

Sophomore Tutorial in Psychology • Fall 2011

Wednesdays 2:00-4:00 p.m.

950 William James Hall

Course website: <http://isites.harvard.edu/k80998>

Website with Resources for your Sophomore Essay: <http://guides.hcl.harvard.edu/sophomorepsychology>

Things you should know about your tutor:

Name: Larisa Heiphetz

Email: larisa@wjh.harvard.edu

Office: 1568 William James Hall (through the glass doors to your left as you exit the elevator on the 15th floor)

Office hours: by appointment

The best way to reach me is via e-mail. I typically reply to e-mails within 24 hours, though I don't check my e-mail on Sundays. I am happy to meet with you throughout the semester to discuss anything related to the course or psychology more broadly; please e-mail me to set up an appointment.

Things you should know about the course:

Welcome to sophomore tutorial! The goal of this course is to help you think like a scientist. More specifically, the objective of this course is to help you develop your ability to critically evaluate psychological research and theory and to communicate your ideas with others through writing and discussion. By the end of the semester, you will be able to understand and critically evaluate scientific theories and empirical research. The majority of the articles you will read in this course address particular areas that psychologists like to study, and I hope that you will learn something interesting from the content of these papers. However, the main goal of each week is to use the readings to help us answer broader questions about the field of psychology, like how to come up with a research question. I have provided both a content label and a question label for each week's reading to guide your reading emphasis.

A key objective of all tutorials is to familiarize you with three different levels of analysis used in psychological research. A complete account of any psychological phenomenon must draw insight from different levels of analysis. In our course, these levels are represented by the acronym *BIG*, indicating the levels of the brain, the individual, and the group.

Now you may be scratching your head pondering what these levels of analyses entail. Scratch no more, for here is a brief description of each:

- **Brain.** Biological *mechanisms* within the person. Neural and physiological substrates of thought and behavior.
- **Individual.** The subjective *content* of mental processes. These include beliefs, goals, motivations, personality, and individual differences.
- **Group.** The *influence* of the situation and other people, and broad effects of the social and cultural environment, on psychological processes.

Keep in mind that most articles combine these levels of analyses in order to enhance understanding of a particular phenomenon. That is, the levels of the brain, the individual, and the group frequently interact with each other and rarely appear in isolation. To emphasize the level(s) of analysis on which each article focuses, I have labeled each reading with a B, I, or G (or some combination of these letters).

Course Policies

Preparation for class. Please prepare for class ahead of time. This means carefully reading and thinking about each paper as well as completing any assignments due that day. Thinking is a lot of fun—please don't save all of your thinking time for the 2 hours per week that we meet!

Attendance. Attendance is mandatory. The psychology department views any absences for extra-curricular activities (sports, weddings, enjoying the 3 days of sunshine that Cambridge deigns to give us each year) as unexcused. Such absences will result in you losing double participation points for each class missed. Medical and family emergencies are excusable with a note from your Resident Dean. In such instances, with my permission, you may write a 5-page paper on a topic of my choice to receive participation credit for that week.

Punctuality. Please arrive in class on time (by 7 minutes past the hour). If you arrive late, your participation grade will be cut by 50% for that day.

Class participation. In addition to coming to class, it's important to participate positively (and do other things that alliterate). Positive participation requires a balance between speaking and listening to your classmates. Please speak up if you have a question or thought to share, and please listen to your classmates' ideas and engage with them constructively. This means that our class meetings should be a forum for discussion, not disjointed ramblings. It also means that one of your contributions to class should be to encourage your classmates and help them to formulate ideas. It is perfectly acceptable for you to disagree with someone else's comments—in fact, disagreement can make for lively and thought-provoking discussion! Please phrase your disagreements respectfully.

Class assignments. Submitting assignments on time is to your advantage since it ensures that you get prompt feedback. Because your discussion comments will be incorporated into our class meeting, these will be penalized one grade step for every hour late, with the first deduction occurring one minute past the deadline. The four brief papers and the Sophomore Essay assignments (excluding the final draft) will be penalized two grade steps for each day late, with the first deduction occurring one minute past the deadline. For example, if you would have earned an A, you will receive a B+; if you would have earned an A-, you will receive a B, and so on.

