> **Grand Valley State University**
>
> **Psychology 492 Capstone: Advanced General, Section 5, Fall 2021**
>
> **SYLLABUS**

Class Information

Psychology 492 section 1 (Capstone: Advanced General), Fall 2021, MWF 11-11:50am, 226 LSH

Instructor Information

Dr. **Leon Lou**
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Physical Office Hours: MWF 10-10:50am
Online Office Hours: Blackboard Collaborate; Please email me for appointment.

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 the concerns on the differences across the 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, and concerned with 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? Indeed, science and technology, as components of the human culture, are playing ever more important roles in shaping the human mind and the society in which we live, and our future may be beyond our wildest imaginations. 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 to the question about the neutrality of scientific finding in psychology. 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 scientific psychology different from natural sciences such as nuclear physics and molecular genetics which could be used for good or evil purposes that have nothing to do with the scientific understandings in those disciplines *per se*? 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 done)?

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 making effort working on them as a group or just by yourself, 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 modules.

Unit 1 (Foundations of scientific psychology) consists of the first three modules that deal 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 nature-nurture and mind-body problems, 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 broader and deeper understanding of the factors that make psychology challenging as a science.

Unit 2 (Pragmatic Issues) consists of the second three modules each covering a broadly-conceived topic: 1) Who we are, what our self-identity means, and how we form and affirm our own identities; 2) How we perceive others---form impressions and stereotypes of people who are similar and different from ourselves in age, sex, ethnicity, ideology and other categories, and 3) How we treat other people and ourselves, which include topics of romantic love, aggression, conformation, cultural influences, values and beliefs. In discussing each of these three topics, we will apply what we have learned in the Unit 1. That is, we will not only try to understand some of the main theories and discoveries related to these topics, but also try to find their connections with the three foundational issues in psychological science: objectivity/scientific validity, biological/social/cultural foundations, and ethical implications/consequences.

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 various issues arising from your everyday experience, and agree that psychological science can indeed help gain insight into, and in some cases, help 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 nearly 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 either support or contradict your and experts' 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 six non-fictions (not "novels"), many journal articles, book chapters, and various internet resources. Most reading material will be accessible from Blackboard or from the internet, except five of the assigned 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

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 understanding what one read or listen without conflating (confusing) one's own understanding or position with that of the author. Critical and reflective thinking is essentially the skill for assessing multiple sources of evidence bearing on an issue and keep one's emotions and beliefs from hijacking reasons. It also entails the capacity to to be aware of and to question the presumptions, assumptions and validity of evidence for whatever conclusions held by anyone, including yourself. Finally, civil discourse is about finding common ground with those you debate, even when you disagree on important points.

Class Participation

Unless University policies changes due to unpredictably development of the Covid situation, this class will be conducted in traditional face-face mode, and your performance in the class will be to a large extent dependent on your attendance and active participation in the activities conducted in the classroom. The exceptions will be made for students during periods of documented Covid infections. Please closely follow the GVSU Covid-related safety policies and regulations (see https://www.gvsu.edu/lakerstogether/: Wear a mask and vax up!

We will have 2-3 weeks devoted to each of six modules (see **Schedule**). The first week (or the first three class sessions) of each module will focus on understanding the core ideas and concepts of the course material. We will focus on one or two related readings or videos on each session to help everyone (I hope!) truly understand what new (or old) ideas and discoveries the authors have to offer. In cases you perceive a gap or conflict between the authors' assumption of what readers already know and what you really know, you are responsible to fill the gap or resolve the conflict so that it does not interfere with your understanding of the author's message. Often it requires you to look up some related entries in the Wikipedia or other more credible online sources of information. Occasionally, you will have to look up for more journal articles cited by the authors or you find relevant in order to truly understand a point the made by the author. Even more importantly, you are expected to form connection between the ideas and discoveries in the readings with what you have already learned or known and to raise your own questions. We will then spend the next one or two class sessions discussing some of those questions and try to find ways for answering those questions. In most cases, it means that you will have to find additional credible sources of information (journal articles, reviews, book chapters, TED talks, credible Wikipedia entries etc.) and share them with your peers for class discussion. The last one or two class sessions will typically be spent on book report presentations and further exchange of ideas related to the assigned book of the module. For example, the last two class sessions of the first modules will be devoted to presentations and discussions on the book "ScienceBlind".

