction books, many journal articles, book chapters, and various internet resources. Most reading material will be accessible from Blackboard or from the internet, except the six books. If they are not available from the GVSU library or public libraries, you must purchase or rent them from amazon.com or other online used bookstores such as alibris.com. Most of them cost under \$15.

For a list of the assigned course material, see the last section of the syllabus (Page 9-)

Class Design and Activities

Pedagogical Goals

The design of this class is geared towards cultivating three essential skills----comprehension, critical and reflective thinking, and civil discourse. Comprehension means being able understand what one read or listen and not confuse one's own understanding or position with that of the author. Critical and reflective thinking is essentially about being able to assess multiple sources of evidence bearing an issue and keep one's emotions from hijacking reasons. Finally, civil discourse relies on the capability for finding common ground with those on disagrees and debating issues with logic and evidence rather than resorting to attacks with derogatory terms.

Course Activities

To strengthening your comprehension skills, I will regularly give open-book quizzes for you to assess your understanding of course material. There will be six **quizzes** throughout the semester, each consisting of five to eight short-answer questions. I will experiment posting quizzes as discussion forum threads and ask you to read and rate your peers' answers. I will then routinely sort them in descending or ascending orders. Some of the quizzes will be cumulative, in order to reinforce certain important messages. There will be a **midterm exam** designed for the same purpose and containing some of the same questions in the first three quizzes. Both the quizzes and the midterm exam will be marked holistically on scale from check plus, check, check minus, and missing (zero).

For opportunities to exercise critical thinking, reflection, and civil discourse, I will rely on the discussion board of Blackboard to create space for exchanges of ideas. The questions I post in the **discussion board assignments (DA)** fall into two categories: 1) Introduction by provocation, which involves presenting a controversial discovery, a thought-provoking news story, or a clinical case, and ask you to explain it in psychological theories and propose ways to test your ideas; and 2) Extension of conclusions, which involves questions designed to expand your understanding by conducting library researches. There will be two due dates for each DA---the first one for submitting your journal, and the second one, three or four days later, for responding to journals authored by other students of a group you are assigned. More detailed instructions for peer responses will be included in the instruction for each DA. Each DA including peer responses will be marked holistically on scale from check plus, check, check minus, and missing (zero), and an overall percent score of up to 30% of your total score will be given at the end of the semester.

As an exercise for integrating all the three skills mentioned above, you will complete a research project (a **Wiki assignment**), for which you work as a group of two or three to collect both on-line and off-line sources bearing on a controversial issue or question in psychology (I will provide a list of them). You will summarize each major account or theory, and/or comment on related findings with regard to their reliability and validity. In the last part of the Wiki page you create, you compare and synthesize various findings and theories to reach a fair, evidence-based, but not necessarily middle-of-the-road conclusion----something that you don't always see in a typical entry of the Wikipedia, which you may look up as a model for this project. A detailed instruction for the Wiki project including

grading rubrics will be posted on Blackboard soon after the midterm exam.

An important component of the class is **peer-responded journals**. A journal in this class is where you record your thoughts during and after reading a book. Six times during the semester, you will submit a journal entry of about 600 words (no maximum limit) engaging with the book you have just finished reading. The writing for the journal can be a bit informal although I expect you to write complete grammatical sentences. Do not merely summarize the material. Most importantly, struggle with it – the greater the struggle, the better the journal entry.

Please note I am using the term “struggle” in the broadest and most positive sense possible. That is, you should not limit the focus of your journal entries to aspects of the material that you found difficult to comprehend, but should more generally (and more importantly) discuss things that challenged your customary beliefs and perceptions, that sparked new questions in your mind, that led to new insights or even inspired you in some way, that raised red flags for being logically inconsistent or factually incorrect, or that otherwise prompted a strong reaction from you. In other words, do not simply treat the term “struggles” as being synonymous with “confusions.” If you come across an unfamiliar word, concept, reference, or allusion in any of the assigned readings, you should try doing a web search for clarification before citing it as a point of confusion.

Every time a journal entry is due, there will be two journal responses due three to four days later. These responses (300 words minimum, no maximum) should engage the journal entries of two other students you are assigned to respond. In these responses, you should grab on to some of the points raised by the journalist and further the discussion. I will be reading everything you write, but you are each other’s primary audience. You should read the responses you receive from two other students, and you can reply to these responses whenever you would like to turn a discussion into a conversation.