Out of fairness to others, and in keeping with the guidelines set by the Undergraduate Office, extensions for class assignments are granted only under rare circumstances involving severe illness or family emergency; no extensions will be granted after the deadline to submit the assignment has passed.

Two hard copies of the final Sophomore Essay, at least 15 pages in length (not including references) must be turned in to the Undergraduate Office (WJH 218), along with a tutorial evaluation form, by 4 p.m. on Thursday, December 8th, 2011. You must also place a copy of your essay in the appropriate dropbox on the course website by that deadline, and (because you haven't left your essay in enough places yet) leave a hard copy in my mailbox (on the 15th floor of William James Hall, to your right as you exit the elevators). Final essays submitted late will not be accepted. Note that this policy is set by the Undergraduate Office, and I have no power to grant extensions. The UGO only grants extensions extremely rarely and requires advanced documentation of a serious issue from your Resident Dean.

Plagiarism and academic integrity.

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

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

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

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

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

Should I Plagiarize?

No. You will be caught, and then you will be sad.

See the Academic Dishonesty section of the Student Handbook for the grisly details:

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

How Can I Avoid Plagiarizing?

Give credit where credit is due.¹ Cite every source that influences your thinking or writing. Sometimes it is unclear whether a source is necessarily or directly responsible for your own thinking or writing. When in doubt, it is best to err on the side of caution. It is indescribably better to perhaps cite something unnecessarily than it is to plagiarize by failing to provide a necessary citation. Feel free to ask me for advice.

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

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

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

Accessibility. Students who need accommodations should contact me to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations. Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with me by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Course Requirements and Grading

The basic breakdown of the requirements for this course is as follows:

¹ For example, when constructing this syllabus, I borrowed liberally from the wonderful syllabi of previous tutors.

Assignment	Percent of Final Grade
Attendance, Preparation, and Participation	15%
Weekly Discussion Comments	15%
Short Papers	30%
Sophomore Essay	40%

All written work is to be double spaced 12-point font, Times New Roman, with 1-inch margins all around. Remember to use APA format!

Class Participation and Discussion Comments - 30%

Participation (15%)

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

Please note that showing up is less than half the battle. Unless your comments are particularly egregious, your classmates and I are really missing out if you don't say anything in class. Therefore, someone who sits quietly throughout class will receive a poor participation grade. To get a good grade, you really have to earn it.

Discussion Comments (DCs) (15%)

Each week, you are required to turn in a set of discussion comments on that week's reading. You must upload your comments to the appropriate dropbox on the course website, and comments must be in .doc or .docx format. You are responsible for making sure that you are uploading a readable file. I will grade the file I have in front of me at the deadline, even if that file is corrupt or contains gibberish. Discussion comments are due on Tuesdays by 2:00 p.m. You must comment on **each reading**. Keep the comments short, around **2-3 sentences per article**, as you will have all of class to expand upon what you've written. Some ideas for what you may wish to address in your comments include:

- An interesting connection between two of the readings. This could involve synthesizing two seemingly disparate areas or highlighting a contradiction between two sets of findings.
- Possible extensions or applications of findings, including interesting policy implications that were not addressed in the paper.
- Comments about a particularly clever, apt, or unusual experimental design and why it affords a unique ability to learn something about the question of interest.
- Reasons why the authors' conclusions do not follow from their results, alternative explanations for their findings, methodological flaws, and other criticisms. Be civil in your critique, and make a good-faith attempt to understand the authors' reasoning; also, note that authors typically address potential criticisms at the end of an article, often to the reader's satisfaction...so you might want

to make sure you get that far. Additionally, **you may not use your DC to offer criticisms that could be made of the vast majority of psychological studies (the sample size is less than a hundred gazillion, the sample was not nationally representative, etc.)**. Comments that offer these types of criticisms will not receive credit. Instead, if you wish to offer a criticism, focus on something unique to the paper you are criticizing.

- A proposal for a study that could be conducted to clarify the nature of a finding or address an unresolved issue.

Remember: although it is important to maintain a critical eye when reading scientific papers, some of the best discussion comments will be insightfully positive in nature. Weekly comments will receive grades of $\sqrt{-}$, $\sqrt{}$, or $\sqrt{+}$. Don't be discouraged if you're not getting $\sqrt{+}$ s right away—this is a learning experience, and there's always room for improvement.

