

**Controversial Issues in Psychology: PSY311 Fall 2025**  
**Section 04 (31769), Section 03 (26781), Section 05 (33837)**  
**Instructor: Robert Deaner, Ph.D., Professor**

**Instructor's Office:** 1315 Au Sable Hall

**Instructor's Office Hours:** Monday, Wednesday, and Fridays 12:10 – 12:50; and by appointment. “Walk-ins” are welcome, but students with appointments have priority. It is strongly recommended that you email the instructor for an appointment.

Meetings may occur in the instructor's office or via Zoom. Please check with the instructor to find a mutually agreeable format and time.

I am also available at other times besides listed office hours, especially MWF afternoons (on campus or zoom) and Tu and Thurs afternoons (zoom only).

**Instructor's Zoom Office Fall 2025**

<https://gvsu-edu.zoom.us/j/92315629291?pwd=X2AjlflB96r7iad2mxJzmbSWnjBVEw.1>

Meeting ID: 923 1562 9291

Passcode: 898278

**Instructor's Email:** [robert.deaner@gmail.com](mailto:robert.deaner@gmail.com) (recommended and preferred to deanerr@gvsu.edu); always type “PSY311” in the subject line and include your full name in the message. **Please email me directly, not through Bb; I often don't see those messages and it's a hassle to respond to them.**

**Instructor's Phone:** 616-331-2423 (definitely not recommended; I don't check phone messages.)

**Course time:** M, W, & F; **Section 04, 9:00 - 9:50; Section 03, 10:00 - 10:50; Section 05, 12:00 - 12:50**

**Course Location:** all sections, Mackinac Hall A2165

**Prerequisites** (passed already): There's no prerequisite for earning course credit. However, earning SWS credit requires that you have already completed WRT 150 with a grade of C or better (not C-).

**Required texts:**

Haidt, J. The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness (2024). ISBN-13: 978-0593655030.

Hughes, C. The End of Race Politics: Arguments for a Colorblind America (2024). ISBN-13: 978-0593332450

These books are available at the bookstore and online. I recently purchased them from Amazon for about \$15 each. We will be using both books frequently, so you should definitely get them.

**Required technology:**

Respondus Lockdown Browser (RLB). We will be using RLB many times this semester, including for writing and exams. **Having a laptop, that you can bring to class, with RLB installed, is therefore a requirement. However, this semester, our classroom has Windows computers, with RLB installed, at every desk.** Details about minimum systems requirements for installing RLB on a laptop, and the instructions for doing so, are in a folder on our course Blackboard site called “Respondus Lockdown Browser Practice Test and Resources.” You should look at these resources and ensure that you have RLB installed as soon as possible. We'll be having an extra credit assignment in class on Wed Aug 27, and you can only participate and earn points if you have a laptop with RLB installed.

- It is possible to borrow a laptop from the IT Help Desk on the Atrium level of the Mary Idema Pew Library, and these should have RLB installed. However, borrowing consistently may be inconvenient.

**Course Description (from Syllabus of Record):** Develops the skills of critical thinking (analyzing the arguments of other people and forming one's own reasoned judgments) about controversial issues.

This course is designated SWS. SWS courses adhere to certain guidelines. Students turn in a total of at least 3000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments. Students must complete the course with a grade of "C" or better in order to receive SWS credit for taking the course.

**Objectives (from Syllabus of Record):**

Every course at Grand Valley State University has certain core learning objectives, described in the "Syllabus of Record." Every topic covered in this course will include elements directly relevant to meeting these objectives.

This class does not merely address specific controversial issues, but is also designed to teach critical thinking on a broader level. The course is also an SWS course. Upon successful completion of this course students will be able to:

- Objective 1: Identify areas of psychological controversy and evaluate supporting arguments based on empirical findings.
- Objective 2: Demonstrate critical thinking skills (analyzing the arguments of other people and forming one's own reasoned judgment).
- Objective 3: Research and explain ideas clearly in a written format.
- Objective 4: Present ideas clearly in oral format.