No individual journal entry or peer response will be graded, but an overall grade will be given for your entire set of entries and responses. You will not be scored in terms of “getting the right answers,” as there is no such approved list. To receive a high grade for your efforts, do the following on a regular basis:

- 1) Produce a sufficient quantity of relevant writing in a timely manner. (If you do this, it will be hard to get less than 18 out of 30 percent points.)
- 2) In addition to (1) above, struggle, be engaged, open up, and deal with the difficult. That is, along with describing the sections of the text that struck you as provocative, problematic, or perplexing, discuss why you found these sections provocative, problematic, or perplexing – and how you attempted to come to grips with the material. And refrain from simply rehashing your original entries in your peer responses. (If you do these things, it will be hard to get less than 21 out of 30 percent points)
- 3) In addition to (1) and (2) above, demonstrate significant improvement from the beginning of the semester to the end. (If you do this, it will be hard to get less than 24 out of 30 points.)
- 4) In addition to (1), (2), and (3) above, demonstrate intellectual imagination. In other words, extend your thinking beyond the covers of the book, and try to approach the material in nonobvious yet illuminating ways. And write your peer responses in the spirit of collaborative exploration. (If you do these things, it will be hard to get less than 27 out of 30 points.)
- 5) If you want to receive the maximum number of points possible for the peer-responded journal, do all of the above in the extreme, which will typically require you to go well beyond the minimum word counts. And keep in mind that the best submissions will grapple in some way with the “big picture” being painted by the author(s).

Detailed instructions for how to submit your journal entries and peer responses will be posted on Blackboard during the second week of class.

Notes on Group Work

To promote exchanges of ideas and communications among peer learners, which is vital to success of online classes, you will be asked to provide some form of feedback to your peers in all four types of activities designed for this class. Because the size of the class makes it impractical and indeed unnecessary for everyone to respond to everyone else's work, I will assign each of you to one of several groups so that you only have to respond to your group members' work. The size of the group for the journal and wiki project will be 2-3 students per group. For DA you will be asked to respond to at least four other students' writing and, for the quiz, to rate seven other students' answers. Although you are assigned to respond or rate works submitted by peers of your assigned group, you are welcome and encouraged to respond to works by students of other groups. In case one or more students of your assigned group failed to submit their work by the time you start responding, you can make up by picking the same number of students outside of your group to review and respond. All completed assignments are visible to the whole class. Except for the Wiki project, the assigned groups will rotate three times throughout the semester, to provide ample opportunities for every student to interact with everyone else in class. More detailed information on the groups will be posted by the second week.

Synchronous Class Meetings

Although this class relies mainly on asynchronous on-line teaching platforms (discussion board), we will have five synchronous class meetings on the days originally scheduled for the class before it was changed to the on-line mode. The meeting times are marked in green in Schedule. In the first meeting, I will give a very brief overview of the course and answer any questions you might have. The following four meetings will remain informal----we will spend time talking about any issues you are concerned with and I might raise a few questions from the course material as "seeds" for eliciting conversations, dialogues, and debates. I will be more than happy to answer any questions you raise. Although the attendance of the class meeting is not strictly required, those who attend all of them and actively take part in the discussions during the meetings are more likely to receive full credits for the "class participation" which also includes peer ratings of the six quizzes. If you miss some of them for technical reasons or because of any unforeseeable events, you could make up by initiating discussions in the Capstone Forum (see below).

Capstone Forum

To cultivate a sense of community, a discussion forum will be created for casual exchanges of ideas and stories. So much that is happening outside the classroom and campus can deeply change our lives whether we want to pay attention to them to not. If you feel like sharing your experiences and feelings on anything bigger than yourself, Capstone Forum is one of the platforms. It is first of all the place where you can share your excitement, struggles, confusions, and frustrations related to, or because of, the class material, and offer help to your classmates. It is also the place where you are welcome to share your experience and stories, even those remotely related to the content of the class.

Late Work Policy

Late work will receive a deduction of points depending on how late they are. In any case, an assignment submitted after its peer response or rating due date will receive a 50% or more deduction of points.

