

## Course Outline

### PSYD15H3S L01

Current Topics in Social Psychology – Current Debates

Winter 2020

Course Meets: Thursdays from 3–5pm in IC326

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Instructor: Dr. Shona Tritt  
E-Mail: shona.tritt@utoronto.ca  
Webpage: <http://portal.utoronto.ca>  
Office Hours: Office hours will be held in-person on Wednesdays from 11:30am-1pm in room 123 of PO103 and also via telephone or videoconferencing on Sundays from 1:30-2pm. Please read the “office hours” section below for details about my protocol for office hours.

### Course Scope and Mission

This course will provide you with an overview of some of the most hotly disputed current issues in the field of Social Psychology. It is designed to provide you with an understanding of the timely debates in our field. The course is structured as an undergraduate seminar, intended to foster your abilities for critical thinking, engagement in academic debate, public speaking, formulating and expressing informed opinions, and academic writing.

**In each class, we will survey and debate one topic that is a current controversy in the field of social psychology. The debate topics are as follows:**

- Does neuroscience add anything useful to social psychology?
- Does a lack of viewpoint diversity impede scientific process?
- Does emotion get in the way of rationality?
- Is our society on its way to achieving gender equality?
- Are humans inherently pro-social?
- Does money make people happy?
- In light of recent alleged replication failures, is social psychology in crisis?
- Do basic emotions exist?
- Is the implicit association test a valid measure of unconscious bias?

### Required & Suggested Readings

The required and suggested readings for this class come from primary journal or chapter sources. The readings for each class are provided at the end of the syllabus for each week. For your convenience, I have provided links to quickly access each reading at the end of the syllabus for each week. However, you also have online access to these articles through the University of Toronto library and Scholar.google.com.

You are expected to read the **required** readings before coming to class each week so as to be prepared to debate the issues at hand. Although you will be provided with a brief summary of the readings at the beginning of each class, you will find it much easier to participate in the class debates if you have had some time to formulate your opinions about the subject matter before class.

### Course Webpage/ Quercus

I will use Quercus to communicate with you and to post course materials such as the course syllabus, lecture slides, and etc. Quercus is also the place you go to log-on to submit your opinion papers. I recommend getting acquainted with Quercus and checking it on a regular basis throughout the semester for announcements and messages. You do not need to apply for Quercus access. If you are registered, you will automatically see this class when you log-on.

### Email Policy

If you have questions or concerns, always check the course syllabus. If you don't find your answer there, please feel free to contact me at [shona.tritt@mail.utoronto.ca](mailto:shona.tritt@mail.utoronto.ca). My policy is to respond to emails within 2 working days of receipt. I am also available to my students and encourage you to visit me during office hours for help with the material, or for a casual chat about psychology.

### Office hours

I enthusiastically welcome you to visit me during office hours (either in-person on Wednesdays 11:30am – 1pm or online/telephone on Sundays 1:30-2pm). I am happy to use this time to address any of your questions or concerns, to offer feedback on your performance in the course, to discuss strategies for improvement, or to have a casual chat about psychology or about career prospects. However, I ask that you **please send me an email in advance of dropping by to let me know what time you will be stopping by, and give me a heads up about the issue(s) that you would like to address**. This will allow me to prepare for our appointment, when necessary, and it will also serve to prevent line-ups from forming during office hours. If you would like to attend virtual office hours on Sundays, please send me an email additionally indicating whether you would prefer to speak via telephone or teleconferencing. If you'd like to speak over the phone, please let me know a number that I can reach you at; If you'd like to speak over videochat, please let me know whether you'd prefer to speak via skype, zoom, or facetime (and how I can contact you on that platform).

### Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

	Marks	Due Dates
Participation	20%	Every class that a debate is hosted
Opinion papers	30%	Due before every class that a debate is hosted
Hosting a debate	20%	TBA
Final paper	30%	3pm on April 2 <sup>nd</sup>

## COURSE FORMAT AND EXPECTATIONS

### Participation (20%)

As a special topics seminar, this class is structured primarily around class discussion. Thus, it is imperative that students actively participate. This will make learning more interactive and longer lasting. It will also allow you to enhance your communication and public speaking skills.

I expect you to participate in class debates – making at least one comment per class. Your grade will be based on how well you appear to grasp the course material, think critically about the material, and express your thoughts and opinions on a topic. It is therefore very important that you come to class prepared to debate and to articulate your thoughts. The best way to prepare is to read the required readings, formulating your opinions about the articles and about the debate in general, before coming to class. I suggest that you read about the debate of the week at the end of the course syllabus before reading the articles. This will help you to focus on what's

important for our purposes while reading. Writing an opinion piece will also help you to formulate your opinions on the debate topic, fostering high-level participation in class.

With this course, I hope to inspire greater cognitive flexibility and openness to new ideas. In service of this goal, you will **not** be permitted to choose the side of the debate that you will be arguing in support of. The “for” and “against” positions will be determined at random during class immediately before the debate. This means that you will sometimes have to argue for a position that you do not personally endorse.

I recognize that many of you may struggle with shyness and social anxiety at the prospect of speaking in class. I encourage you to use this class as an opportunity to push yourselves to speak up. According to the principles of habituation, you should get used to speaking in class with practice and your anxiety should diminish over time. Please feel free to speak with me, and with accessibility services, if you are struggling with serious anxiety about class participation. On a related note, I urge you to please make it easier for your classmates to speak up by being respectful of their opinions and by being supportive of each other.

I will keep a record of participation for each class in which a debate takes place. Your grade will be based upon the following criteria: Arriving on time (10%); speaking at least once per class (20%); demonstrating good understanding of the material (40%); displaying critical thinking and/or original insight (30%).

Please note that I assume that many of you will have to miss a class from time to time, I will therefore not penalize you for missing one class or for being late once. If this happens once, I will omit the lateness or not include the one missed class towards your participation grade. However, if you have already missed one class and do not show up (and you have not submitted appropriate documentation as specified in the “Missed Term Work due to Medical Illness or Emergency” section below), then you will be given a participation mark of 0% for that class.

**Please Note:** It would help me to learn your name if you would email me a photograph that clearly displays your face. This is not a requirement – just a request. Thank you for your consideration.

### **Opinion papers (30%)**

In order to facilitate participation and high-level discussion, I ask that you prepare a summary of your opinions about the debate topic as they relate to the required readings each week. This assignment is intended to get you thinking about the material, so that you will have something to contribute during class discussions. I suggest that you summarize the main points in the required readings, indicate how they relate to the debate topic of the week, and formulate your opinion about the debate topic.

Your responses will be graded. Your mark will be based upon your ability to: 1) show that you understand the required readings and their relation to the debate topic (40% of your mark), 2) write a clear, well-written, and well-structured response (35% of your mark), and 3) demonstrate critical thinking (25% of your mark).

- Papers should be turned in on Quercus (click on the “assignments” tab) before 3pm on the day of class (*they will not be accepted late*).
- If there is any uncertainty as to whether your paper has been properly uploaded, please also email it to me before the deadline at [shona.tritt@mail.utoronto.ca](mailto:shona.tritt@mail.utoronto.ca)
- Papers should be a maximum of 500 words. I will deduct marks if your paper is over the word limit. *I will deduct 1% per extra word.*

The final grade that you receive on your opinion papers will be composed of the average of the 6 most highly graded opinion papers that you submit. This means that you are only required to submit 6 opinion papers but if you submit more, I will only include your 6 best papers when calculating your final mark.

