
PSY-971: Sophomore Tutorial in Psychology

Instructor: Samuel Ronfard
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Overview

Welcome to your Sophomore Tutorial! The primary goals of the course are to develop your critical thinking skills, your academic writing skills, and your knowledge of psychological topics. By the end of the course, you will learn how to identify the mechanisms, content, and context of psychological topics. You will also learn how to explain and describe each level, as well as understand the interactions among them. Specifically, we will parse these levels of analysis in terms of B-I-G:

- **B (Brain):** What are the neural and physiological substrates of thought and behavior? This level refers to *mechanisms* of mental processes and behavior (e.g., genetic, biochemical, neural, information processing).
- **I (Individual):** How does subjective content, such as beliefs, goals, motivations, and personality, contribute to mental processes? This level refers to the *content* of mental processes and behavior (e.g., beliefs, goals, motivations, and attitudes).
- **G (Group):** How does the influence of other people, via social and cultural environments, influence psychological processes? This level refers to the impact of the social (pairs, groups, cultures).

It is important to note that this is a ‘know-how’ course, not a ‘know-that’ course. Though we will read and discuss psychology papers that deal with certain topics in great depth, your goal is not to learn all about the particulars of these topics, but rather to develop a facility with the process of reading, critiquing, and writing psychology papers. The content has been chosen to cover a broad range of topic areas in psychology.

I mandate collaboration on a number of assignments for least three reasons. First, learning psychology is like learning a language. To learn it, one must “speak” it actively and in a genuine context with other individuals. Second, collaborative scientific inquiry is the norm and individual work is the exception in the world of science. Third, my experience has been that, on average, students who work in pairs and groups both perform better and enjoy themselves more than students who work individually. Scientific collaboration is a case where the whole is greater than the sum of its parts. *I will randomly assign you to groups and pairs to ensure that as much as possible you are able to learn from all of your peers.*

PSY-971 at a glance...

<i>Where</i>	WJH 401		
<i>When</i>	Monday: 7 pm to 9 pm		
<i>Assessment</i>	Participation 30%	Short Papers (3) 30%	Sophomore Essay 40%
<i>Course website</i>	https://canvas.harvard.edu/courses/19221		
<i>Required texts</i>	2		

Week by week

Week	Class Date	Class Content	Article Presentation	Assignment
1	9/6	Introduction to tutorial	No	Short Paper 1 (due 9/12)
2	9/13	Theory Of Mind	Yes	Sophomore Essay Proposal (due 9/19)
3	9/20	Social Bias and Prejudice	Yes	SE Annot Bib. (due 9/26)
4	9/27	Attachment	Yes	Short Paper 2 (due 10/03)
5	10/4	Theories of Self	Yes	Short Paper 3 (due 10/10)
6	10/11	Attraction, Romantic Love, and Sexual Desire	Yes	SE Intro (due 10/17)
7	10/18	Peer Review 1	No	No assignment
8	10/25	Drinking a little ... or a lot	Yes	SE 8pg Draft (due 11/01)
9	11/01	Peer Review 2	No	No assignment
10	11/08	Altruism & Fairness	Yes	SE 15pg Draft (due 11/07)
11	11/15	Individual Writing Conferences	No	
12	11/29	Presentations & Celebrations	No	
Sophomore ESSAY Wednesday Dec 7th at 4pm in WJH 218				

Course Expectations

This syllabus will serve as our contract for the tutorial. The aim of the course is to develop skills that can be used in your continued study of psychology. These skills are:

- Ability to examine psychological topics from a variety of perspectives (B-I-G)
- Ability to read primary sources in the field
- Ability to think and write “like a psychologist”
- Ability to cogently speak about and discuss psychological topics
- Ability to accurately cite sources

Attendance is mandatory to all sessions. I will take attendance at each session. Departmental policy states that no extracurricular absences (sports, arts, clubs, early vacation, etc.) are excusable. If you have an unexcused absence, you will be penalized with a “zero” for 1 week’s participation grade (2.5% of your total grade). Medical and family emergencies are excusable with appropriate documentation from your Resident Dean. If you are late you will be penalized with a “50%” for that week’s participation grade (1.75% of your total grade).

The assignments are all required, and are described below. The assignments must be submitted on time to be accepted and credited. I will not accept any late assignments. **Assignments submitted even one minute after the deadline will be considered late and will receive no credit.**

If you have an excusable reason to submit an assignment late (such as an HUHS doctor’s note), please contact me at least one day in advance of the due date. If you do not have an excusable reason, you will not receive credit for the assignment. Reasons for late submissions that cannot be accepted include extracurricular activities (i.e., sports, performances). After one excused absence, any additional excused absence needs to be reviewed by the department and may not be possible given the nature of the course. Remember that the ultimate purpose of this tutorial is for you – your attendance and full participation will go a long way in creating a positive experience.