**Course Format:**

**We will be using an in-person, technology-restricted, discussion-based format.** This means:

- Class meetings will occur in the classroom, not on Zoom.
- Students will often take notes and do other work in the classroom with pen (or pencil) and paper. At most class meetings, **smartphones, laptops and other electronic devices cannot be visible or be used** except for specific purposes designated by the instructor that specific day, such as doing a required assignment, extra credit quiz, or doing prescribed research activities.
- At most class meetings, we will discuss assigned readings and do related, interactive activities. The instructor will occasionally do brief lectures to review key concepts.
- Many discussions and activities will occur in groups. Working with your classmates will be an enjoyable and valuable aspect of this course. However, there are no assignments for points that will require working in groups.
- Respecting each other is very important. Among other things, this means listening attentively when each person speaks, arriving at class on time or early, and not wearing earbuds or using any other electronic technology. (If you have disabilities that may require other arrangements, consult the instructor.)
- **Attendance and participation is required and counts for course points.** If you anticipate missing many class meetings, you should not remain in this course.
- This is an SWS course, and several meetings will focus on scientific writing. We will analyze the Introduction and Method sections of primary research articles. We will focus on overall structure and practices specific to scientific writing. Students will apply this knowledge in several ways, including in developing their Research Proposals.

- **Some of our writing this semester will be unassisted** (i.e., no AI, no websites, no help from peers or friends). We will accomplish this by using the Respondus Lockdown Browser, both in some of our in-person meetings and in some of our writing outside the classroom.

### **Course Themes and Content:**

- The overarching theme for this course is critical thinking. Critical thinking means seeking the truth by evaluating information, ideas, and arguments. There are many critical thinking tools (or concepts) worth learning, including biases and heuristics, rhetoric and persuasion, logic, and probability. We will touch upon several of these tools, but we will particularly focus on learning and applying the critical thinking tools that comprise the scientific method. These include evaluating empirical (testable) claims by considering the measurement of variables, the strength, reliability, and nature of variables' relationships, and the generalizability of the findings. We will learn critical thinking tools throughout the semester as we engage with controversial issues and claims. This will occur through readings and discussions and via brief lectures by the instructor.
- We will engage with a blend of popular and scholarly materials. Popular materials will include the two required books, blog posts, essays, and videos. Scholarly materials will be peer-reviewed research articles, including reports, meta-analyses, and reviews. We will usually read popular materials and then "dig in" to a specific claim by examining some peer-reviewed research.
- We will address a range of controversial issues and claims this semester (see below). Some issues—and the conversations we have about them—will provoke strong feelings and challenge your customary ways of thinking. These provocations are desirable, perhaps even necessary, when pursuing the truth. In fact, one of the main goals of this course is providing an opportunity for respectful and productive disagreement.

### **Basis for Grading:**

- About one-third of course points will come from regular assignments, attendance, and participation, about one-third will come from the research proposal, and about one-third will come from exams.

Assignment	Points
Regular Assignments (15 RAs, 10 pts each)	150 (24%)
Attendance and Participation (Roughly 40 sessions, 2 pts each)	80 (12%)
Extra Credits (12 ECs, 3 pts each)	
Annotated Bibliography for Research Proposal	30 (5%)
First Draft Introduction Research Proposal	40 (6%)
First Draft Method Research Proposal	20 (3%)
Peer Feedback on Research Proposal	20 (3%)
Final Draft Research Proposal	90 (14%)
Oral Presentation of Research Proposal	20 (3%)
Exams (2 exams, 100 pts each)	200 (31%)
Number Grade = Earned points/650 x 100 (no rounding up)	650

### **Grading Scale**

<b>94 &amp; above</b>	<b>A</b>
90 - 93.99	A-
87 - 89.99	B+
83 - 86.99	B
80 - 82.99	B-
77 - 79.99	C+
73 - 76.99	C