\*You should not submit an opinion paper the week that you are hosting a debate.

\*\*Opinion papers should be submitted on Quercus before class begins on the day that they are due. They will not be accepted late.

### **Hosting a debate (20%)**

Every student will be asked to host a debate in teams of 2-3 people. In the first class, I will provide you with a brief overview of all of the topics of debate and will then administer a questionnaire in which I will ask you to indicate your preferred topics. I will do my best to match as many people as possible with their preferred topic. Unfortunately, I cannot guarantee that everyone will get their first choice, but I'll do my best. Your team will be determined by me as I try to match as many people as possible with their preferred topic.

I would like you to host the debate in the following format:

- I would like you to start off with a presentation that introduces the debate, setting us up so that everyone understands the issues at hand.
  - o I would like you to present the historical and/or practical importance of the debate topic, as well as to summarize, briefly, the major themes or findings from the required and the suggested readings.
  - o You should not present detailed arguments in favor of one position or another because that's what your classmates are getting participation marks for, and you'll want to leave them time to debate.
  - o This presentation should take approximately 20-minutes.
  - o You may choose to use visual aids such as a powerpoint presentation, video demonstration, or handouts, for example.
- This presentation will be followed by hosting a class debate in which you will ask questions to the class related to their opinions on the issues at hand, and moderate the discussion.
  - o For this portion of the debate, half of the class will be randomly assigned to argue in favor of the position and the other half will be randomly assigned to argue against it.
  - o Students will raise their hands when they have something to say. The hosts will call on students to speak – try to call on those who haven't yet had a chance to speak to ensure that everyone gets a turn.
  - o You should actively moderate the class discussion by summarizing students arguments and turning our attention to relevant, unconsidered issues by asking follow-up questions.
  - o If students have nothing more to say and I feel that an important point hasn't been raised, I may jump into the discussion.
- Once there are no further arguments to be made or questions to be asked, I would like the hosts to check-in with the class to inquire about their personal opinions about the debate topic. The hosts will then see if we can come to some kind of consensus or resolution about the debate.

- At the end, I will pose some additional discussion points to encourage you to think about how the debate topic relates to current issues, and to our understanding of Social Psychology and/or to the world.

Your mark for hosting a debate will be based on the following criteria: Demonstrating an in-depth understanding of the topic of debate (40%); putting together a coherent presentation that clearly outlines the issues at hand for the other students (40%); respectfully and effectively hosting the class discussion in a way that promotes critical thought (20%).

You may or may not get the same mark as your teammates in hosting the debate. If it seems as though one person is better prepared than another, the better-prepared individual will obtain a higher mark. I urge you to try to split the work – and presentation time -- into approximately equal proportions among team-members.

Please note that tardiness to your own presentation is unacceptable as it will have a negative impact on the whole class. Starting your presentation late will therefore have a powerfully negative impact on your ability to do well, and this will be reflected in your mark.

If one individual must miss class on the day of their presentation, I will post an announcement to see if another team is willing/able to switch presentation dates. If this happens last-minute and no other team is willing/able to present on that day, then the other team-members will present without the missing student. If the missing student shows appropriate documentation (see “Missed Term Work due to Medical Illness or Emergency” section below), their grade will be re-weighted such that their participation will be worth 23% of their final grade, their opinion papers will be worth 33%, and their final paper will be worth 44% of their final grade.

*A note about social loafing on group work:*

This course assumes that you will have the maturity and the good faith to engage group work with a positive attitude, a respect for your colleagues, and a willingness to pull your weight. A failure to adopt one or more of those features can result in a compromised group situation, which may have deleterious effects on all group members. Consider some of the tips below to reduce the likelihood of social loafing.

1. Don't wait until the last minute to prepare. Quality, well-coordinated presentations take time and given that everyone has different demands on their time, you need to plan ahead and plan accordingly.
2. Everyone needs to have a say. When group members feel unheard or disrespected, they disengage and produce less than their potential. Ensure that everyone's voice is heard and is part of the process. This doesn't mean everyone gets their way, but rather that the process is fair and inclusive.
3. Discuss each other's interests and work to reasonably accommodate those interests (wherever possible). People tend to work harder and perform better when they are motivated to take something on, something incredibly useful and important to harness when relying on others for produce an elevated product.

However, despite very good intentions, there are cases where people refuse to reasonably pull their weight. In the event that this is happening and you have already made clear and reasonable efforts to address it, you should contact Dr. Tritt. Be prepared to produce documentation showing your group's attempts to coordinate and work with the individual (i.e., multiple meetings scheduled but not attended, failure to produce promised work on a fair timeline). Such cases will be dealt with on a one-by-one basis and various outcomes are possible, including meeting with Dr. Tritt, a mediation by Dr. Tritt with the entire group, a complete reassessment of group work to more accurately reflect the effort given, a mark penalty commensurate to the infraction, and/or expulsion from the group and the assignment of a comparable assignment to make up that part of the grade.

*What happens if we have to miss a class?* It's possible that we might have to miss a class (e.g., due to a snow day or some other unforeseen circumstance). If a class must be missed then the group that was scheduled to present at that class will be asked to film themselves giving the presentation (either all together or separately – whatever they would prefer) and I will then upload this presentation to Quercus. This will allow the group to host the debate virtually, posting and responding to discussion questions in an online discussion forum on Quercus. The class will have 1-week to participate in this discussion once the presentation has been posted. Grades will be allotted for participation and hosting the debate as usual. There will be no extensions for opinion papers.

### **Final paper (30%)**

You will be asked to write a paper (6-7 pages, double-spaced). In this paper, I would like you to summarize one debate that was discussed in class and to propose a novel study that would help to resolve some aspect of the debate. The study that you propose does not have to be easy to run – i.e., feel free to imagine that you have millions of dollars in resources, several decades to work on it, and no need to consider ethical ramifications. Please make sure to state your expected findings and to explain precisely what each of the possible findings in the proposed study would mean in terms of resolving the aspect of the debate at hand. Though not required, you will likely want to do some additional research on your topic and on Social Psychology methods, beyond what was presented in class.

You will be expected to use APA style formatting. Additionally, I ask that you strive for coherent, logical, and carefully edited academic writing. Your paper should include the following sub-sections: introduction, overview of proposed study, study methods, possible results, and conclusion.

Your mark on the paper will be based upon your ability to 1) propose a novel study that could meaningfully inform a current debate in the field of social psychology (40% of mark), 2) write a clear, well-written, and well-structured paper, using APA style (40%), and 3) originality and level of critical thinking (20%).

Late Assignments: The final paper is due at the start of the final class (3pm). Late assignments will be accepted with a penalty of 10% for every day (after class begins counts as a day) that the assignment is late.

You should submit your paper on Quercus before 3pm on the day of our last class. Please upload it as a word document.

### **Learning Outcomes**

By the end of this course, students should be able to do the following:

1. Understand the major debates in the field of social psychology.
2. Understand the most important methods that are used in the scientific study of social psychology.
3. Express one's thoughts on the major debates in social psychology in writing.
4. Respectfully and clearly communicate one's thoughts on the major debates in social psychology to others.
5. Write a study proposal.

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

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work 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 an **original** copy of the official 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 (OR CLASS ATTENDANCE)** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments (or class attendance) in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or 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:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/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.**

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

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Please review your syllabus to ensure there are no contradictions between your existing policies and the new centralized procedure (for example, some instructors have required students to bring medical notes with them to makeup exams – the new policy should replace this requirement).