For each module, 4 to 5 students will be assigned to lead class discussions. 2-3 of them will be responsible for leading the first three class sessions that focus on the course material, and rest of the team responsible for recording and selecting questions, and find further information for class discussions in the next one or two class sessions

which they also serve as facilitators. Please contact your co-discussion-leaders of the module at least three days before the session to decide how to share your responsibilities. In addition, another 3-4 students will be assigned to present their book reports (see below in the Writing Assignments section), each focused on a different section of the assigned book. I will post a more detailed schedule of class activity assignments after the first day of class. While your class attendance is required, it is not enough for successful completion of the course. Active participation in class discussions, including responsibly fulfilling your roles as discussion leaders is an essential part of learning in this class.

Writing assignments

1. *Quizzes*

The on-line open-book quizzes are designed to assess your understanding of the main concepts in the course material. There will be six **quizzes** throughout the semester, each consisting of five to eight short-answer questions. The quizzes will be posted on the discussion board so that you have opportunities to read, respond, and rate your peers' answers.

2. *Discussion assignments (DAs)*

To create opportunities for 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 as **discussion assignments (DAs)** 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 answers, and the second one for responding to your peers' answers. More detailed instructions for peer responses will be included in the instruction for each DA.

3. *Book Reports*

Another important component of the class is **peer-responded book reports (BRs)**. A BR in this class is where you sort out your thoughts during and after reading a book. Six times during the semester, you will submit a BR entry of about 600 words (no maximum limit) engaging with the book you have just finished reading. There will be a detailed instruction posted on the Blackboard on how to write each BR. The writing for the BR 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 BR 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 BR entry is due, there will be two BR responses due two 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.

4. *Group Wiki project*

Finally, as an exercise for integrating all the three skills mentioned above, you are required to complete a research project (**Wiki project**), 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). Your project should model after a good Wikipedia entry, in which you summarize major theories and empirical findings bearing on the issue or question in terms of their reliability and/or validity. In the last part of the Wiki page you create, you must 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 find in a typical entry of the Wikipedia. A detailed instruction for the Wiki project including grading rubrics will be posted on Blackboard after we have completed Module 5..

Final exam

There will be an online open-book open-note exam in the final week. The first part of the exam is mainly designed to assess your understanding of some of the most basic ideas and concepts you are expected to have learned over the six modules. The second part consists of two or three more open-ended big questions.

Grading and late work policy

For each assignment I will provide written feedback to a selected number of students, especially those do not meet the expected standards. All the assignment deadlines are firm and adjustable only in unexpected circumstances that occur to the whole class. All late works will receive a deduction of up to 60% of the maximal points depending on how late they are.

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 the written assignments. 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. There will be 3-4 students per group for the weekly written assignments. The groups will be randomly assigned for each different module to provide ample opportunities for every student to interact with everyone else in class. Although you are primarily responsible to respond to members of your assigned group, you are welcome and indeed encouraged to respond to works by students outside of your group. In case one or more students of your assigned group failed to submit their work by the deadline and the time you start responding, you will have to respond to students outside of your group. All completed assignments are visible to the whole class.

Capstone Lounge

To cultivate a sense of community, a discussion forum called "capstone lounge" is 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.