70 - 72.99	C-
67 - 69.99	D+
60 - 66.99	D
59.99 & below	F

### **Regular Assignments (15 RAs x 10 pts = 150 pts)**

- You'll have 15 RAs this semester, and each is worth up to 10 points.
- You'll find them in the Regular Assignments folder, and you'll submit them there.
- RA due dates will be communicated by an emailed course announcement at least one week prior to the due date. RAs will usually be due at 9:00 AM on the day we will discuss the material.
- Late RAs will generally not be accepted. However, each student will be allowed two "catch-up coupons" (not freebies) during the semester. A "catch-up coupon" means you can submit an RA late without penalty. I suggest trying to save these for a time in the semester when you are ill or very busy with other things. Also, remember that sometimes Bb or your internet connection may be problematic, and the instructor won't be sympathetic; therefore it's wise to try submitting your RAs several hours before it is due, generally the previous evening. Once you've used your two catch-up coupons, you can't earn any credit for late RAs. Even if you have a catch-up coupon remaining, nothing will be graded that is submitted after Friday December 5, our last meeting date of the semester.
- We will do a few RAs in class, using the Respondus Lockdown browser, and these will be timed. If you aren't in class that day, you can do the RA on your own, using the Respondus Lockdown browser and its timer.
- RAs will usually require that you answer questions about the reading (e.g., a few book chapters; peer reviewed article) we will discuss in class that day. Some RAs may involve doing research on the internet, informally interviewing friends or family, or doing other activities. Most RAs should take less than two hours, although the ones based on required readings or watching videos will take longer when this preparation time is included.
- Material from the RAs will be a large component of extra credit quizzes and exams.

### **Attendance and Participation (80 pts)**

- Your attendance will be recorded, and—along with your in-class participation—is worth 80 points, roughly 2 pts per class meeting.
- Each unexcused absence will be a 2 pt deduction. Attending a class session but not actively participating (usually speaking at least once per session) will be a 1 pt deduction. Students who regularly arrive late will lose attendance points.
- Using technology without permission or otherwise disrupting class will be a 2 pt deduction
- GVSU's attendance policy, including what counts as an excused absence, can be found here: <https://www.gvsu.edu/catalog/2021-2022/navigation/academic-policies-and-regulations.htm#anchor-44>
- An extracurricular activity—and anything else not explicitly covered in GVSU's attendance policy—is not excused.
- Students who have excused absences do not earn credit for attendance and participation for a class session they missed. Instead, their other sessions will count for slightly more than 2 pts.
- The instructor will award up to 40 points for attendance and participation after the Midterm Exam and up to 40 points after the Final Exam.

### **Extra Credits (12 ECs x 3 pts each = 36 pts)**

- There will be 12 (or more) extra credit opportunities this semester. ECs will mostly consist of quizzes with multiple choice and/or short essays questions. They might also involve other kinds of writing or analysis. Most ECs will have a time limit of 5 to 10 minutes. Most ECs will be done in class using the Respondus Lockdown Browser and there will be an access code shared in class.

- If an EC is given in class and you are not present at that class meeting, you cannot make up the EC, even if your absence from class is officially excused (so you don't lose attendance and participation points). You don't need to bother asking the instructor for an exception; the answer will definitely be "No, you cannot make up an EC given in class."
- ECs will often address readings, especially issues addressed in recent RAs or in-class readings.
- Each EC will have a maximum score of 3 points and, with 12 ECs, there will be a total of 36 EC points available during the semester. This is enough to boost your overall course grade. For example, a student who earns an average of 2 pts on 10 ECs will earn 20 points, which would raise their overall course average by 3 points; this would be enough to raise a B average to a B+.

#### **Research Proposal (6 parts; see Basis for Grading; 240 pts total)**

- Each student will complete a Research Proposal during the semester. The goals of this project are to identify a crucial claim relevant to a controversial issue, explain why previous research does not allow a confident conclusion about that claim's validity (i.e., truth) and propose a new research study that might help resolve the claim. Students will develop their issue and claim in consultation with the instructor.
- The Research Proposal will have a traditional scientific organization but will not have an Abstract, Results or Discussion section. It will have an Introduction, Method, and References. It will be written in APA style.
- The project will occur in several steps and students will receive feedback from the instructor at least three times.
- Students will also provide feedback to their classmates about their proposals.
- Students will present the highlights of their proposal to their classmates in an oral presentation in class (about 4 minutes per presentation).
- More details, including rubrics, will be provided later in the semester.