### **References from Academic Handbook:**

Section V.1,

“Students who miss a term test for an acceptable reason should be offered a make - up test. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, however, for A-level courses at UTSC, it is not permissible to transfer the value of a missed midterm to the final exam. Additionally, the practice of transferring the value of a missed midterm to the final exam in upper-level courses is discouraged.”

Section III.2,

“Student performance in an undergraduate course must be assessed over more than one assignment, and no single pieces of work (essay, test, examination, etc.) should have a value of more than 80% of the grade. Undergraduate field courses, independent study courses and project courses may be exempt from this requirement - in such courses, more than 80% of the final mark may be based on a thesis, a research essay or project, or an examination.”

“In any case in which the marking structure for a course is altered on an individual basis, the student in question must be given a written statement, signed by both student and instructor, which indicates the specific nature of the alteration or allocation in his case.”

Section III.3,

“You are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. If you intend to accept and apply penalties for late submissions, you must state this clearly in your syllabus or course outline.”

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

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### **Accessibility:**

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 Accessibility Services Office as soon as possible. I will work with you and Accessibility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC Accessibility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@uts.utoronto.ca](mailto:ability@uts.utoronto.ca).

### **Academic Integrity:**



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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include, but are not limited to:

- 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.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

**Note:**

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.

## Weekly Schedule

Session/ Date	Topic	Readings
Session # 1: Jan. 9	<b>Overview of the course</b>	<p>In this class, I will provide an overview of the course.</p> <p>I will also briefly outline the debates that will be covered throughout the course.</p> <p>Finally, I will administer a questionnaire, asking you to indicate your preferences for hosting a topic of debate. I will then do my best to match people with topics that interest them.</p> <p><b>No required readings for this week.</b></p>
Session # 2: Jan. 16	<b>Intro to scholarly discourse. Question and answer period about the upcoming debates and paper.</b>	<p>In this class, I will provide guidelines for how to read scholarly articles in an effective way, how to write an academic paper, and how to engage in the debates that will be hosted.</p> <p><b>Please prepare any questions that you might have about how to successfully host a debate, how to participate effectively, and how to go about writing the final paper.</b></p> <p><b>No required readings for this week.</b></p>
Session # 3: Jan. 23	<p><b>Debate topic: Does neuroscience add anything useful to social psychology?</b></p> <p>For about the last 15-years, social psychologists have been using the methods of neuroscience. Has anything useful come of this very expensive and technologically advanced research? Some would argue yes. In particular, that neuroscience has revealed some of the biological underpinnings of social behavior, buffering our previously exclusively psychological understanding of social behavior, offering a new way of unifying knowledge across multiple levels of analysis. Moreover, proponents of social neuroscience have argued that neuroscience techniques allow us a new way of measuring implicit processes that are impossible to assess with self-report, which is useful as many cognitive operations occur automatically, outside of awareness. Most social psychologists accordingly believe that the integration of neuroscience and social psychology holds unique promise and has been relatively successful. However, the progress that has been made integrating neuroscience with mainstream social psychology has been conspicuously slow. Some have consequently argued that neuroscience findings in social psychology have</p>	<p><b>Required reading:</b></p> <p>1) 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><a href="http://www.ssoar.info/ssoar/bitstream/handle/document/22860/ssoar-gpir-2008-2-dovidio_et_al-social_psychology_and_neuroscience_strange.pdf?sequence=1">http://www.ssoar.info/ssoar/bitstream/handle/document/22860/ssoar-gpir-2008-2-dovidio_et_al-social_psychology_and_neuroscience_strange.pdf?sequence=1</a></p> <p>2) Kang, S. K., Inzlicht, M., &amp; Dirks, B. (2010). Social Neuroscience and Public Policy on Intergroup Relations: A Hegelian Analysis. <i>Journal of Social Issues</i>, 66, 585—601.</p> <p><a href="https://www.researchgate.net/profile/Michael_Inzlicht/publication/227517130_Social_Neuroscience_and_Public_Policy_on_Intergroup_Relations_A_Hegelian_Analysis/links/0912f506c683da4e7d000000.pdf">https://www.researchgate.net/profile/Michael_Inzlicht/publication/227517130_Social_Neuroscience_and_Public_Policy_on_Intergroup_Relations_A_Hegelian_Analysis/links/0912f506c683da4e7d000000.pdf</a></p> <p><b>Suggested reading:</b></p> <p>1) Cacioppo, J. T., Berntson, G. G., &amp; Decety, J. (2010). Social Neuroscience and its relationship to social psychology. <i>Social Cognition</i>, 28, 675–685.</p>

	<p>actually taught us very little that we did not already know, are reductionist, and have sometimes even led to misguided conclusions. Please read the required (and suggested) readings to prepare to debate the utility of using neuroscience methods to better understand social psychological topics.</p>	<p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3883133/pdf/nihms-538930.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3883133/pdf/nihms-538930.pdf</a></p> <p>2) Weisberg, D. S. et al. (2008). The Seductive Allure of Neuroscience Explanations. <i>Journal of Cognitive Neuroscience</i>, 20, 470–477.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2778755/pdf/nihms91893.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2778755/pdf/nihms91893.pdf</a></p>
<p>Session # 4: Jan. 30</p>	<p><b>Debate topic: Does a lack of viewpoint diversity impede scientific process?</b></p> <p>Social psychology lacks political diversity. In particular, a recent survey found that there are only 8 politically conservative professors currently working in the field. Some argue that this lack of viewpoint diversity undermines the validity of social psychological science. For example, liberal values may be embedded into research questions and methods. Political psychology findings about conservatives may be particularly skewed by the liberal bias of those doing the research, creating an unflattering picture of conservatives that is supposedly backed-up by science. In this context, Jonathan Haidt and his colleagues have recently suggested that affirmative action programs that provide spots in Social Psychology graduate programs for political conservatives might be warranted as a means of increasing the political diversity of the field. Others have argued that the homogeneity of the political attitudes of social psychologists is not necessarily problematic. They argue that liberal scientists are capable of overcoming their biases by making a concerted effort to think from others points of views, for instance. Some have additionally pointed out that there's no good evidence to suggest that social science fields with more politically diverse workforces have higher evidentiary standards, or generally produce better research. Some have gone as far as to say that reasonable conservatives are in short supply and therefore would not benefit social psychology in any way. Please read the required (and suggested) readings to prepare to debate about the whether the lack of viewpoint diversity among social psychologists hinders social psychological understanding.</p>	<p><b>Required reading:</b></p> <p>1) Duarte et al. (2015). Political diversity will improve social psychological science. <i>Behavioural &amp; Brain Sciences</i>, 1-58. (required reading stops at page 13 – commentaries follow, which you can read if interested).</p> <p><a href="http://www.rci.rutgers.edu/~jussim/Duarte%20et%20al,%202015,%20BBS,%20target,%20commentaries,%20reply.pdf">http://www.rci.rutgers.edu/~jussim/Duarte%20et%20al,%202015,%20BBS,%20target,%20commentaries,%20reply.pdf</a></p> <p><b>Suggested reading:</b></p> <p>1) Brandt, M.J., et al. (2014). The Ideological-Conflict Hypothesis: Intolerance Among Both Liberals and Conservatives Are most published social psychological findings false?. <i>Current Directions in Psychological Science</i>, 23, 27–34.</p> <p><a href="https://www.researchgate.net/profile/Jarret_Crawford/publication/256050159_The_Ideological-Conflict_Hypothesis/links/0a85e52f111edd4dca000000.pdf">https://www.researchgate.net/profile/Jarret_Crawford/publication/256050159_The_Ideological-Conflict_Hypothesis/links/0a85e52f111edd4dca000000.pdf</a></p> <p>2) Graham, J., Haidt, J., &amp; Nosek, B. A. (2009). Liberals and Conservatives Rely on Different Sets of Moral Foundations. <i>Journal of Personality and Social Psychology</i>, 96, 1029–1046.</p> <p><a href="http://projectimplicit.net/nosek/papers/GHN2009.pdf">http://projectimplicit.net/nosek/papers/GHN2009.pdf</a></p> <p>3) Haidt, J., Rosenberg, E., &amp; Hom, H. (2003). Differentiating Diversities: Moral Diversity Is Not Like Other Kinds. <i>Journal of Applied Social Psychology</i>, 33, 1-36.</p> <p><a href="http://s3.amazonaws.com/academia.edu.documents/39058858/Differentiating_Diversities_Moral_Diversity_Is_Not_Like_Other_Kinds.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490204741&amp;Signature=kt3ymKAgKo6%2F3kQAXkEEcuaF%2Fac%3D&amp;response-content-">http://s3.amazonaws.com/academia.edu.documents/39058858/Differentiating_Diversities_Moral_Diversity_Is_Not_Like_Other_Kinds.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490204741&amp;Signature=kt3ymKAgKo6%2F3kQAXkEEcuaF%2Fac%3D&amp;response-content-</a></p>