Library Session

Before the sixth week of class, you are required to attend one of several library resource training sessions that will be held outside of class. These sessions, led by Reed Lowrie, will teach you how to access and take advantage of the resources you'll need to research your papers. In exchange for attending the session, I will drop your lowest discussion comment grade of the semester, provided that you have submitted DCs for each week (that is, you cannot opt to not do the DC for one week, but if you do all of them and attend the library session, I will drop your lowest score).

Brief Papers - 30%

During the first part of the semester, you will write four *brief papers* (around 2-3 double-spaced pages each). These papers will help acquaint you with the scientific method, allow you to explore off-syllabus topics, and give you a chance to write and receive feedback on your writing. You can think of them as training for the *Sophomore Essay*. Here are the basic descriptions of the assignments (more details to come):

1. QALMRI Analysis—The Raw Elements (5%)

QALMRI is shorthand for a method we will use to extract key information contained in articles, as well as a helpful organizational structure for your own ideas. For this assignment you will read a short article and answer a series of questions about it, including the Question the researchers were investigating, the hypothesis and other possible Alternative answers to the question, the Logic linking the question to the Method they used, the Results they obtained, and the Inferences that can be drawn from their findings. In essence, you will be creating a detailed outline that organizes the main parts of the researchers' work. This assignment is due in the relevant dropbox on the course website by **Friday, September 16, at 5:00 p.m.**

2. Newspaper Article Critique (5%)

Every week or so, a major newspaper will report on a recent psychology finding. This is great for the field, as it helps to communicate our work to a much larger audience. At the same time, much is lost in the translation, and journalists often draw conclusions that are not warranted from the data and/or oversimplify the results. For this assignment, you will choose a recent newspaper article (within the last 3 years) that reports on a psychology finding, as well as read the original journal article it cites. The newspaper article must come from a mainstream newspaper such as the New York Times or the Boston Globe; papers like the Onion and the Crimson don't count. In your paper, present a *brief* (2-3 sentence) summary of the newspaper article and then explain how

the original article and the newspaper story diverge. This could be an inaccurate description of the methodology, a misinterpretation of the underlying theories, or a conclusion lacking the nuance or soundness of the original. If the journalist was faithful to the original, point out strengths and weaknesses shared by both the newspaper and the journal article. Please include a copy of the article (copied and pasted into a Word document) with your final submission. This assignment is due in the relevant dropbox on the course website by **Friday, September 23, at 5:00 p.m.**

3. QALMRI Analysis—Redux (10%)

In this paper, you will use the tools you developed in the first assignment to put a QALMRI into prose form. That is, instead of simply answering each question in isolation of the others, you will produce a coherent whole that flows smoothly from one section to the next. For this assignment, you may write about any article we've read in class up to that point. This assignment is due in the relevant dropbox on the course website by **Friday, September 30, at 5:00 p.m.**

4. Analysis Paper (AP; 10%)

In contrast to weekly comments and QALMRIs, the analysis paper requires a deeper engagement with the material and will integrate several assigned readings. It will give you practice in both writing in APA format and expressing your ideas in full prose. The AP is guided by the course readings and should specifically reference these articles (as well as any articles you find on your own) whenever appropriate. You may choose any topic in the syllabus for your AP, or integrate material from several topics. You may also write on a topic outside of those covered in class, *but only if you have checked with me at least 72 hours before the submission deadline and I have approved your topic.*

When crafting your AP, start with the type of questions you are asking (and answering) in your weekly DCs. Then develop that idea further—flesh it out and really engage with the material. For example, your AP may propose a study on a particular topic, or explain how two seemingly unrelated lines of research are connected, or explain how a particular line of work could be used to inform an area outside of psychology (such as public policy). You are not limited to these strategies; you are welcome to use any strategy that demonstrates your ability to understand psychological research and integrate different papers. While case studies or personal experiences may inform your interest in or understanding of a topic, these narratives do not belong in your AP. Rather, this paper should focus on solid data. This assignment is due in the relevant dropbox on the course website by **Friday, October 7, at 5:00 p.m.**

Sophomore Essay - 40%

The capstone of this course is your sparkling, magnificent, 15-page (*not* counting the title page, abstract, or references) *Sophomore Essay*. The essay must make an original contribution to psychology and must follow one of the two formats listed below:

- *Research proposal.* Highly recommended. Describe a phenomenon that has not previously been studied or that would benefit from additional research. Review relevant literature, design an experiment or experiments to test your ideas, predict results, and discuss the implications of the proposed research. If your proposal has great merit, it could provide the groundwork for a senior thesis.
- *Literature integration.* Identify two distinct literatures that you think could be fruitfully integrated. Review each area, describe how they could be combined and discuss the insights afforded by such a melding.