#### **Exams (2 Exams x 100 pts each = 200 pts)**

- There will be two exams, one about halfway through the semester and one during the final exam period.
- Exams will consist of multiple-choice questions and short essays.
- Material from the RAs and ECs will be a large component of the exams.
- Students will take their exams in our classroom (or a DSR space) during regular class time using the Respondus Lockdown Browser.

Below is a **Provisional Schedule**, meaning dates and topics will change based on time constraints, unanticipated events, and the instructor's discretion. In fact, many of the topics and due dates have been inserted simply to give you an idea of what we'll be doing; the actual schedule for each week will be announced one or two weeks ahead of time. However, every effort will be made to make sure there will be no changes to the exam dates. When the instructor makes changes, he will communicate them in class and via announcements on Bb.

DATE	READING DUE, ACTIVITY, TOPIC	ASSIGNMENTS DUE
Aug 25 - M	Reading & discussion Marijuana Legalization	
Aug 27 - W	Reading & discussion AI & Education; <b>EC1</b>	
Aug 29 - F	Reading & discussion Social Media Use	<b>100% Refund deadline</b>
Sep 1 - M	<b>Labor Day - No Class</b>	RA1
Sep 3 - W	Social Media: Haidt Intro, Chpt 1	RA2
Sep 5 - F	Haidt Chpts 2 & 3; <b>EC2</b>	RA3
Sep 8 - M	Haidt Chpts 4 & 5	RA4
Sep 10 - W	Research & Writing: Intro workshop	
Sep 12 - F	Research & Writing: <b>RA5</b>	RA5
Sep 15 - M	Haidt Chpt 6 & 7	RA6
Sep 17 - W	Self Transcendence	
Sep 19 - F	Haidt Chpt 8 & 9	<b>RA7; 75% Refund deadline</b>
Sep 22 - M	Meta-analysis	
Sep 24 - W	Meta-analysis	RA8
Sep 26 - F	Haidt blog post	
Sep 19 - M	Psychedelics	
Oct 1 - W	Psychedelics	RA9
Oct 3 - F	TBA	
Oct 6 - M	Exam Review	
Oct 8 - W	<b>Midterm Exam</b>	
Oct 10 - F	TBA	
Oct 13 - M	Race & Diversity: Hughes Intro, Chpt 1	RA10
Oct 15 - W	Research & Writing:	
Oct 17 - F	Hughes Chpts 2 & 3	RA11
Oct 20 - M	<b>Fall Break</b>	
Oct 22 - W	Hughes Chpts 4 & 5	RA12
Oct 24 - F	<b>Drop with "W" deadline</b>	Annotated Bibliography
Oct 27 - M	Hughes Chpt 6	RA13
Oct 29 - W	TBA	
Oct 31 - F	Sex & Gender	
Nov 3 - M	TBA	1st Draft Introduction Proposal
Nov 5 - W	Sexual Orientation	
Nov 7 - F	Research & Writing	RA14
Nov 10 - M	Gender Affirming Care	
Nov 12 - W	AI & Mental Health Therapy	RA15
Nov 14 - F	Research & Writing	
Nov 17 - M	Academic Accommodations	1st Draft Intro & Methods Proposal
Nov 19 - W	ADHD	Peer Feedback on Proposal
Nov 21 - F	Meetings with Instructor	
Nov 24 - M	TBA	
Nov 26 - W	<b>Thanksgiving Break</b>	
Nov 28 - F	<b>Thanksgiving Break</b>	
Dec 1 - M	Oral presentations	
Dec 3 - W	Oral presentations	
Dec 5 - F	<b>TBA</b>	
<b>Final Exam Week</b>	Final Draft of Research Proposal is due at 11:59 PM on Wed Dec 10 <b>Sect 04 (usually begins @ 9:00) will have exam Wed Dec 10, 8:00 - 9:50</b> <b>Sect 03 (usually begins @ 10:00) will have exam Mon Dec 8, 10:00 - 11:50</b> <b>Sect 05 (usually begins @ 12:00) will have exam Wed Dec 10, 12:00 - 1:50</b>	

### **Blackboard:**

Almost all aspects of this course will require that students have access to Blackboard. If you have questions about your access, contact information technology staff: <https://www.gvsu.edu/it/>

### **Communication**

The instructor will communicate all class announcements in class and via Blackboard email. You are expected to check your email regularly. Announcements will generally remain on Bb throughout the semester. They should be considered as official amendments to the syllabus. Please read the relevant announcement before emailing a question to the instructor.

