



## **Current Topics in Social Psychology (PSYD15H3S) Winter 2020 Tuesdays 15:00-17:00**

### **Contact Information**

Instructor: Dr. Lisa Fiksenbaum  
Email: [lisa.fiksenbaum@utoronto.ca](mailto:lisa.fiksenbaum@utoronto.ca)

### **Course Description, Goals, and Prerequisites**

This course will provide you with an overview of some of the current issues in the field of Social Psychology. This seminar course is structured and intended to foster your abilities for critical thinking, engagement in academic debate, public speaking, formulating and expressing informed opinions, and academic writing.

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

**Note about prerequisites:** It is your responsibility to ensure that you have met *all* prerequisites listed in the Psychology section of the UTSC Calendar for this course.

### **Required Readings**

Readings for the class come from primary journal and/or chapter sources. The readings for each class are listed at the end of the syllabus for each week. You can find the articles through the library. Scholar.google.com is another way of finding some of the articles, although a subscription may be required for some of the journals.

You are expected to read the required readings before coming to class each week. In order to participate in the class discussion, you will find it much easier to formulate your opinions about the subject matter before class.

## Email Policy

- Be sure to include the course code (PSYD15) in the subject line and state your full name and student number
- I will do my best to answer your emails within 48 hours during *weekdays*, but expect a longer delay if you email me between Friday afternoon and Sunday evening.
- If you have questions that can't be answered briefly via email, it is best to discuss your question in person
- Please do not email me the night before an assignment is due. If you email me within 48 hours of a class or due date, I may not be able to respond to you in time.

## Technology in the Classroom Policy

Out of consideration for the rest of the class, please refrain from any technology use that is not class-related. Laptop use is OK, but only for the purpose of taking notes during class.

## Course Webpage/Quercus

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the help site.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Throughout course	15%
Opinion/Reflection Papers	Week 4 onwards	25%
Presentation	TBD	25%
Final paper outline	Feb. 4	5%
Final paper	Beginning of Last Class	30%
Total		100%

**Note: There will not be a final exam for this course**

1. Class Participation (15%): This is a seminar style course that involves a great deal of group discussion. Much of your learning will come from your own reading and discussion with classmates. Each week you should come to class prepared with comments and questions about issues from the readings that caught your attention. By preparing discussion questions in advance as well as responding to other students' comments, everyone in the class should have something to contribute. Your grade will be based not only on the quantity of your participation but also the quality - your contributions in class should demonstrate that you have gone through the assigned readings carefully and given them some thought, both individually and in relation to each other.

2. Opinion/Reflection Papers (25%): You will be asked to read two or three journal articles each week. To help you think about these readings, I will ask you to write reflection papers on the assigned readings for that week. You should summarize the main arguments of the required readings and formulate your own opinion about the issue (i.e., your reflection papers should go beyond summarizing each reading; it should demonstrate that you have thought about them and have made connections between them). These papers should be 1-2 double-spaced pages and should not exceed 500 words. They must be submitted by the start of class. Reflection papers will be submitted online via the course website and there will be no late submissions. You have one opportunity during the semester to *not* submit reading responses for a given week, no questions asked.

The following rubric will be used:

	Poor	Good	Excellent
Summary of the readings. (4 marks)	Student has not sufficiently summarized the readings; some aspects are lacking or are incomplete.  1/4	Student summarized the readings; however, there is a limited or surface-level depth of understanding of their content.  2/4 – 3/4	Student has successfully summarized the readings, demonstrating an in-depth understanding of the content.  4/4
Insightful connections with the arguments/information from the readings. (4 marks)	There is limited connection between the readings and the student's opinions about the issue(s) at hand.  1/4	Student has made some connection between the reading(s) and their opinions; draws connections between their opinions and the literature.  2/4 – 3/4	Student has drawn connections between their experiences and the readings. Student goes beyond a limited connection of readings with their opinions by demonstrating critical reflection on their opinions and the readings.  4/4
Writing. (2 marks)	Several grammatical errors that interfere with the ability to convey their ideas.  Paper is difficult to read or confusing in places.  0/2	Few grammatical errors; minimal interference with ability to convey their ideas; conveys ideas relatively clearly and the reflection paper is well structured.  1/2	Few or zero grammatical errors; student writing is at a very high level; conveys ideas clearly and in a well-structured, sophisticated manner.  2/2