		<a href="#">disposition=inline%3B%20filename%3DDifferentiating_Diversities_Moral_Divers.pdf</a>  4) Inbar, Y., & Lammers, J. (2012). Political Diversity in Social and Personality Psychology. <i>Perspectives on Psychological Science</i> , 7, 496-503.  <a href="http://yoelinbar.net/papers/political_diversity.pdf">http://yoelinbar.net/papers/political_diversity.pdf</a>  5) Jost, J. T., Glaser, J., Kruglanski, A. W., & Sulloway, F. J. (2003). Political conservatism as motivated social cognition. <i>Psychological Bulletin</i> , 129, 339–375.  <a href="http://s3.amazonaws.com/academia.edu.documents/s34149497/Jost_et_al_2003_Political_conservatism_as_motivated_social_cognition.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490204827&amp;Signature=GNTzunJDCUKtUSgSJlQSAkN4W0%3D&amp;response-content-disposition=inline%3B%20filename%3DPolitical_Conservatism_as_Motivated_Soci.pdf">http://s3.amazonaws.com/academia.edu.documents/s34149497/Jost_et_al_2003_Political_conservatism_as_motivated_social_cognition.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490204827&amp;Signature=GNTzunJDCUKtUSgSJlQSAkN4W0%3D&amp;response-content-disposition=inline%3B%20filename%3DPolitical_Conservatism_as_Motivated_Soci.pdf</a>
Session # 5: Feb. 6	<b>Debate topic: Does emotion get in the way of rationality?</b>  For thousands of years, scholars have been debating the relationship between rationality and emotion. The ancient Stoics believed that our emotions represent our base animalistic drives, which lead us astray from our rational thoughts, which were believed to have been bestowed upon us from the Gods. From this perspective, reasoning is conceived as a “cold”, dispassionate, calculating process, whereas emotion represents a “hot”, passionate, automatic process. The notion that emotions such as anger, fear, pride, excitement, etc., are seen as antithetical to rationality continues to prevail in Western thought (e.g., the head versus the heart metaphors), and has been a popular way of conceiving of the mind according to psychologists. In support of this position, much research has shown that human reasoning processes are often undermined by emotional factors. For example, Nobel prize winning economist, Daniel Kahneman, discovered evidence that people have a propensity for loss aversion, which leads them to make more conservative or risky choices depending on whether bets are framed as losses or gains, even when they are statistically exactly the same. This finding suggests that people’s decision-making processes are biased by their emotional aversion to losses because if people were acting rationally,	<b>Required readings:</b>  1) Clore, G.L. (2011). Psychology and the Rationality of Emotion. <i>Modern Theology</i> , 27, 325–338.  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4128497/pdf/nihms597965.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4128497/pdf/nihms597965.pdf</a>  2) Slovic, P. et al. (2002). Rational actors or rational fools: implications of the affect heuristic for behavioral economics. <i>Journal of Socio-Economics</i> , 31, 329–342.  <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.709.2770&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.709.2770&amp;rep=rep1&amp;type=pdf</a>  <b>Suggested readings:</b>  1) Hanoch, Y. (2002). “Neither an angel nor an ant”: Emotion as an aid to bounded rationality. <i>Journal of Economic Psychology</i> , 23, 1–25.  <a href="http://www.econ.tuwien.ac.at/lotto/papers/Emotions.pdf">http://www.econ.tuwien.ac.at/lotto/papers/Emotions.pdf</a>  2) Lambie, J. A. (2007). On the irrationality of emotion and the rationality of awareness. <i>Consciousness and Cognition</i> , 17, 946–971.  <a href="https://www.researchgate.net/profile/John_Lambie2">https://www.researchgate.net/profile/John_Lambie2</a>