### **About the Instructor, Robert Deaner:**

- I've been teaching at GVSU since Fall 2006. I teach PSY300 (Research Methods in Psychology), PSY315 (Psychology of Sex Differences) and PSY375 (Comparative Psychology). I'm an active researcher. You can see a list of my publications here:  
[https://scholar.google.com/citations?hl=en&user=m2FMSIwAAAAJ&view\\_op=list\\_works&sortby=pubdate](https://scholar.google.com/citations?hl=en&user=m2FMSIwAAAAJ&view_op=list_works&sortby=pubdate)
- Undergrads contribute to or lead some of these projects.
- I'm very interested in teaching and improving my teaching.
- Students usually call me "Dr. Deaner," although you are welcome to use something less formal such as "Professor."

### **Office hours and meeting with the Instructor**

- I'm required to list office hours on my syllabus, and they are MWF 12:10 – 12:40. However, that is only the beginning of my availability. I will work with you to make sure we find a time to chat that is convenient for both of us.
- This semester I'm teaching 3 sections of this course, and they are all held in Mackinac Hall, which is far from my office in AuSable Hall. I anticipate remaining in or near Mackinac Hall between the 10:00 - 10:50 and 12:00 - 12:50 sections.
- Each of you will meet with me individually several times this semester; 4 - 8 minutes is typical, but some meetings will be longer and some will be shorter. Meeting for a few minutes at the beginning or end of a class usually works well too.

### **Falling Behind**

- Don't fall behind!
- If you do fall behind, contact me as soon as possible and develop a plan to get back on track.
- I am generous with students who fall behind, especially for students who have been showing up and participating throughout the semester.

### **Policies, The Student Code, Academic Dishonesty, and Plagiarism:**

This course is subject to all GVSU policies: [www.gvsu.edu/coursepolicies](http://www.gvsu.edu/coursepolicies).

- Students are responsible for upholding ALL aspects of the Student Code:  
<https://www.gvsu.edu/studentcode/>
- For example, **lying to a professor is a violation of the Code**. Here are some more details:
- As described by the GVSU Student Code, "Academic dishonesty is defined as actions or behaviors that misrepresent one's contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination."
- As described by the GVSU Student Code, "Offering the work of someone else as one's own is plagiarism...." "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged." "Depending on the instructor's judgment of the particular case, he/she may...give a failing grade for the ... entire course."

- Simply rearranging the words or substituting synonyms in the original source is still plagiarism.

### **Using AI Chatbots, such as ChatGPT, Gemini, Copilot, and Claude**

- For your Required Assignments (RAs), I ask that you try to answer most questions without any help from AI Chatbots. This is the advice I would give you about getting help from other people, such as class peers, friends, parents, writing tutors. Try to do the work on your own, but if you are really struggling, then use other resources, including AI Chatbot.
- If you are going to get help from an AI Chatbot, use it to develop your understanding then close it when answering the questions. Don't copy text directly from the Chatbot into your answers. I am prohibiting this: It's not allowed in this course and constitutes academic misconduct. If you do copy, I will recognize it because the writing will be different than the writing you submit when using the Respondus Lockdown Browser for ECs, Exams, and some RAs.
- Keep in mind that you don't need to answer every question correctly on an RA to earn all 10 points.
- Keep in mind that if you use Chatbots as a crutch for your RAs, you probably will not perform well on ECs and the exams. The two exams count for almost one-third of the points in the course, and if you haven't done the readings, and processed the questions yourself, you probably will do poorly on the exams.
- Some of your RAs must be done with the Respondus Lockdown browser, so these assignments will be completely unassisted (i.e., no LLMs or internet possible).
- We will explore appropriate and productive ways to use Chatbots when developing your Research Proposal.