Grading Scales

Your final grade will reflect your performance on following components:

1. Attendance: 40 points
2. In-person participation including course material presentation and class discussion leading: 48 points
3. Book report presentation and book discussion: 24 points
4. Quizzes: 30 points (5 points each for 6 of them)
5. Discussion Assignments (DAs) including peer responses: 48 points (8 points each for six of them)
6. Peer-responded journals including peer responses: 48 points (8 points each for six of them)
7. Group Wiki project on a controversial issue in psychology (30 points)
8. Final exam: 40 points
    Total: 308 points
    Capstone forum (extra credits of up to 7 points)

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

A substantial part of this class relies on internet access and the functionality of your computers. Therefore, it is extremely important that you make sure you have access to the internet and Blackboard when you need it. Please be prepared for potential technical problems: 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 mistakes such as uploading a wrong file when you are not acting in haste.

Be organized and be focused

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 regularly on Tuesdays and Saturdays. You can take advantage of the regularity to schedule your study times accordingly. 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 versions.

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.

Schedule

Weeks 1- 3 (8/30-9/18) Module 1: Science and Psychological Science
8/30: Course overview; Scheduling
8/31: Quiz 1, DA1, and BR1 open
9/1, 9/3: Class discussion on course material
9/6: Labor day Recess; no class
9/8: Class discussion on course material
9/7: Quiz 1 due
9/10, 9/13: Debate and discussion on related questions, issues, and cases raised in previous discussions
9/14: DA1 & BR1 due
9/15, 9/17: Book presentations and discussion ("Science Blind")
9/18: Quiz 1, DA1 & BR1 peer responses due

Weeks 4 - 5 (9/19-10/2) Module 2: Mind and Body; Nature and Nurture
9/19: Quiz 2, DA2, BR2 Open
9/20: Class discussion on course material
9/21: Quiz 2 due
9/22, 9/24: Class discussion on course material
9/27: Debate and discussion on related questions, issues, and cases raised in previous discussions
9/28: DA1 & BR1 due
9/29, 10/1: Book presentations and discussions ("Blueprint")
10/2: Quiz 2, DA2 & BR2 peer responses due

Weeks 6 - 7 (10/3-10/16) Module 3: Science and Ethics (or what is true vs. what is right to do)
10/3: Quiz 3, DA3, BR3 Open
10/4: Class discussion on course material
10/5: Quiz 3 due
10/6, 10/8: Class discussion on course material
10/11: Debate and discussion on related questions, issues, and cases raised in previous discussions
10/12: DA3 & BR3 due
10/13, 10/15: Book presentations and discussions (Selected Chapters from "The New know-nothingness")
10/16: Quiz 3, DA3 & BR3 peer responses due

Weeks 8 - 9 (10/17-10/30) Module 4: Who we are (differences & commonalities across individuals, groups, and cultures)
10/17: Quiz 4, DA4, BR4 Open
10/18: Class discussion on course material
10/19: Quiz 4 due
10/20, 10/22: Class discussion on course material
10/25: Fall Break, no class
10/26: DA4 & BR4 due
10/27: Debate and discussion on related questions, issues, and cases raised in previous discussions
10/29: Book presentations and discussions ("In a Different Voice")
10/30: Quiz 4, DA4 & BR4 peer responses due

Weeks 10 -11 (10/31-11/13) Module 5: How we perceive others
10/31: Quiz 5, DA5, BR5 Open
11/1: Class discussion on course material
11/2: Quiz 5 due
11/3, 11/5: Class discussion on course material
11/8: Debate and discussion on related questions, issues, and cases raised in previous discussions
11/9: DA5 & BR5 due
11/10, 11/12: Book presentations and discussions ("Blindspot")
11/13: Quiz 5, DA5 & BR5 peer responses due

Weeks 12-14 (11/15-12/3) Module 6: How we treat others and ourselves
11/14: Quiz 6, DA6, BR6 Open
11/15: Class discussion on course material
11/16: Quiz 6 due
11/17, 11/19: Class discussion on course material
11/22: Debate and discussion on related questions, issues, and cases raised in previous discussions