	<p>dollar amounts would lead to the same calculated conclusions no matter how a bet were framed. Other research has shown that emotions get in the way of people's ability to update their beliefs in light of new information. On the other hand, some psychologists have argued that emotions do not, on average, get in the way of rationality – rather, more often than not, they allow people to make quick decisions that generally serve them well. In support of this notion, Darwin proposed that emotions are the result of evolutionary processes that have helped our ancestors to survive and reproduce. In this vein, neurological studies (including the famous case study of Phineas Gage) have found that people with orbitofrontal cortical lesions appear to lose their ability to experience normal negative emotions such as anxiety, which ultimately impairs their ability to make effective decisions. This provides evidence that emotions may – at least usually -- help rather than hinder rational decision-making. Please read the required (and suggested) readings to prepare to debate about whether emotions facilitate – or impede -- rationality.</p>	<p><a href="/publication/6376954_On_the_irrationality_of_emotion_and_the_rationality_of_awareness/links/5450acd70cf24e8f7374dd8e.pdf">/publication/6376954_On_the_irrationality_of_emotion_and_the_rationality_of_awareness/links/5450acd70cf24e8f7374dd8e.pdf</a></p> <p>3) Slovic, P. et al. (2004). Risk as Analysis and Risk as Feelings: Some Thoughts about Affect, Reason, Risk, and Rationality. <i>Risk Analysis</i>, 24, 311-322.</p> <p><a href="http://www.paul-hadrien.info/backup/LSE/IS%20490/risk%20as%20analysis%20and%20as%20feelings-slovic.pdf">http://www.paul-hadrien.info/backup/LSE/IS%20490/risk%20as%20analysis%20and%20as%20feelings-slovic.pdf</a></p> <p>4) Scherer, K. R. (2011). On the rationality of emotions: or, When are emotions rational?. <i>Social Science Information</i>, 50, 330–350.</p> <p><a href="https://www.cs.helsinki.fi/u/ahyvarin/teaching/nisemi-nar5/Scherer_rat.pdf">https://www.cs.helsinki.fi/u/ahyvarin/teaching/nisemi-nar5/Scherer_rat.pdf</a></p> <p>5) Thagard, P., &amp; Findlay, S. (2010). Changing minds about climate change: Belief revision, coherence, and emotion. In E. Olsson (Ed.), <i>Science in flux: Belief revision in the context of scientific inquiry</i>. Berlin: Springer.</p> <p><a href="http://s3.amazonaws.com/academia.edu.documents/30747224/thagard.climate.2011.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490730423&amp;Signature=M95LnpO3p%2BauLDFJzHzBNvj1e30%3D&amp;response-content-disposition=inline%3B%20filename%3DChanging_minds_about_climate_change_Beli.pdf">http://s3.amazonaws.com/academia.edu.documents/30747224/thagard.climate.2011.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490730423&amp;Signature=M95LnpO3p%2BauLDFJzHzBNvj1e30%3D&amp;response-content-disposition=inline%3B%20filename%3DChanging_minds_about_climate_change_Beli.pdf</a></p>
<p>Session # 6: Feb. 13</p>	<p><b>Debate topic: Is our society on its way to achieving gender equality?</b></p> <p>Since the Civil Rights Act of 1964 was instated, prohibiting discrimination against women, overt forms of sexism have declined dramatically in North America. As overt sexism has diminished, gender roles have become more equal. For example, more women work and the number of women in managerial positions have been steadily increasing. Some estimates suggest that women now hold 51% of managerial and professional specialty positions in America (Welle, 2004). In this context, some have argued that we are progressing towards a more egalitarian, non-sexist, society. Others, however, have argued that while overt, hostile sexism (i.e., beliefs that men are more competent and deserving of higher status and power than women) is on the decline, benevolent sexism (an affectionate, chivalrous style of sexism) is still rampant. Benevolent</p>	<p><b>Required reading:</b></p> <p>1) Duehr, E.E. &amp; Bono, J. E. (2006). Men, Women, and Managers: Are stereotypes finally changing?. <i>Personnel Psychology</i>, 59, 815–846.</p> <p><a href="http://library.pcw.gov.ph/sites/default/files/men,%20women%20and%20managers.pdf">http://library.pcw.gov.ph/sites/default/files/men,%20women%20and%20managers.pdf</a></p> <p>2) Jones, K., et al. (2014). Negative consequence of benevolent sexism on efficacy and performance. <i>Gender in Management: An International Journal</i>, 29, 171-189.</p> <p><a href="https://www.researchgate.net/profile/Kristen_Jones/publication/263339913_Negative_consequence_of_benevolent_sexism_on_efficacy_and_performance/links/56d5e23208a6be4638ac689f.pdf">https://www.researchgate.net/profile/Kristen_Jones/publication/263339913_Negative_consequence_of_benevolent_sexism_on_efficacy_and_performance/links/56d5e23208a6be4638ac689f.pdf</a></p> <p><b>Suggested reading:</b></p> <p>1) Barreto, M., &amp; Ellemers, N. (2005). The burden</p>



	<p>sexism is exemplified by beliefs such as that women should be protected by men and that women are the “better” sex and with superior moral sensibilities. While these representations of women appear subjectively positive, they may perpetuate women’s disadvantaged status in society. Positive stereotypes – though often treated as harmless, flattering and innocuous – may perpetuate inequalities in the perception of men and women. Moreover, several studies have suggested that benevolent sexism negatively impacts females’ performance and sense of self-efficacy. Because benevolent sexism is perceived as flattering, it is less likely to be noticed as prejudice, and it has been found to undermine social change. For these reasons, although sexism appears to be on the decline, some have argued that benevolent sexist beliefs, which often go un-noticed in society, may ultimately undermine the achievement of gender equality. Please read the required (and suggested) readings to prepare to debate about whether our society is on-course to achieving gender equality, or, whether subtle forms of benevolent sexism will ultimately prevent us from ever achieving an egalitarian future.</p>	<p>of benevolent sexism: How it contributes to the maintenance of gender inequalities. <i>European Journal of Social Psychology</i>, 35, 633–642.</p> <p><a href="http://s3.amazonaws.com/academia.edu.documents/s/40203431/Barreto_Ellemers_2005_EJSP.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490557018&amp;Signature=DSJ0yBBDu40B4f23mq%2F7BtDJS6k%3D&amp;response-content-disposition=inline%3B%20filename%3DThe_burden_of_benevolent_sexism_How_it_c.pdf">http://s3.amazonaws.com/academia.edu.documents/s/40203431/Barreto_Ellemers_2005_EJSP.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1490557018&amp;Signature=DSJ0yBBDu40B4f23mq%2F7BtDJS6k%3D&amp;response-content-disposition=inline%3B%20filename%3DThe_burden_of_benevolent_sexism_How_it_c.pdf</a></p> <p>2) Becker, J.C., &amp; Wright, S.C. (2011). Yet Another Dark Side of Chivalry: Benevolent Sexism Undermines and Hostile Sexism Motivates Collective Action for Social Change. <i>Journal of Personality and Social Psychology</i>, 101, 62–77.</p> <p><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.949.8358&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.949.8358&amp;rep=rep1&amp;type=pdf</a></p> <p>3) Dumont, M., Sarlet, M., &amp; Dardenne, B. (2010). Be Too Kind to a Woman, She’ll Feel Incompetent: Benevolent Sexism Shifts Self-construal and Autobiographical Memories Toward Incompetence. <i>Sex Roles</i>, 62, 545–553.</p> <p><a href="http://orbi.ulg.ac.be/bitstream/2268/6934/1/dumont%20et%20al_sr_10.pdf">http://orbi.ulg.ac.be/bitstream/2268/6934/1/dumont%20et%20al_sr_10.pdf</a></p> <p>4) Kay, A.C., et al., (2013). The insidious (and ironic) effects of positive stereotypes. <i>Journal of Experimental Social Psychology</i>, 49, 287–291.</p> <p><a href="https://pdfs.semanticscholar.org/b0ba/73b15b23129facef65eb58a757afc1023bb6.pdf">https://pdfs.semanticscholar.org/b0ba/73b15b23129facef65eb58a757afc1023bb6.pdf</a></p>
Feb. 20	No class – spring break!	
Session # 7: Feb. 27	No class today due to conference – Please use this time to get started on your final paper	I will be away a conference and class is therefore cancelled today. Please use this time to get started on your final paper and please feel free to shoot me an email or come visit during office hours next week with your basic outline/ideas for feedback.
Session # 8: March 5	<p><b>Debate topic: Are humans inherently pro-social?</b></p> <p>For the last several decades, most psychologists and evolutionary theorists have assumed that humans are instinctively selfish, but that they often override their basic instinctive selfishness because (unlike other animals) humans have unique</p>	<p><b>Required readings:</b></p> <p>1) Heylighen F. (1992). Evolution, Selfishness and Cooperation. <i>Journal of Ideas</i>, 2, 70-76.</p> <p><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.136.7015&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.136.7015&amp;rep=rep1&amp;type=pdf</a></p>