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

Sophomore Essay Assignments

Externally-imposed deadlines have been shown to maximize the quality of one's work (Ariely & Wertenbroch, 2002). To help you write the best essay that you possibly can, work on the *Essay* will be broken into multiple assignments during the second part of the semester. This schedule is designed to allow you to tame the Essay Beast in a manageable way and get useful feedback throughout the process. Assignments are:

1. Proposal – 5%

During the week of October 10th or October 17th, I will meet with you individually to discuss your Sophomore Essay. After our meeting, you will submit a short proposal for your essay topic. This proposal should be 2-3 double-spaced pages in length and should incorporate five key elements: (a) the background that motivates your question, (b) a concise statement of the question itself, (c) the means by which you will address your question and why you've chosen to address it that way, (d) the novel contribution to psychology that will be made by your paper, and (e) the broader implications of your contribution beyond psychology. At the end of your paper, write 2-3 sentences describing an alternative topic that you would like to pursue if your original topic is not approved. Does this sound a bit like a QALMRI? That's no accident; it would be wise indeed to revisit the QALMRI framework when crafting your proposal. This assignment is due in the relevant dropbox on the course website by **Friday, October 21 at 5:00 p.m.** And guess what? In addition to a proposal, you've just crafted a basic outline for your paper. Yay!

A word to the wise (hopefully, that means you): Keep in mind that you will be devoting quite a bit of time and energy to your Sophomore Essay. That being the case, it's critical that you choose a topic of interest to you. Your proposed topics should be ones that you find captivating enough to discuss with classmates, think about in your free time, and potentially mull over excitedly at night when you should be sleeping.

2. Seven-page Draft - 8%

This first installment of your essay is a 7-page paper that will allow you to start translating your ideas into the form in which they will ultimately appear in your essay—and will also allow you to get feedback on your essay-writing early in the process. You may turn in any consecutive seven-page portion of your essay. In order for it to be considered in context, you must **embed this draft in an outline of your paper** (major headings and subheadings). This assignment is due in the relevant dropbox on the course website by **Friday, November 4, at 5:00 p.m.**

4. Full Draft - 12%

Incorporating the comments from your previous draft, build on the seven-page draft to create a complete draft of your essay. This should be a polished (no typos, please!), full-length draft of your paper that is very close to what you will ultimately submit as your final Essay. The body of your draft should be at least fifteen pages, and you should also include a cover page, abstract, and at least fifteen references. This full draft is due in the relevant dropbox on the course website by **Friday, November 18, at 5:00 p.m.**

5. Final Essay - 15%

Hoorah! You've leaped over a major hurdle in your undergraduate career...or will have, once you complete this step. Before commencing your well-deserved celebration, you must **submit two hard copies of your essay—at least 15 pages in length, references excluded—to the Undergraduate Office (WJH 218), along with your paper course evaluation that will be handed out to you in class. Additionally, please upload a copy of your essay to the relevant dropbox on the course website AND drop off a copy in my mailbox on the 2nd floor of William James Hall. Your essay is due by Thursday, December 8th at 4pm.** Don't cut it close; late papers will not be accepted.

Here is a calendar for your convenience and ease of mind:

Date	Topic	Assignment
Week 1	Introduction	
Week 2	What is Psychology And How Do I Do It?	QALMRI 1 by 9/16 at 5pm
Week 3	Intergroup Relations 1	Newspaper Critique by 9/23 at 5pm
Week 4	Writing Workshop	QALMRI 2 by 9/30 at 5pm
Week 5	Intergroup Relations 2	Analysis Paper by 10/7 at 5pm
Week 6	Intergroup Relations 3	
Week 7	Social Cognitive Development 1	SE Proposal by 10/21 at 5pm
Week 8	Social Cognitive Development 2	
Week 9	Social Cognitive Development 3	SE 7-Page Draft by 11/4 at 5pm
Week 10	FAQs about Life 1	
Week 11	FAQs about Life 2	SE Full Draft by 11/18 at 5pm
Week 12	Presentations	SE Final Version by 12/8 at 4pm

Note: Discussion questions are due every week except for the first and last week and therefore are not listed in the table above.