11/24, 11/26: Thanksgiving Holiday, no class
11/29: Debate and discussion on related questions, issues, and cases raised in previous discussions
12/1, 12/3: Book presentations and discussions ("The righteous Mind")
12/4: Quiz 4, DA6 & BR6 peer responses due

Week 15 (12/6-12/13) Wrap-Up
12/6-12/10: Presentation of the Wiki group project; Concluding discussions and debates
12/11: Wiki Group Project due
12/13: Final Exam (You have 2 hours to complete an open-book open-note exam)

*   DA: Discussion Assignment
**   BR: Book Report
*** 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.
Morton Hunt (1999): **The New Know-Nothings: The Political Foes of the Scientific Studies of Human Nature
                                (Selected chapters available from the Blackboard)**
Gilligan, C. (1982). **In a Different Voice.** Harvard University Press**.**
Banaji, M. R. & Greenwald, A. G. (2013). **Blindspot: Hidden biases of Good People**
Jonathan Haidt (2013): **The Righteous Mind**: **Why Good People Are Divided by Politics and Religion,** Vintage.

Course Material for Each Module on the Blackboard:

Module 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
A visual guild to Bayesian thinking: https://www.youtube.com/watch?v=BrK7X_XlGB8
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.
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, 1-13.
The Stanford Prison Experiment https://www.vox.com/2018/6/13/17449118/stanford-prison-experiment-
fraud-psychology-replication

Module 2: Nature and Nurture; Mind and Body
Darwin and Natural Selection: https://www.youtube.com/watch?v=dfsUz2O2jww
What is Natural Selection: https://www.youtube.com/watch?v=0SCjhI86grU
How Evolutionary Psychology Explains Human Behavior: https://www.youtube.com/watch?v=McxljhzlL5o

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

Maccoby, E. (2000) Parenting and its Effects on Children: On Reading and Misreading Behavior Genetics. *Annual Review of Psychology,* 51, 1–27

Champagne, F. A. & Mashoodlh, 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.

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.

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.

Module 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

Kendler, H. (2002). Psychology and ethics: interactions and conflicts, *Philosophical Psychology*, 15(4), 489-508

Morton Hunt (1999). The New Know-nothings: Political Foes of Scientific Study of Human Nature, Chapters 2, 6, Epilogue

Module 4: Who we are

Podcast Radiolab: G: The Miseducation of Larry P

Gottfredson, L. S. (2000). Pretending that intelligence doesn't matter, Cerebrum, Dana foundation https://dana.org/article/pretending-that-intelligence-doesnt-matter/

Neisser, U. et al. (1996). Intelligence: Knows and Unknows. *American Psychologist*, 51(2), 77-101.

Zilioli, S. et al. (2016). Interest in babies negatively predicts testosterone responses to sexual visual stimuli among heterosexual young men, *Psychological Science,* 27(1), 114-118.

Brown, L. M. & Gilligan, C. (1993). Meeting at the crossroads: Women's Psychology and Girls' Development. *Feminism and Psychology*, 3(1), 11-35.

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

Roberts, B. and Mroezek, D. (2008). Personality Trait change in adulthood, *Current Directions in Psychological Science*, 17(1), 31-35.

Dutcher, J. et al. (2016). Self-Affirmation Activates the Ventral Striatum: A Possible Reward-Related Mechanism for Self-Affirmation, *Psychological Science*, 27(4), 455–466.

Module 5: How we perceive others

TED talk: The danger of a single story

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Ottari, V., Lee, Rubinstein, Y-T. (1995). Accuracy: A Neglected Component of Stereotype Research, In Stereotype accuracy: Toward appreciating group differences, by Lee, Yueh-Ting (ed.); Jussim, Lee J (ed.); McCauley, Clark R (ed.). 29-59, Chapter xiv, 330 Pages. Washington, DC, US: American Psychological Association.

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Module 6: How we treat others and ourselves

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** Unless otherwise noticed, the due time for submitting all the assignments is the end of day (11:59pm) of the due day.