	<p>capabilities for perspective-taking and reflection, and therefore, higher-order moral values. Recently, however, social psychologists (most notably David Rand and his colleagues) have argued that the converse may be true -- that humans are inherently pro-social, and that with reflection, they may override their basic, instinctual responses in order to act selfishly. This argument is largely based upon the well-established finding that pro-social decisions are typically made faster than anti-social decisions. Theoretically, intuitive decisions should happen quickly, whereas higher-order reflective decisions should take more time. Recent data, then, are generally in line with the notion that pro-social acts may be automatic/intuitive whereas selfish acts may require a reflective overriding of basic intuition. An alternative theory that has more recently been put forward suggests a more complex picture, however. According to the social heuristics hypothesis, intuitive responses are shaped by past experience: behavior that is typically advantageous in daily-life (i.e., that maximizes payoffs in the long run) is automatized as a social heuristic. Deliberation, on the other hand, allows us to adjust to the specific social situation we are facing at any given time, overriding the intuitive response if that response does not maximize payoffs in the current setting. Rather than predicting a universal relationship, this hypothesis suggests that either pro-social or anti-social acts may be most intuitive for individuals, depending on their current and past contexts. Please read the required (and suggested) readings to prepare to debate whether humans are inherently pro-social or whether they are in inherently selfish.</p>	<p>2) Rand, D. G., (2016). Cooperation, Fast and Slow: Meta-Analytic Evidence for a Theory of Social Heuristics and Self-Interested Deliberation. Psychological Science, 1–15.</p> <p><a href="https://static1.squarespace.com/static/51ed234ae4b0867e2385d879/t/578be70fd2b85738b5d6a923/1468786460895/cooperation-fast-and-slow.pdf">https://static1.squarespace.com/static/51ed234ae4b0867e2385d879/t/578be70fd2b85738b5d6a923/1468786460895/cooperation-fast-and-slow.pdf</a></p> <p><b>Suggested reading:</b></p> <p>1) Bear, A. &amp; Rand, D. G. (2016). Intuition, deliberation, and the evolution of cooperation. PNAS, 113, 936–941.</p> <p><a href="http://www.pnas.org/content/113/4/936.full.pdf">http://www.pnas.org/content/113/4/936.full.pdf</a></p> <p>2) Eckel, C. C., &amp; Grossman, P. J. (1996). Altruism in Anonymous Dictator Games. Games and Economic Behaviour, 16, 181–191.</p> <p><a href="http://www.altruists.org/static/files/Altruism%20in%20Anonymous%20Dictator%20Games%20(Eckel%20%26%20Grossman,%201995).pdf">http://www.altruists.org/static/files/Altruism%20in%20Anonymous%20Dictator%20Games%20(Eckel%20%26%20Grossman,%201995).pdf</a></p> <p>3) Fehr E., &amp; Fischbacher, U. (2003). The nature of human altruism. Nature, 425, 785-791.</p> <p><a href="http://simplelink.library.utoronto.ca/url.cfm/531232">http://simplelink.library.utoronto.ca/url.cfm/531232</a></p> <p>4) Rand, D.G., Kraft-Todd, G., &amp; Gruber, J. (2015). The Collective Benefits of Feeling Good and Letting Go: Positive Emotion and (dis) Inhibition Interact to Predict Cooperative Behavior. PLOS ONE.</p> <p><a href="http://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0117426&amp;type=printable">http://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0117426&amp;type=printable</a></p> <p>5) Zaki, J., &amp; Mitchell, J. P. (2013). Intuitive Prosociality. Current Directions in Psychological Science, 22, 466 –470.</p> <p><a href="http://jasonmitchell.fas.harvard.edu/Papers/ZakiMitchell(2013).pdf">http://jasonmitchell.fas.harvard.edu/Papers/ZakiMitchell(2013).pdf</a></p>
<p>Session # 9: March 12</p>	<p><b>Debate topic: Does money make people happy?</b></p> <p>Most people maintain the belief that more money would lead them to experience more happiness. However, for the last several decades, economists and psychologists alike have noted that there are limits to the amount of happiness that money can buy. Although those with above-average income</p>	<p><b>Required readings:</b></p> <p>1) 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. Journal of Consumer Psychology, 21, 115–125.</p> <p><a href="http://elearning2.uniroma1.it/pluginfile.php/101777/mod_resource/content/1/if_money_doesn_t_make">http://elearning2.uniroma1.it/pluginfile.php/101777/mod_resource/content/1/if_money_doesn_t_make</a></p>



tend to report more life satisfaction than those with below average income, on a moment-to-moment basis, the differences in happiness have been found to be negligible. Research has furthermore consistently found that increases in happiness that coincide with increases in financial wellbeing do not last very long. On the other hand, recent research has suggested that the surprisingly low correlation between income and happiness may have to do with how people spend their money. Dunn and her colleagues have argued that when money is spent on experiences as opposed to material goods and when they spend their money on others rather than on themselves, for instance, they may achieve greater happiness. In this vein, Dunn and colleagues argue that how people spend their money is at least as important as how much they have. Another alternative interpretation of the happiness/income relationship put forward by Boyce and colleagues known as the rank hypothesis suggests that money doesn't directly buy happiness but a higher social rank in comparison to the others around you might. Their research has suggested that the ranked position of an individual's income, relative to their peers, predicts general life satisfaction, while absolute income does not. According to this data and theory, increases in income will only lead to increases in happiness if that person's ranked position also increases. Please read the required (and suggested) readings to prepare to debate whether money makes people happy, or, whether it does not.

[you\\_happy.pdf](#)

2) Kahneman, D., et al. (2006). Would You Be Happier If You Were Richer? A Focusing Illusion. *Science* 312, 1908-1910.

[https://www.researchgate.net/profile/Arthur\\_Stone/publication/6974433\\_Would\\_You\\_Be\\_Happier\\_If\\_You\\_Were\\_Richer\\_A\\_Focusing\\_Illusion/links/00b4951ca5a6c60ba8000000/Would-You-Be-Happier-If-You-Were-Richer-A-Focusing-Illusion.pdf](https://www.researchgate.net/profile/Arthur_Stone/publication/6974433_Would_You_Be_Happier_If_You_Were_Richer_A_Focusing_Illusion/links/00b4951ca5a6c60ba8000000/Would-You-Be-Happier-If-You-Were-Richer-A-Focusing-Illusion.pdf)

#### **Suggested reading:**

1) Becchetti, L. & Rossetti, F. (2009). When money does not buy happiness: The case of "frustrated achievers". *The Journal of Socio-Economics*, 38, 159–167.

[https://www.researchgate.net/profile/Leonardo\\_Becchetti/publication/23777015\\_The\\_Journal\\_of\\_Socio-Economics/links/00463522c2171da589000000/The-Journal-of-Socio-Economics.pdf](https://www.researchgate.net/profile/Leonardo_Becchetti/publication/23777015_The_Journal_of_Socio-Economics/links/00463522c2171da589000000/The-Journal-of-Socio-Economics.pdf)

2) Boyce, C. J. et al., (2010). Money and Happiness: Rank of Income, not Income, Affects Life Satisfaction. *Psychological Science*, 21.

[http://storre.stir.ac.uk/bitstream/1893/12866/1/BoyceBrownMoore\\_PsychScience.pdf](http://storre.stir.ac.uk/bitstream/1893/12866/1/BoyceBrownMoore_PsychScience.pdf)

3) Diener, E., Horwitz, J., & Emmons, R. A. (1985). Happiness of the very wealthy. *Social Indicators Research*, 16, 263-274.