Grading

Your final grade will reflect your performance on following components:

1. **Quizzes** (12%)
2. **Midtem Exam** (8%)

3. **Discussion Forum Assignments including responses:**
Sum of 30% (6%, 6%, 4.5%, 4.5%, 4.5%, 4.5% for the 6 forums in sequence)
4. **Peer-responded journals including responses:** sum of 30%
5. **Group Wiki project** on a controversial issue in psychology (15%)
6. **Class participation including synchronous class meeting and quiz ratings** (5%)
Total: 100%
7. **Capstone forum** (extra credits of up to 2 %)

Your total points will be converted into percentage points, and your final letter grade will then be determined according to the following scale:

A >94%; A- = 89-93%; B+ = 86-88%; B = 82-85%; B- = 79-81%;

C+ = 76-78%; C = 72-75%; C- = 69-71%; D+ = 65-68%; D = 60-64%; F <60

The Keys to Success in This Class

Be prepared for predictable on-line technical problems

Because on-line learning relies on internet access and the functionality of your computers, it is extremely important that you make sure you have access to the internet and Blackboard when you need it. Although the mainly synchronous mode of communication required by this class is not very demanding on hardware and software, you should still be prepared for technical problems that can arise anytime. Please avoid waiting until the last minute to submit your work. Make a personal schedule for this class (and other classes you take) and set your own deadlines for submitting assignments at least one hour before the due time (typically the end of the due day). You are less likely to encounter technical problems or make avoidable mistakes such as uploading a wrong file when you are not acting in haste.

Be organized and be focused

Probably the biggest common obstacle to successful on-line learning has to do with the enormous amount of potential distractions of the online environment and the lack of externally imposed routines. Therefore, it is vitally important that you make for yourselves a weekly schedule that fits well with the assignment deadlines for this class and your other classes and activities. To facilitate making such a schedule, I have set most of the due dates on Mondays, Wednesdays and Fridays. You can take advantage of the regularity to schedule your study times accordingly, preferably starting the quiz one day earlier, DA three days earlier, and the journal seven days earlier before their respective due dates and submit your completed assignments on time. To minimize distractions and maximize your focus on assigned readings, please print out some of the course material, especially the longer ones. You will find it much easier to read the printed papers than their screen displays.

Student Support

Nothing is more important than your well-being. No one can be expected to reach their greatest academic potential if basic needs are not being met. I, along with the department, college, and university, am here to support you. Please visit <https://www.gvsu.edu/care/> for specific resources related to access to food, housing, internet, and software.

Commitment to Good Citizenship

Our collective goal is for each of us to reach our greatest potential. This is only possible in an environment where each individual is respected and supported. To develop such an environment, everyone must engage in fruitful communication- volunteer to share ideas and questions, and listen to others' ideas and questions. To reach our highest potential, we must be both vulnerable and generous; willing to make mistakes and learn from them, and willing to identify others' mistakes and help them to learn as well.

Inclusion & Equity

In Administrative Manual Chapter 1, GVSU commits to inclusion and equity, and strives to establish a climate that welcomes and affirms contributions of all students and employees. GVSU is guided by values for inclusiveness and community, which are integral to our mission to educate students to shape their lives, professions, and societies, and to enrich the community through excellent teaching, active scholarship, and public service. Please visit here for a full statement and the services offered by the division of Inclusion and Equity, see [here](#).

Covid-19 Related Issues

General information and updates regarding COVID can be find at the [Lakers Together](#) website. Additional information can also be found [here](#).

Self-Assessment: You are REQUIRED to complete a [self-assessment](#) every day of the semester (<https://www.gvsu.edu/hro/selfassessment-login.htm>) regardless of whether you are going to be on campus or not. The self-assessment is the primary means for us to collect daily information including weekends about how the virus is affecting the GVSU community. The data will provide important information for assessing and controlling the spread of the virus.

Financial Hardship: GVSU remains committed to supporting you because of the impacts of the pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help you meet basic needs and cover educational costs (such as housing, food, and textbooks) that you otherwise pay out of pocket. Please visit [here](#) for more information.