REQUIRED READING

You are required to purchase the following book:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association Press.

This will be useful to you when you are awake in the middle of the night wondering how to cite that nifty resource you found. There is also a supplemental page for e-Resources here:

http://isites.harvard.edu/fs/docs/icb.topic28359.files/Undergraduates/Forms_for_Undergraduates/APAStyleGuidetoElectronicReferences.pdf (log in with your Harvard ID and PIN)

You may be thinking that one book doesn't seem like very much reading for an entire semester. Never fear, there is more to come . . .

READING LIST

Week 1: What is sophomore tutorial?

Carson, S. H., Fama, J. M., & Clancy, K. (2008). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge, MA: Harvard University, Department of Psychology.

Emberson, L. L., Lupyan, G., Goldstein, M. H., & Spivey, M. J. (2010). Overheard cell-phone conversations: When less speech is more distracting. *Psychological Science*, *21*, 1383-1388. (B, I)

Week 2: What is Psychology And How Do I Do It?

Lilienfeld, S. O. (2011). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*. (I)

Lilienfeld, S., Lynn, S., Ruscio, J., & Beyerstein, B. (2010). Busting big myths in popular psychology. *Scientific American Mind*, *21*, 42-49. (I)

Nisbett, R. E. (1990). The anticreativity letters: Advice from a senior tempter to a junior tempter. *American Psychologist*, *45*, 1078-1082. (I)

Week 3: Intergroup Relations 1 (How is psychology different from other disciplines?)

Bonilla-Silva, E. (2002). The linguistics of color-blind racism: How to talk nasty about Blacks without sounding 'racist.' *Critical Sociology*, *28*, 41-64. (I, G)

Brent, S. (1994). Mr. Bellow's planet. In S. Brent, *Parallel time: Growing up in Black and White* (pp. 191-235). New York, NY: Pantheon Books. (I, G)

Note: The entire chapter (pp. 191-242) is posted online. You are only responsible for reading to the end of p. 235, but you are welcome to read the rest of the chapter if it interests you.

Steele, M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*, 613-629. (I, G)

Week 4: Writing Workshop (How can I improve as a scientific writer?)

Bem, D. J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, *118*, 172-177.

Carson, S. H., Fama, J. M., & Clancy, K. (2008). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge, MA: The President and Fellows of Harvard University.

Oppenheimer, D. (2006). Consequences of erudite vernacular utilized irrespective of necessity: Problems with using long words needlessly. *Applied Cognitive Psychology*, *20*, 139-156.

Note: This article is mostly for fun; feel free to skim it.

Week 5: Intergroup Relations 2 (How can I generate research ideas?)

Note: If you are unfamiliar with the IAT, it might be helpful to read the Phelps et al. article first, as this paper does a good job of describing the IAT.

Campbell, W. K., Bosson, J. K., Goheen, T. W., Lakey, C. E., & Kernis, M. H. (2007). Do narcissists dislike themselves 'deep down inside?' *Psychological Science*, *18*, 227-229. (B, I)

Mendes, W. B., Gray, H. M., Mendoza-Denton, R. Major, B., & Epel, E. S. (2007). Why egalitarianism might be good for your health: Physiological thriving during stressful intergroup encounters. *Psychological Science*, *18*, 991-998. (B, I, G)

Nock, M. K., Park, J. M., Finn, C. T., Deliberto, T. L., Dour, H. J., & Banaji, M. R. (2010). Measuring the suicidal mind. *Psychological Science, 21*, 511-517. (B, I)

Phelps, E. A., O'Connor, K. J., Cunningham, W. A., Funayama, E. S., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2000). Performance on indirect measures of race evaluation predicts amygdala activation. *Journal of Cognitive Neuroscience, 12*, 729-738. (B, I, G)

Week 6: Intergroup Relations 3 (How do I contribute something new without coming out of left field?)