3. Presentation (25%). Learning to create and present effective PowerPoint presentations is an essential skill that you will likely use throughout your academic career and beyond. Each week, 2 students will be required to present a position and to lead discussion concerning the articles; each student will do one article presentation during the term. For each topic, one student will take the pro-side of an issue and another student will take the con-side. Depending on the class size, some debates may consist of 3 people. There is no "correct" answer for any of these issues, although they are all important and hopefully interesting. Your presentation should start off with a brief summary of the major themes/findings from previous literature. You should then present detailed arguments in favour of one position or another. You should use visual aids (i.e., PowerPoint presentation) and may decide to include video demonstrations and/or handouts. Following your presentation, you should generate discussion questions to the class; you will moderate this discussion.

Your mark will be based on 1) demonstrating an in-depth understanding of the topic and issues (e.g., this may require you to go beyond the assigned readings); 2) putting together an effective, clear and comprehensible presentation; and 3) generating and moderating class discussion.

5. Research Proposal Paper (35% of final grade – see breakdown below). You will write a paper (up to 10 pages, not including references, with at least 10 references) on one of the topics discussed throughout the term. The paper should describe empirical research (e.g., not a theoretical review, or a case study) and should include an abstract (see below), introduction (e.g., theoretical background, research hypotheses), proposed methods, and a discussion of hypothesized results and their implications. This paper should be written and cited in APA style and is due in class on the last class. Please remember that all works that are referred to – directly (should include be quoted) or indirectly – must be cited in the text, and in a reference page at the end of your work (also see section on Academic Integrity, below).

*Paper Abstract/Outline and annotated bibliography* (5% of final grade): You will be asked to complete a 200-250 word outline describing the paper you are planning to write. You must then create an annotated bibliography, which should include a list of APAformatted references, and a brief paragraph summarizing the value for each article chosen. Abstracts and annotated bibliographies are due on Feb 4th by 3pm.

## Course Policies

### Penalties for Lateness

A late outline or final paper will result in a penalty of 10% for every day (including weekends) that the paper is late. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy

## Turnitin.com

Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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## Academic Resources

### Accessibility Needs:

AccessAbility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### Writing:

As a student here at the University of Toronto, you are expected to have strong writing skills. The university provides its students with a number of resources to help them achieve this. The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>

### Academic Integrity and Plagiarism:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences include, but are not limited to:

### **In papers and assignments:**

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the

instructor;

- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

**On tests and exams:**

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that you may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

**Other Resources**

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

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## UTSC Policy on Missed Term Work

### Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

(1.) A completed **Request for Missed Term Work Accommodations form**

(<http://uoft.me/PSY-MTW>), and

(2.) **Appropriate documentation** to verify your illness or emergency, as described below.

### Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says "extensions of up to 7 days" but

you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person

**WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time- critical.**

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

**Instructors cannot accept term work after April 12, 2019.** Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utscc.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utscc.utoronto.ca/registrar/missing-examination>).



## AccessAbility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## Course Schedule

Date	Topic	Readings
Jan. 7	Overview of the course	No required readings
Jan. 14	Reading empirical articles; Q/A period about upcoming presentations	Jordan, C. H. & Zanna, M. P. (2000). How to read a journal article in social psychology. R. F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp. 461-470). Philadelphia: Psychology Press. Retrieved from <a href="http://www.uvm.edu/%7Edguber/POLS234/articles/read.htm">http://www.uvm.edu/%7Edguber/POLS234/articles/read.htm</a>
Jan. 21	Individual consultation re: presentations	Please prepare any questions you might have about presentations, how to participate effectively, and how to write the final paper.
Jan. 28	Has Psychology's Replication Crisis Has Made The Field Better?	<p>Earp, B. D. &amp; Everett, J. A. C (2015). How to Fix Psychology's Replication Crisis. <i>The Chronicle of Higher Education</i>, <a href="https://www.researchgate.net/profile/Brian_Earp/publication/283225515_How_to_fix_psychology's_replication_crisis/links/5636345408ae75884114df53/How-to-fix-psychologys-replication-crisis.pdf">https://www.researchgate.net/profile/Brian_Earp/publication/283225515_How_to_fix_psychology's_replication_crisis/links/5636345408ae75884114df53/How-to-fix-psychologys-replication-crisis.pdf</a></p> <p>Maxwell, S. E., Lau, M. Y., &amp; Howard, G. S. (2015). Is psychology suffering from a replication crisis? What does "failure to replicate" really mean? <i>American Psychologist</i>, 70(6), 487–498. <a href="https://doi.org/10.1037/a0039400">https://doi.org/10.1037/a0039400</a></p> <p>Pashler, H., &amp; Harris, C. R. (2012). Is the Replicability Crisis Overblown? Three Arguments Examined. <i>Perspectives on Psychological Science</i>, 7, 531-536.</p> <p>Stroebe, W. (2016). Are most published social psychological findings false?. <i>Journal of Experimental Social Psychology</i>, 66, 134–144.</p>