Schedule

Unit 1 part 1: Science and Psychological Science

9/1 (Tue 2:30-3:45): Class meeting 1
9/7 (Mon): Quiz1 & DA1* posted;
9/9 (Wed): Quiz 1 due***;
9/11 (Friday): Quiz1 ratings due
9/14 (Mon): DA1 due;
9/18 (Fri): DA1 responses due
9/21 (Mon): Journal 1** (on "ScienceBlind") due;
9/22 (Tue 2:30-3:45): Class meeting 2
9/25 (Fri): Journal 1 response (on "ScienceBlind") due

Unit 1 Part 2: Mind and Body (Broadly defined)

9/28 (Mon): Quiz2 & DA2 posted;
9/30 (Wed): Quiz 2 due;
10/2 (Fri): Quiz 2 ratings due
10/5 (Mon): DA2 Due;
10/9: DA2 responses due
10/12 (Mon): Journal 2 (on "Blueprint") due;
10/16: Journal 2 responses (on "Blueprint") due

Unit 1 Part 3: Science and Ethics

10/19 (Mon): Quiz3 & DA 3 posted;
 10/20 (Tue, 2 :30-3 :45): Class Meeting 3
 10/21 (Wed): Quiz3 due;
 10/22 (Thu): DA3 due
 10/23 (Fri): Quiz3 ratings due
 10/24 (Sat): DA3 responses due

Unit 2 Part 1: Who we are

10/26: Midterm Exam (You have 2 hours to complete the open-book open-note exam)

10/26 (Mon): Quiz 4 & DA4 posted;
 10/28 (Wed): Quiz 4 due;
 10/30 (Fri): Quiz4 ratings & DA4 due
 11/2 (Mon): DA4 responses & Journal 3 (on “In a different voice”) due
 11/6 (Fri): Journal 3 responses (on “In a different voice”) due

Unit 2 Part 2: How we perceive others and ourselves

11/9 (Mon): Quiz 5 & DA5 posted
 11/10 (Tue, 2:30-3:45) Class Meeting 4
 11/11 (Wed): Quiz 5 due;
 11/13 (Fri): Quiz 5 ratings & DA5 due
 11/16 (Mon): DA5 responses & Journal 4 (on “The righteous mind”) due
 11/20 (Fri): Journal 4 responses (on “the righteous mind”) due; **Drop with a “W” deadline**

Unit 2 Part 3: How we treat others and ourselves

11/23 (Mon): Quiz 6 & DA 6 posted
 11/25-11/29: Thanksgiving Holiday, no class
 11/30 (Mon): Quiz 6 & DA6 & Journal 5 (on “The believing brain”) due
 12/2 (Wed): Quiz6 ratings & DA6 responses due
 12/4 (Fri): Journal 5 responses (on “the believing brain”) due

Wrap-Up

12/7 (Mon): Wiki Project & Journal 6 (on “Brave new world”) due
 12/8 (Tue, 2:30-3:45): Class Meeting 5
 12/11 (Fri): Journal 6 responses (on “Brave new world”) due

- * DA: Discussion Assignment
- ** Each of the six journals will open at least two weeks before its due date.
- *** Unless otherwise noticed, the due time for submitting all the assignments is the end of day (11:59pm) of the due day.

Course Readings, Videos and Audios:

Required Books:

Andrew Shtulman (2017). **ScienceBlind: Why our intuitive theories about the world are so often wrong**, Basic Books.
 Robert Plomin (2018): **Blueprint: How DNA makes Who We are**, MIT Press.
 Gilligan, C. (1982). **In a Different Voice**. Harvard University Press.
 Jonathan Haidt (2013): **The Righteous Mind: Why Good People Are Divided by Politics and Religion**, Vintage.

Shermer, M. (2012). **The Believing Brain: From ghosts and Gods to politics and conspiracies**, St. Martin's Griffin.
 Aldous Huxley (1932): **Brave New World**, Harper & Brothers.

Course Material for Each Unit:

Unit 1 part 1: Science and Psychological Science

Gilbert, D. (1991). How mental systems believe, *American Psychologists*, 46(2), 107-119.