[http://pages.ucsd.edu/~nchristenfeld/Happiness\\_Readings\\_files/Class%206%20-%20Diener%201985.pdf](http://pages.ucsd.edu/~nchristenfeld/Happiness_Readings_files/Class%206%20-%20Diener%201985.pdf)

4) Dunn, E.W., Aknin, L. B., & Norton, M. I. (2008). Spending Money on Others Promotes Happiness. *Science*, 319, 1687-1688.

[https://www.researchgate.net/profile/Lara\\_Aknin/publication/5494996\\_Spending\\_Money\\_on\\_Others\\_Promotes\\_Happiness/links/0c960536bc4c368a69000000.pdf](https://www.researchgate.net/profile/Lara_Aknin/publication/5494996_Spending_Money_on_Others_Promotes_Happiness/links/0c960536bc4c368a69000000.pdf)

5) Oswald, A. (1997). Happiness and economic performance. *The Economic Journal*, 107, 1815-1831.

		<a href="http://wrap.warwick.ac.uk/335/1/WRAP_Oswald_ha ppecperf.pdf">http://wrap.warwick.ac.uk/335/1/WRAP_Oswald_ha ppecperf.pdf</a>
Session # 10: March 19	<p><b>Debate topic: In light of recent alleged replication failures, is social psychology in crisis?</b></p> <p>A recent study published in Science – the most prestigious and highest impact academic journal in the sciences – suggested that the empirical basis of social psychology may have cracks in its foundation. A group of researchers at the University of Virginia attempted to replicate 100 experiments published in the top three psychology journals. Their study found that only about 36% of Social Psychology findings could be replicated. The lack of reproducibility was attributed to a variety of questionable research practices, including a file-drawer problem, low statistical power, researcher degrees of freedom, and prioritizing surprising results, among other factors. Does the lack of replication mean that most published social psychological findings are false (and should therefore be in crisis)? Some have argued yes. If findings cannot be replicated in the laboratory, then there may be no basis to consider them real phenomenon that impact the lives of individuals in the real world. On the other hand, others have argued that concerns about replicability are overblown. For instance, mass replication may not allow for general conclusions to be made about the validity of social psychological research because there could be important differences that have been neglected in the replication studies. For example, Van Bavel and his colleagues (2016) analyzed 100 replication attempts and found that the extent to which the research topic was likely to be contextually sensitive (i.e., varying in time, culture, or location) predicted replication failure versus success. This suggests that many replication failures may make sense, given important differences between the original and replication studies, which therefore may suggest that the field is not in crisis. Please read the required (and suggested) readings to prepare to debate whether the alleged lack of replication of social psychology findings means that our field is in crisis, or not.</p>	<p><b>Required Articles:</b></p> <p>1) Open Science Collaboration (2015). Estimating the reproducibility of psychological science. Science, 349 (6251). <a href="http://eprints.lse.ac.uk/65159/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Kappes,%20H_Estimating%20reproducibility_Kappes_Estimating%20the%20reproducibility_2016.pdf">http://eprints.lse.ac.uk/65159/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Kappes,%20H_Estimating%20reproducibility_Kappes_Estimating%20the%20reproducibility_2016.pdf</a></p> <p>2) Van Bavel, J. J., et al. (2016). Contextual sensitivity in scientific reproducibility. Proceedings of the National Academy of Sciences, 1-6. <a href="https://www.researchgate.net/profile/Diego_Reinero/publication/303505033_Contextual_sensitivity_in_scientific_reproducibility/links/5754c0e608ae02ac1281166a.pdf">https://www.researchgate.net/profile/Diego_Reinero/publication/303505033_Contextual_sensitivity_in_scientific_reproducibility/links/5754c0e608ae02ac1281166a.pdf</a></p> <p><b>Suggested articles:</b></p> <p>1) Stroebe, W. (2016). Are most published social psychological findings false?. Journal of Experimental Social Psychology, 66, 134–144. <a href="http://ac.els-cdn.com/myaccess.library.utoronto.ca/S0022103115001274/1-s2.0-S0022103115001274-main.pdf?_tid=8672eda4-149f-11e7-867d-00000aacb362&amp;acdnat=1490806284_f66c781a832d8018a1cc311690c88292">http://ac.els-cdn.com/myaccess.library.utoronto.ca/S0022103115001274/1-s2.0-S0022103115001274-main.pdf?_tid=8672eda4-149f-11e7-867d-00000aacb362&amp;acdnat=1490806284_f66c781a832d8018a1cc311690c88292</a></p> <p>2) Koole, S.L., &amp; Lakens, D. (2012). Rewarding Replications: A Sure and Simple Way to Improve Psychological Science. Perspectives on Psychological Science, 7, 608-614. <a href="http://emilkirkegaard.dk/en/wp-content/uploads/Rewarding-Replications-A-Sure-and-Simple-Way-to-Improve-Psychological-Science.pdf">http://emilkirkegaard.dk/en/wp-content/uploads/Rewarding-Replications-A-Sure-and-Simple-Way-to-Improve-Psychological-Science.pdf</a></p> <p>3) Ioannidis, J.P.A. (2012). Why Science Is Not Necessarily Self-Correcting. Perspectives on Psychological Science, 7, 645–654. <a href="https://www.ida.liu.se/~729A94/mtrl/Why_science_is_not_necessarily_self-correcting.pdf">https://www.ida.liu.se/~729A94/mtrl/Why_science_is_not_necessarily_self-correcting.pdf</a></p>

		<p>4) 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><a href="http://www3.nd.edu/~ghaeffel/Overblown_Pashler.pdf">http://www3.nd.edu/~ghaeffel/Overblown_Pashler.pdf</a></p>
<p>Session # 11: March 26</p>	<p><b>Debate topic: Is the implicit association test a valid method of assessing unconscious bias?</b></p> <p>The Implicit Association Test (IAT) was developed in the hopes of creating a measure that would allow researchers to detect subtle, non-conscious forms of prejudice in a modern society in which explicit prejudice is rampantly discouraged and denied. The IAT measures reaction times while subjects categorize stimuli, supposedly revealing the strength of a person's automatic associations between concepts in memory – e.g., the association between the female sex and mathematical ability, between Black men and danger, between being overweight and competent, etc. The developers of the IAT suggest that the test is invaluable because it informs people about their unconscious biases that they may be unaware of, which may lead to unwanted, discriminatory behaviors, if not kept in check. It has been in use for nearly 20 years and has become the most commonly used measure of implicit bias in the field of psychology and outside of the field of psychology: IAT measures have been used in legal cases to predict discrimination in hiring decisions, performance evaluations, law enforcement decisions, criminal justice decisions, and more. Studies have found that a majority of White Americans who have taken the IAT (even those with strong explicit egalitarian beliefs) have been identified as displaying bias in favor of Whites and discrimination towards Blacks. These findings has sparked heated debate about whether there is an epidemic of unconscious racism (as suggested by the test developers, Greenwald &amp; Banaji) or an epidemic of false positive accusations of unconscious racism (e.g., see Blanton et al., 2009; Oswald et al., 2013). Critics of the IAT have argued 1) that it lacks construct-validity (i.e., it doesn't measure what it's supposed to), and 2) that it doesn't reliably predict discriminatory behaviour. In regards to the former, it has been argued that the IAT measures individual differences in familiarity with test stimuli,</p>	<p><b>Required readings:</b></p> <p>1) 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><a href="http://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=2533&amp;context=faculty_scholarship">http://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=2533&amp;context=faculty_scholarship</a></p> <p>2) 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><a href="https://pdfs.semanticscholar.org/ea21/3aa3a9a6da68ac104a0cec8974d178156656.pdf">https://pdfs.semanticscholar.org/ea21/3aa3a9a6da68ac104a0cec8974d178156656.pdf</a></p> <p><b>Suggested readings:</b></p> <p>1) 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><a href="https://www.researchgate.net/profile/T_Poehlman/publication/26655629_Understanding_and_Using_the_Implicit_Association_Test_III_Meta-Analysis_of_Predictive_VValidity/links/55ad090208aed614b0964bd0/Understanding-and-Using-the-Implicit-Association-Test-III-Meta-Analysis-of-Predictive-Validity.pdf">https://www.researchgate.net/profile/T_Poehlman/publication/26655629_Understanding_and_Using_the_Implicit_Association_Test_III_Meta-Analysis_of_Predictive_VValidity/links/55ad090208aed614b0964bd0/Understanding-and-Using-the-Implicit-Association-Test-III-Meta-Analysis-of-Predictive-Validity.pdf</a></p> <p>2) Cunnningham, W.A., Nezlek, J.B., &amp; Banaji, M. R. (2004). Implicit and Explicit Ethnocentrism: Revisiting the Ideologies of Prejudice. <i>Personality and Social Psychology Bulletin</i>, 30, 1332-1346.</p> <p><a href="https://www.researchgate.net/profile/William_Cunningham2/publication/8248281_Implicit_and_Explicit_Ethnocentrism_Revisiting_the_Ideologies_of_Prejudice/links/02bfe513e27c7565cc000000.pdf">https://www.researchgate.net/profile/William_Cunningham2/publication/8248281_Implicit_and_Explicit_Ethnocentrism_Revisiting_the_Ideologies_of_Prejudice/links/02bfe513e27c7565cc000000.pdf</a></p>