		<p>Shrout, P. E. &amp; Rogers, J. L. (2018). Psychology, Science, and Knowledge Construction: Broadening Perspectives from the Replication Crisis. <i>Annual Review of Psychology</i>, 69, 487-510. <a href="https://www.annualreviews.org/doi/abs/10.1146/annurev-psych-122216-011845">https://www.annualreviews.org/doi/abs/10.1146/annurev-psych-122216-011845</a></p>
Feb. 4	Is High Self-Esteem Really Beneficial?	<p>Baumeister, R. F. &amp; Vohs, K. D. (2018). Revisiting Our Reappraisal of the (Surprisingly Few) Benefits of High Self-Esteem. <i>Perspectives on Psychological Science</i>, 13, 137-140. <a href="https://journals.sagepub.com/doi/full/10.1177/1745691617701185">https://journals.sagepub.com/doi/full/10.1177/1745691617701185</a></p> <p>Crocker, J., &amp; Park, L. E. (2004). The Costly Pursuit of Self-Esteem. <i>Psychological Bulletin</i>, 130(3), 392–414. <a href="https://doi.org/10.1037/0033-2909.130.3.392">https://doi.org/10.1037/0033-2909.130.3.392</a></p> <p>Ellsworth, J. (1995). Two faces of esteem: Being and doing. <i>Journal of Instructional Psychology</i>, 22(1), 19–25.</p>
Feb. 11	Is Social Media Bad for University Students' Health?	<p>Odgers, C. (2018). Smartphones are bad for some teens, not all. <i>Nature</i>, 554, 432-434 <a href="https://www.nature.com/articles/d41586-018-02109-8?report=reader">https://www.nature.com/articles/d41586-018-02109-8?report=reader</a></p> <p>O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruya, S., &amp; Reilly, P. (2018). Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. <i>Clinical Child Psychology and Psychiatry</i>, 23, 601-613. <a href="https://journals.sagepub.com/doi/full/10.1177/1359104518775154">https://journals.sagepub.com/doi/full/10.1177/1359104518775154</a></p>
Feb. 18	Reading Week – no class	
Feb. 25	Is subliminal persuasion a myth?	<p>Legal, J-B., Chappe, J., Coiffard, V., Villard-Forest, A. (2012). Don't you know that you want to trust me? Subliminal goal priming and persuasion. <i>Journal of Experimental Social Psychology</i>, 48, 358-360</p> <p>Kiran, Vasant &amp; Kishore, Krishna (2013). Subliminal Messages in Advertising: A Concept not to be Ignored..<i>Asia Pacific Journal of Management &amp; Entrepreneurship Research</i>, 2, 37-45.</p>
March 3	Is the Use of Heuristics Harmful to Effective Decision Making?	<p>Colwell, L. H. (2005). Cognitive Heuristics in the Context of Legal Decision Making. <i>American Journal of Forensic Psychology</i>, 23(2), 17–41.</p>