Shermer, M. (2008). Folk numeracy and middle land, *Scientific American*, September, 40

Correlation and Causation : <https://www.sciencealert.com/watch-here-s-the-best-guide-we-ve-seen-to-how-correlation-and-causation-work>

Reliability and Validity: <https://www.youtube.com/watch?v=L-ofOlsuI4U>

P-value: <https://www.youtube.com/watch?v=3viE4s-Xm7U>

Popper on Conjecture & Refutation : https://www.youtube.com/watch?v=_Md8JpcgwV0

Feynman, R. P. (1974). Cargo cult science: Some remarks on science, pseudoscience, and learning how to not fool yourself. Caltech's 1974 commencement address. *Engineering and Science*, 37 (7), 10-13.

Meinrad, P. (1991). The difference between everyday knowledge, ideology, and scientific knowledge, *New Ideas in Psychology*, 9(2), 227-231.

Lillienfeld, S. O. (2010). Can psychology become a science? *Personality and Individual Differences*, 49 (2010), 281-288.

Kuntz, M. (2012). Postmodernist assault on science, *EMBO reports*, 13(10), 885-889.

Greenfield, P. M. (2017). Cultural change over time: Why replicability should not be the gold standard in psychological science? *Perspectives of Psychological Science*, 12(5), 762-771.

Duarte J. L., Crawford, J. T., Stern, C., Jussim, L., and Tetlock, P. E. (2015). Ideological diversity will improve psychological science, *Behavioral and Brain Sciences*, 38:e130.

Stephen Colbert interviewing Daryl Bem: [Time Traveling Porn](#)

Carey's NYT article: <https://www.nytimes.com/2011/01/06/science/06esp.html>

The Stanford Prison Experiment <https://www.npr.org/sections/money/2016/01/15/463237871/episode-677-the-experiment-experiment>

Andrew Shtulman (2017). Scienceblind: Why our intuitive theories about the world are so often wrong.

Morton Hunt (1999). The New Know-nothings: Political Foes of Scientific Study of Human Nature, Transaction Publishers: Chapter 1

Unit 1 Part 2: Mind and Body (Broadly defined)

John B. Watson (1913). Psychology as the Behaviorist Views it, *Psychological Review*, 20, 158-177.

Darwin and Natural Selection: <https://www.youtube.com/watch?v=dfsUz2O2jww>

What is Natural Selection: <https://www.youtube.com/watch?v=0SCjhI86grU>

Evolutionary Psychology: An Introduction <https://www.youtube.com/watch?v=lb8fH9wouYI>

Van Oudenhove, L. & Cuypers, S. E. (2010). The philosophical "mind- body problem" and its relevance for the relationship between psychiatry and the neurosciences. *Perspectives in Biology and Medicine*, 53(4), 545-57.

Moreau, D., Macnamara, B. N., & Hambrick, D. Z. (2019). Overstating the role of environmental factors in success: A cautionary note. *Current Directions in Psychological Science*, 28(1), 28-33.
doi:<http://dx.doi.org.ezproxy.gvsu.edu/10.1177/0963721418797300>

Champagne, F. A. & Mashoodh, R. (2009). Gene in Context: Gene-Environment interplay and the origins of individual differences in behavior. *Current Directions in Psychological Science*, 18(3), 127-131.

Piedimonte, A. Benedetti, F. (2016). Words and Drugs: Same Mechanisms of Action? *Journal of Contemporary Psychotherapy*, 46, 159-166.

Solms, M. (2000). Freud returns. *Scientific American*, 290(5), 82-88.

Weir, K. (2011). The exercise effect. *APA Monitor*, 42(11), 48-52.

Plomin, R. (2018). *Blueprint : How DNA makes who we are*.

Unit 1 Part 3: Science and Ethics

Mobbs, D., Lau, H., Jones, O.D., & Frith, C.D. (2007). Law, Responsibility, and the brain, *PLoS Biology*, 5(4), 693-700.

The Is-ought problem video clip: <https://www.open.edu/openlearn/history-the-arts/culture/philosophy/the/ought-problem>

Morton Hunt (1999). *The New Know-nothings: Political Foes of Scientific Study of Human Nature*, Chapter 11, Epilogue

Unit 2 Part 1: Who we are

Podcast Radiolab: [G: The Miseducation of Larry P](#)

Sadjadi, S. (2019). Deep in the brain: Identity and authenticity in pediatric gender transition, *Cultural Anthropology*, 34(1), 103-129.

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