Participation

We will meet weekly for small group discussions of the assigned readings. **Always bring a printed copy of the readings with you to class.** You are expected to come prepared to join the discussion each week. Just as the tutorial will be a place to foster your scientific thinking, reading, and writing skills, it will also be a place to develop your public speaking skills. This means that you may feel anxious about speaking in class, but you are expected to meet with me to discuss these concerns. Your participation grade will reflect not only the quality of your thinking but also *how you engage others* in the discussion. Specific norms and goals for class discussion will be further explored on the first day of class. Please note that our final session will be reserved for individual student presentations.

Library Training Session

You are required to attend one of several library resource training sessions that will be held outside of class. These sessions, led by a librarian who is a liaison to the Psychology Department, will teach you how to access and take advantage of the resources you'll need to research your papers.

In exchange for attending the session, I will drop your lowest discussion comment grade of the semester.

You will receive an email from psychology@wjh.harvard.edu sometime in the first week of tutorial to sign up for one of the 1.5 hour sessions in Lamont Library. Please respond promptly to sign up for one of the sessions.

Cell phones & Laptops

The use of cell phones is prohibited during class. Laptop use is also prohibited during class unless we are using laptops for in-class writing activities.

Appointments

Appointments can be made to meet with me outside of class by emailing me at sar798@mail.harvard.edu.

I will respond to emails within 24 hours. I do not answer emails over the weekend or after 7 pm.

Assessment

During the semester you will have to do three types of things:

1. You will attend and participate
2. You will write 3 short papers (2 of which will be with a partner)
3. You will prepare and complete a Sophomore Essay.

Your grades will be entirely based on your performance in these three areas. I will provide rubrics for papers and the sophomore essay when these assignments are assigned.

Attend and Participate (30%)

Reading Assignments: The assigned readings are selected because they represent the types of questions being asked by psychological scientists, and the methods employed in order to address them.

Discussion Comments: Each week, in pairs will be required to introduce and present one of the articles assigned for that week. You are required to present the article using PowerPoint. You

must email me this PowerPoint one hour before the start of class. During our first class, I will model what I want you to do and how these presentations will be graded.

Write 3 Short Papers (30%)

Writing Assignments: Over the course of the semester, you will complete three Short Papers and a series of writing assignments that culminate in your Sophomore Essay. All writing assignments should be posted to the course website by 11:59 pm on the day they are due, with the exception of assignments that are due in class and the sophomore essay. Refer to the table in this syllabus for a full list of when assignments are due. If you ever have technological troubles that prevent you from posting to the website, email me with your assignment to ensure that you receive proper credit. Please note that an email sent to me after the deadline is no different from something submitted to the website past the deadline – so plan ahead and try to post with plenty of time to spare. ***Please double-space all of your work and use 1-inch margins with 12-point serif typeface (e.g., Times New Roman) and APA-style citations.***

Paper 1: QALMRI Analysis – Getting the Basics Down (5%)

Paper 2: Synthesis Paper + Experimental Design (10%)

Paper 3a: Revision of Paper 2 (10%)

Paper 3b: “Letter to the editor” explaining revisions to Paper 2 (5%)

A description of each of these assignments is available on the website.

Prepare and Complete a Sophomore Essay (40%)

The sophomore essay is the capstone of the Sophomore Tutorial. It is a chance for students to investigate an area of psychology that they are particularly interested in and gain experience in the process of putting that idea down on paper.

There is one format for Sophomore Essay:

- **Research proposal.** Describe a phenomenon that has not previously been studied. Review relevant literature, design an experiment or experiments to test your ideas, predict results, and discuss the implications of the proposed research.

The topic will need to be approved by me.

The Sophomore Essay is a big undertaking. In order to help you manage it, it has been broken down into smaller chunks that accumulate week-by-week into the finished product. The majority of your grade for the Sophomore Essay depends upon your adherence to the assigned schedule. Not only will this help you regulate the workload, it will also enable you to capitalize on feedback, both from myself and your peers, and make the essay the best that it can be.

Sophomore Essay Grading breakdown

Proposal (2%)

A **1 sentence** description of two different topics, the APA citation for two articles related to each topic and a **half page** summary of the how you will approach each proposed topic.

Annotated Bibliography (3%)

An annotated bibliography of 15 articles relevant to your topic. Each article must be summarized in one paragraph including an explanation of why it is important.

Introduction (5%)

An introduction to your essay where you tackle the Q + A portions of the paper.