	<p>cognitive ability, and fears of appearing racist, rather than unconscious prejudice, per se. In regards to the latter, some have argued that studies that have found that the IAT predicts discriminatory behavior may be due to outliers and statistical artifacts, rather than to unconscious prejudice. Please read the required (and suggested) readings to prepare to debate whether the IAT measures unconscious bias, as it's intended to, or not.</p>	<p>3) Olson, M. A. &amp; Fazio, R. H. (2004). Reducing the Influence of Extrapersonal Associations on the Implicit Association Test: Personalizing the IAT. <i>Journal of Personality and Social Psychology</i>, 86, 653–667.</p> <p><a href="https://www.researchgate.net/profile/Russell_Fazio/publication/8545826_Reducing_the_Influence_of_Extrapersonal_Associations_on_the_Implicit_Association_Test_Personalizing_the_IAT/links/0912f509bba13129af000000/Reducing-the-Influence-of-Extrapersonal-Associations-on-the-Implicit-Association-Test-Personalizing-the-IAT.pdf">https://www.researchgate.net/profile/Russell_Fazio/publication/8545826_Reducing_the_Influence_of_Extrapersonal_Associations_on_the_Implicit_Association_Test_Personalizing_the_IAT/links/0912f509bba13129af000000/Reducing-the-Influence-of-Extrapersonal-Associations-on-the-Implicit-Association-Test-Personalizing-the-IAT.pdf</a></p> <p>4) 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><a href="https://www.researchgate.net/profile/Frederick_Oswald/publication/239732934_Predicting_Ethnic_and_Racial_Discrimination_A_Meta-Analysis_of_IAT_Criterion_Studies/links/0a85e53a9a75e2ec00000000.pdf">https://www.researchgate.net/profile/Frederick_Oswald/publication/239732934_Predicting_Ethnic_and_Racial_Discrimination_A_Meta-Analysis_of_IAT_Criterion_Studies/links/0a85e53a9a75e2ec00000000.pdf</a></p> <p>5) Uhlmann, E. L. et al. (2006). Are members of low status groups perceived as bad, or badly off? Egalitarian negative associations and automatic prejudice. <i>Journal of Experimental Social Psychology</i>, 42, 491–499.</p> <p><a href="http://www.socialjudgments.com/docs/Uhlmann%20Brescoll%20and%20Paluck%202006.pdf">http://www.socialjudgments.com/docs/Uhlmann%20Brescoll%20and%20Paluck%202006.pdf</a></p>
<p>Session # 12: April 2</p>	<p><b>Debate topic: Do basic emotions exist?</b></p> <p>The question of whether or not basic emotions exist may seem silly at first glance. It seems obvious that we experience basic emotions – and detect the experience of those emotions in others – on a regular basis. In support of the notion that a handful of basic emotions exist, researchers have noted some distinct neural circuits that control predictable patterns of facial expressions and behaviours, cross-culturally among humans – and even to some extent in non-human animals. On the other hand, emotion researchers who endorse a “constructivist” approach have noted that there is not a one-to-one correspondence between a given behavior and an emotion category in non-human animals. A “fear” circuit, for instance, activated in response to a stressor could elicit fighting, freezing, or fleeing in different people or in the same person at different times. Moreover,</p>	<p><b>Required readings:</b></p> <p>1) Feldman Barrett, L. (2006). Are Emotions Natural Kinds?. <i>Perspectives on Psychological Science</i>, 1, 28-58.</p> <p><a href="http://affective-science.org/pubs/2006/Barrett2006kinds.pdf">http://affective-science.org/pubs/2006/Barrett2006kinds.pdf</a></p> <p>2) Panksepp, J. (2007). Neurologizing the Psychology of Affects: How Appraisal-Based Constructivism and Basic Emotion Theory Can Coexist. <i>Perspectives on Psychological Science</i>, 2, 281-296.</p> <p><a href="http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/pdf/10.1111/j.1745-6916.2007.00045.x">http://journals.sagepub.com.myaccess.library.utoronto.ca/doi/pdf/10.1111/j.1745-6916.2007.00045.x</a></p> <p><b>Suggested readings:</b></p>

the difference between defensive aggression and anger are not entirely clear. In this context, some have argued that it is simplistic to consider there to be a unified basic “fear” circuit, which is distinct from the “anger” circuit. In this vein, constructivists, such as Lisa Feldman Barrett, have proposed that emotions do not exist as natural kinds. Rather, positive and negative core affects are the basic feelings from which emotional concepts are cognitively and socially constructed. Are there basic emotions that exist as natural kinds? Or, is emotion constructed by our top-down appraisals of core affects? Please read the required (and suggested) readings to prepare to debate.

- 1) Ekman, P. (2002). An argument for basic emotions. *Cognition & Emotion*, 6, 169-200.  
<http://server2.docfoc.com/uploads/Z2015/12/01/dkj9U2srfd/8bbd3af747461c86a17e9f8be45f191b.pdf>
- 2) Feldman Barrett, L. (2013). Psychological Construction: The Darwinian Approach to the Science of Emotion. *Emotion Review*, 5, 379–389.  
<https://pdfs.semanticscholar.org/3ed3/f3102217c164b7d33941b6a9717a7f48deb8.pdf>
- 3) Feldman Barrett, L., Lindquist, K. A., & Gendron, M. (2007). Language as context for the perception of emotion. *Trends in Cognitive Science*, 11, 327–332.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2225544/pdf/nihms37844.pdf>
- 4) Lindquist, K. A., & Feldman Barrett, L. (2008). Constructing Emotion: The Experience of Fear as a Conceptual Act. *Psychological Science*, 19, 898–903.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2758776/pdf/nihms118174.pdf>