### **Fred Meijer Center for Writing and Michigan Authors:**

Web: [gvsu.edu/wc](http://gvsu.edu/wc)

Contact: [virtualwc@mail.gvsu.edu](mailto:virtualwc@mail.gvsu.edu) (616-331-2922)

Location: Lake Ontario Hall, Room 120 (Allendale)

Online: Virtual writing support is available during all hours of operation for both drop-ins or scheduled appointments. Email support is also available (provided within 72 hours of submission).

The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center's services are free and students can work with an idea, assignment prompt, or draft of their paper. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm).

Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center's website for up-to-date information. All service options (drop-ins, appointments, email support) can be accessed via the Writing Center's online scheduling system - Book It. We look forward to working with you!

### **Knowledge Market:**

"Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer online support in two ways: online peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit [www.gvsu.edu/library/km](http://www.gvsu.edu/library/km)."



### **Library Liason:**

“Each department has a designated librarian to support your research needs. Christy Malmsten is our liaison librarian for Psychology. Her email is [malmstec@gvsu.edu](mailto:malmstec@gvsu.edu) and she is available for online consultations via Zoom or email. You can also check out the Psychology Subject Guide, which is a great place to start your library research.”

### **Need Support? Connect with Psych Friends!**

“Psych Friends Peer-to-Peer Mentors are trained, upper-level psychology and behavioral neuroscience students ready to help you succeed. They offer support in key areas like study strategies, exam prep, understanding major requirements, career/grad school planning, and student well-being. Follow on Instagram [@gvsu.psychfriends](https://www.instagram.com/gvsu.psychfriends) and schedule your online or in-person meeting at [gvsu.edu/navigate](https://gvsu.edu/navigate).”

### **Student Accessibility Resources:**

“Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Accessibility Resources, indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to [access@gvsu.edu](mailto:access@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.”

### **Controversial claims we will address this semester:**

- AI harms/helps academic development
- AI therapy bots can/cannot effectively treat mental health disorders.
- Social media harms/helps mental health.
- Smartphones alter cognition.
- Extremely attentive parenting harms/helps children.
- Psychedelic drugs can/cannot effectively treat mental health disorders.
- Sexual orientation is/isn't affected by the environment.
- Gender affirming care should/shouldn't be available to minors
- Colleges and universities do/don't grant too many disability accommodations
- Racial disparities usually/rarely reflect racism
- Colobind policies lead to better/worse outcomes.
- ADHD is/isn't greatly overdiagnosed.

### **Controversial claims we might address:**

- Some kinds of talk therapy are/aren't better than others.
- Experiences in nature harms/helps mental health.
- Therapy culture harms/helps mental health.

- Depression is/isn't often a normal response to life events.
- Hormonal birth control does/doesn't have substantial negative effects.
- Religion improves/harms mental health.
- Bottle feeding (compared to breastfeeding) has negative/positive effects.
- Single parenting is/isn't less effective than dual parenting.
- Pornography does/doesn't harm romantic relationships and mental health.
- Video games do/don't cause aggression
- Semaglutide (Ozempic, Wegovy) has substantial negative effects.
- Marijuana has, overall, negative/positive effects.
- The Blank Slate myth (nurture over nature) has negative/positive side effects.
- Talent doesn't exist; training and opportunity fully determine achievement.
- Standardized testing is/isn't biased against some racial/ethnic groups.
- Antidepressants are, overall, effective/ineffective.
- Implicit association tests do/do not predict behavior.
- Growth mindset interventions do/do not improve academic achievement.
- The social sciences (in the United States) discriminate against liberals (e.g., in hiring, promotion, grants, invitations to participate in colloquia/symposia).
- **We will address a few, not all, of these claims.** We may also address claims that are not listed here. The instructor will decide which claims to cover based on his ability to find good materials and student input.
- You can browse the "Readings" folder to see some of the articles/essays we might read this semester. We won't read everything that is in that folder. And we will read some things that are not there yet.