The First 8 Pages (5%)

Full Draft (12.5%)

Final Submission (12.5%)

The final Sophomore Essay must be delivered to the Undergraduate Office (WJH 218) no later than Wednesday December 7th at 4pm in WJH 218. This deadline is fixed by the Department and, if you cannot make the deadline, you will need to contact the undergraduate office. The Undergraduate Office only extremely rarely grants extensions, and requires advanced documentation of a serious issue from a Resident Dean. *Two hard copies of your Sophomore Essay are due, along with a paper tutorial evaluation form.*

Accessibility Policy

Any student needing academic adjustments or accommodations is requested to present his or her letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Grading

A note about grades: Earlier in the term, it will not be unusual for you to receive lower grades than you might have experienced in other courses or in your school career. Please don't panic. As you practice your critical thinking and writing skills over the course of the semester, your work—and therefore, your grades—will most certainly improve. I will definitely take into account your improvement when determining final grades.

Plagiarism

Very few students start the semester with the *intention* of committing plagiarism. However, the pressure of success, the number of deadlines and the hectic lifestyle of a Harvard student can be overwhelming and can lead to carelessness or worse. What may seem unthinkable now may well seem reasonable at 2:00 am the morning before multiple deadlines. It isn't. The consequences for your academic career are dire.

It is expected that all of the assignments you turn in for this course will be your own, original work. As will become apparent as you make your way through the weekly readings, psychology is a cumulative science; a single article may cite the findings and ideas of 10, 20, or even 50 earlier articles. For many of your own papers, you will be required to draw upon existing research to inform and lend credibility to your arguments. In doing so, you must follow two main rules:

- Always cite the source of a finding, idea, or argument that isn't your own, no matter how much rewording you have done
- Always put the findings, ideas, and arguments you cite into your own words, using your own sentence structure and organization of ideas. If a direct quote is absolutely necessary, put the text in quotation marks and include a page number in your citation.

Plagiarized or improperly cited work will be referred to the Honor Council for review, and may result in severe penalties and disciplinary action. Please be very, very careful. And remember, poor citation does not have to be intentional to be considered plagiarism. When in doubt, cite!

For more information on how to cite others' work, please consult the [Harvard Guide to Using Sources](#) and for more information on academic integrity, please consult the [FAS Handbook for Students](#).

Regarding collaboration, this course will adhere to the following policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance by detailing it in a cover sheet.

This year's link to the academic honesty policy:

<http://handbook.fas.harvard.edu/book/academic-integrity>

Resources

QALMRI is an approach to summarize, interpret, and critically evaluate research. We will adopt this approach to think about research and writing, particularly in relation to Critical Reviews and the Sophomore Essay. You are welcome to adopt other approaches and share them with the group instead of QALMRI. We'll discuss what QALMRI is on the first day of class.

APA Style is the type of citation and reference format used most commonly in psychology-related work. In this course, we will use APA style to cite and reference resources as established by the American Psychological Association. One difference is that you will not need to include a title page or abstract in your paper submissions. The APA reference book (to be purchased) and [APA Style Guide for e-Resources](#) are required for this course. **You will be asked to bring the APA reference book to some classes.**

Many APA style guidelines are available online as additional references:

[Owl of Purdue APA Manual](#)

[Writing for Psychology at Harvard](#) includes important guidelines for writing generally and for your Sophomore Essay specifically. Use this material as a reference throughout the semester – you'll find that returning to it regularly will be helpful.

This recommended text is a classic for writing guidelines:

Strunk, W., & White, E.B. (2000). *The Elements of Style*. New York: Allyn & Bacon.

Concerns & feedback

As the instructor for this course, I am happy to speak with you regarding any course matters and questions that you might have. In addition, you are welcome to share any praise or concerns regarding the course with Head Tutor George Alvarez (alvarez@wjh.harvard.edu) or Undergraduate Program Administrator Laura Chivers (lchivers@wjh.harvard.edu, WJH 218) who help administer the course.