		<p>Tversky, A., &amp; Kahneman, D. (2002). Judgment under Uncertainty: Heuristics and Biases Science, New Series, Vol. 185, No. 4157. pp. 1124-1131.  <a href="http://www.its.caltech.edu/~camerer/Ec101/JudgementUncertainty.pdf">http://www.its.caltech.edu/~camerer/Ec101/JudgementUncertainty.pdf</a></p> <p>Weyman, A., &amp; Barnett, J. Heuristics and biases in decision making about risk. In A. Burgess, A. Alemanno, &amp; J. Zinn, <i>Routledge Handbook of Risk Studies</i> (pp. 131-139).</p>
March 10	Does Money Buy Happiness?	<p>Dunn, E. W., Gilbert, D.T., &amp; Wilson, T. D. (2011). If money doesn't make you happy, then you probably aren't spending it right. <i>Journal of Consumer Psychology</i>, 21, 115–125.</p> <p>Kahneman, D., et al. (2006). Would You Be Happier If You Were Richer? A Focusing Illusion. <i>Science</i> 312, 1908-1910.</p> <p>Boyce, C. J., Daly, M., Hounkpatin, H. O., &amp; Wood, H. (2017). Money May Buy Happiness, but Often So Little That It Doesn't Matter. <i>Psychological Science</i>, 28, 544-546</p> <p>Dunn, E.W., Aknin, L. B., &amp; Norton, M. I. (2008). Spending Money on Others Promotes Happiness. <i>Science</i>, 319, 1687-1688.</p>
March 17	Does the Implicit Association Test (IAT) Measure Racial Prejudice?	<p>Blanton, H., et al. (2009). Strong Claims and Weak Evidence: Reassessing the Predictive Validity of the IAT. <i>Journal of Applied Psychology</i>, 94, 567–582.</p> <p>Greenwald, A. G., Banaji, M. R., &amp; Nosek, B. A. (2015). Statistically Small Effects of the Implicit Association Test Can Have Societally Large Effects. <i>Journal of Personality and Social Psychology</i>, 108, 553–561.</p> <p>Greenwald, A. G., et al. (2009). Understanding and Using the Implicit Association Test: III. Meta-Analysis of Predictive Validity. <i>Journal of Personality and Social Psychology</i>, 97, 17–41.</p> <p>Lee, Daniel J. (2016) : Racial bias and the validity of the Implicit Association Test, WIDER Working Paper, No. 2016/53  <a href="https://www.econstor.eu/bitstream/10419/146244/1/858600250.pdf">https://www.econstor.eu/bitstream/10419/146244/1/858600250.pdf</a></p> <p>Oswald, F.L., et al. (2013). Predicting Ethnic and Racial Discrimination: A Meta-Analysis of IAT Criterion Studies. <i>Journal of Personality and Social Psychology</i>, 105, 171–192.</p>

<p>March 24</p>	<p>Is American Psychological Research Generalizable to Other Cultures?</p>	<p>Haefel, G.J., Thiessen, E., Campbell, M. W., Kaschak, M.P., &amp; McNeil, N. M (2009). Theory, Not Cultural Context, Will Advance American Psychology, <i>American Psychologist</i>, 64(6):570-1  <a href="http://www.psy.cmu.edu/~thiessen/HaefelThiessenCampbellKaschakMcNeil.pdf">http://www.psy.cmu.edu/~thiessen/HaefelThiessenCampbellKaschakMcNeil.pdf</a></p> <p>Hall, G., Nagayama, Y., Zarate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. <i>American Psychologist</i>, 71(1), 40-51</p> <p>Arnett, J. J. (2009). The neglected 95%, a challenge to psychology's philosophy of science. <i>American Psychologist</i>, 64(6), 571–574. <a href="https://doi.org/10.1037/a0016723">https://doi.org/10.1037/a0016723</a></p> <p>Rad, M. S., Martingano, A. J., &amp; Ginges, J. (2018). Toward a psychology of Homo sapiens: Making psychological science more representative of the human population. <i>Proceedings of the National Academy of Sciences of the United States of America</i>. November 6, 2018 115 (45) 11401-11405.  <a href="https://www.pnas.org/content/115/45/11401.full">https://www.pnas.org/content/115/45/11401.full</a></p>
<p>March 31</p>	<p>Is social neuroscience the future of social psychology?</p>	<p>Cacioppo, J. T., Berntson, G. G., &amp; Decety, J. (2010). Social neuroscience and its relationship to social psychology. <i>Social Cognition</i>, 28(6), 675–685. doi:10.1521/soco.2010.28.6.675-685.</p> <p>Dovidio, J. F., Pearson, A. R., &amp; Orr, P. (2008). Social Psychology and Neuroscience: Strange Bedfellows or a Healthy Marriage? <i>Group Processes &amp; Intergroup Relations</i>, 11, 247–263.</p> <p>Greenwood, J. D. (2019). Social cognition, social neuroscience, and evolutionary social psychology: What's missing? <i>Journal for the Theory of Social Behaviour</i>, 49, 161-178</p> <p>Weisberg, D. S. et al. (2008). The Seductive Allure of Neuroscience Explanations. <i>Journal of Cognitive Neuroscience</i>, 20, 470–477.</p>

**Grade Scale**

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0