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology, 105*, 440-445. (I, G)

Ginges, J., Hansen, I., & Norenzayan, A. (2009). Religion and support for suicide attacks. *Psychological Science, 20*, 224-230. (G)

Harris, L. T., & Fiske, S. T. (2006). Dehumanizing the lowest of the low: Neuroimaging responses to extreme out-groups. *Psychological Science, 17*, 847-853. (B, I, G)

Hebl, M. R., & Mannix, L. M. (2003). The weight of obesity in evaluating others: A mere proximity effect. *Personality and Social Psychology Bulletin, 29*, 28-38. (I, G)

Week 7: Social Cognitive Development 1 (How do I find a method that fits my question?)

Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science, 17*, 53-58. (I, G)

Bigler, R. S., Jones, L. C., & Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. *Child Development, 68*, 530-543. (I, G)

Kinzler, K. D., Dupoux, E., & Spelke, E. S. (2007). The native language of social cognition. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 104*, 12577-12580. (I, G)

Mahajan, N., Martinez, M. A., Gutierrez, N. L., Diesendruck, G., Banaji, M. R., & Santos, L. R. (2011). The evolution of intergroup bias: Perceptions and attitudes in rhesus macaques. *Journal of Personality and Social Psychology, 100*, 387-405. (B, I, G)

Week 8: Social Cognitive Development 2 (How do I study different populations?)

Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation in preverbal infants. *Nature, 450*, 557-559. (I)

Liebal, K., Colombi, C., Rogers, S. J., Warneken, F., & Tomasello, M. (2008). Helping and cooperation in children with autism. *Journal of Autism and Developmental Disorders, 38*, 224-238. (B, I)

Over, H., & Carpenter, M. (2009). Eighteen-month-old infants show increased helping following priming with affiliation. *Psychological Science, 20*, 1189-1193. (B)

Warneken, F., Chen, F., & Tomasello, M. (2006). Cooperative activities in young children and chimpanzees. *Child Development*, 77, 640-663. (B, I)

Week 9: Social Cognitive Development 3 (How do I conduct convincing research to challenge or expand on a long-standing paradigm?)

NOTE: This week, it will be helpful to read the articles in the order in which they are listed below, since the articles toward the end of the list assume a knowledge of the articles listed at the beginning of the list.

Wimmer, H., & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition*, 13, 103-128. (I)

Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science*, 308, 255-258. (I)

Saxe, R., & Powell, L. J. (2006). It's the thought that counts: Specific brain regions for one component of theory of mind. *Psychological Science*, 17, 692-699. (B, I)

Keysar, B., Lin, S., & Barr, D. (2003). Limits on theory of mind use in adults. *Cognition*, 89, 25-41. (I)

Week 10: Frequently Asked Questions About Life 1, aka, What is the Relationship between Mind and Body? (How do I get others to take my research seriously?)

Ackerman, J., Nocera, C. C., & Bargh, J. A. (2010). Incidental haptic sensations influence social judgments and decisions. *Science*, 328, 1712-1715. (I)

Bargh, J. A., & Shalev, I. (In press). The substitutability of physical and social warmth in daily life. *Emotion*. (B, I)

Dewall, C. N., Macdonald, G., Webster, G. D., Masten, C. L., Baumeister, R. F., Powell, C., Combs, D., Schurtz, D. R., Stillman, T. F., Tice, D. M., & Eisenberger, N. I. (2010). Acetaminophen reduces social pain: Behavioral and neural evidence. *Psychological Science*, 21, 931-937. (B, I)

Mendes, W. B. (2010). Weakened links between mind and body in older age: The case for maturational dualism in the experience of emotion. *Emotion Review*, 2, 240-244. (B, I)

Townsend, S. S. M., Major, B., Sawyer, P. J., & Mendes, W. B. (2010). Can the absence of prejudice be more threatening than its presence? It depends on one's worldview. *Journal of Personality and Social Psychology*, 99, 933-947. (B, I, G)

Week 11: Frequently Asked Questions About Life 2, aka, How Can I Be A Good Person (Or At Least Convince Others That I Am?) (What do I do once I'm done with one study?)

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, 96, 1029-1046. (I, G)

Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science*, 293, 2105-2108. (B, I)

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108, 814-834. (I)

Sarkissian, H., Park, J., Tien, D., Wright, J. C., & Knobe, J. (In press). Folk moral relativism. *Mind & Language*. (I, G)

Week 12: Student presentations