Required Texts

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

[Carson, S.H., Fama, J.M., & Clancy, K., Ebert, J., and Tierney, A. \(2012\). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge: The President and Fellows of Harvard University. \(Log in with HUID and PIN\)](#)

Reading List

Week 1 – Introduction to Tutorial

1. Hollander, J.A. (2002). Learning to discuss: Strategies for improving the quality of class discussion. *Teaching Sociology*, 30, 317-327.
2. Gray, K., & Wegner, D. M. (2008). The sting of intentional pain. *Psychological Science*, 19, 1260-1262.
3. Organizing Scientific Thinking Using the QuALMRI Framework

Week 2 – Theory of Mind

1. Saxe, R., & Powell, L. J. (2006). It's the thought that counts: Specific brain regions for one component of theory of mind. *Psychological Science*, 17, 692-699.
2. Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false-beliefs? *Science*, 308, 255-258.
3. Senju, A., Southgate, V., White, S., & Frith, U. (2009). Mindblind eyes: An absence of spontaneous theory of mind in asperger syndrome. *Science*, 325, 883-885.
4. Peterson, C. C., & Siegal, M. (1999). Representing inner worlds: Theory of mind in autistic, deaf, and normal hearing children. *Psychological Science*, 10, 126-129.

Week 3 – Social Bias and Prejudice

1. Hamlin, J., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants, *Nature*, 450, 557-560.
2. Over, H. & Carpenter, M. (2009). Eighteen-month-old infants show increased helping following priming with affiliation. *Psychological Science*, 20, 1189-1193.
3. Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science*, 17, 53-58.

4. Cunningham, W. A., Johnson, M. K., Raye, C. L., Gatenby, J. C., Gore, J. C., & Banaji, M. R. (2004). Separable neural components in the processing of black and white faces. *Psychological Science, 15*, 806-813.

Week 4 – Attachment

1. Harris, P. L. (2014). Attachment. Unpublished chapter.
2. Salvatore, J.E., Kuo, S.I-C., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. *Psychological Science, 22*, 376-383.
3. Johnson, S.C., Dweck, C. S. & Chen, F.S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science, 18*, 501 -502.
4. Insel, T. R., & Young, L. J. (2001). The neurobiology of attachment. *Nature Reviews Neuroscience, 2*, 129-136.

Week 5 – Theories of the Self

1. Yeager, D. S. & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*, 302-314.
2. Rattan, A., Savani, K., Naidu, N. V. R., Dweck, C. S. (2012). Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. *Journal of Personality and Social Psychology, 103*, 787-803.
3. Winner, E. (2000). Giftedness: Current theory and research. *Current Directions in Psychological Science, 9*, 153-156.

Week 6 – Attraction, Romantic Love, and Sexual Desire

1. Whitchurch, E.R., Wilson, T.D., & Gilbert, D.T. (2011). He loves me, he loves me not: The effects of uncertainty on romantic attraction. *Psychological Science, 22*, 172-175.
2. Diamond, L.M. (2004). Emerging perspectives on distinctions between romantic love and sexual desire. *Current Directions in Psychological Science, 13*, 116- 119.
3. Fisher, H., Aron, A., Brown, L.L. (2005). Romantic love: An fMRI study of a neural mechanism for mate choice. *The Journal of Comparative Neurology, 493*, 58-62.
4. Bolmont, M., Cacioppo, J. T., & Cacioppo, S. (2014). Love Is in the Gaze An Eye-Tracking Study of Love and Sexual Desire. *Psychological science, 25*, 1748-1756.

Week 7 – Peer Review 1

No assigned readings for this week. *Remember to bring your SE Introduction to class!*

Week 8 – Drinking a little or a lot ...

1. Cooper, M.L. (2006). Does drinking promote risky sexual behavior? A complex answer to a simple question. *Current Directions in Psychological Science*, 15, 19-23.
2. Wiers, R.W., & Stacy, A.W. (2006) Implicit cognition and addiction. *Current directions in Psychological Science*, 15, 292-296.
3. Borsari, B., & Carey, K. B. (2001). Peer influences on college drinking: A review of the research. *Journal of substance abuse*, 13, 391-424.

Week 9 – Peer Review 2

No assigned readings for this week. *Remember to bring your SE 8-page draft to class!*

Week 10 – Altruism & Fairness

1. Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *science*, 311, 1301-1303.
2. Barragan, R. C., & Dweck, C. S. (2014). Rethinking natural altruism: Simple reciprocal interactions trigger children’s benevolence. *Proceedings of the National Academy of Sciences*, 111, 17071-17074.
3. Smith, C. E., Blake, P. R., & Harris, P. L. (2013). I should but I won’t: Why young children endorse norms of fair sharing but do not follow them. *PLoS One*, 8, e59510.
4. Chernyak, N., Sandham, B., Harris, P. L., & Cordes. S. (2016). Explaining the knowledge-behavior gap: Numerical cognition explains age-related changes in fairness. *Proceedings of the Cognitive Science Society*, 1607-1612.

Week 11 – Individual Writing Conferences

No assigned readings for this week. *We will go over my feedback on your full SE draft.*

Week 12 – Presentations & Celebrations

Students will each present a 10-minute version of their Sophomore Essay topics.