

PERSPECTIVES ON BEHAVIOR PSYCHOLOGY 492 Spring 2007

Professor: Dr. Barry S. Anton

Phone: 879-3756

Email: Anton@ups.edu

Office hours: Tuesday & Thursday 8-9:20, & Wednesday 2–2:50 p.m. and by appointment

This syllabus is available on BlackBoard and the Internet at: www.ups.edu/faculty/anton

Students with Disabilities

Services for eligible students are based on individual need as determined by a review of relevant documentation. Academic support services and auxiliary aids are designed to offset the limitations of disability and to reduce its impact within the academic environment. If you have a disability, go to: http://www.ups.edu/cwl/disabilities_home.htm for more information on obtaining classroom accommodations or modifications.

Plagiarism and Academic Honesty

I assume that you are familiar with the UPS Academic Handbook rules regarding academic honesty, particularly as those rules apply to plagiarism. The following website, supplied to me by Professor Rebecca Martinez of Indiana University, offers a very useful interactive tutorial about what is and what is not plagiarism: www.Indiana.edu/~istd. Please note: **A paper written for another course may not be submitted for credit to this course.**

Readings:

There is no text for this course as all main class readings are available online or in my office. I expect that you are familiar with APA writing style and that you have access to the new *Publication Manual of the American Psychological Association, Fifth Edition (2001)*. This manual includes up-to-date information on citing electronic resources. In addition, one of many Websites that can help you with APA style is: (<http://www.uwsp.edu/acad/psych/apa4b.htm>).

Course Description & Objectives:

"What are the nuggets in the mother lode of psychological knowledge?" When C. A. Boneau asked himself and others that question, (Boneau, 1990) he was grappling with the fundamental struggle of psychology departments throughout the country. That is, how can psychology programs offer a "capstone" experience for students, one that will integrate and summarize the major historical, theoretical, and contemporary issues in psychology? How, Boneau asked, "How do we deepen our student's understanding of the key concepts that they have encountered during their sojourn through the major? How do we encourage further interest and inquiry into our field?"

In an effort to reach these goals, I will utilize four specific approaches:

1. The course will emphasize both oral and written communication skills; you will be writing and participating in class presentations on a regular basis. We will have debates and discussions and you will write both formally and informally.

2. You will be assigned structured writing and thinking tasks designed to enhance your knowledge of key concepts and methods in psychology. Hopefully, these tasks will be fun and will

refresh your memories. Undoubtedly, you will each learn about areas in psychology that are new to you, in addition to expanding your knowledge of areas you have previously studied.

3. I hope to highlight historical issues in some of the main areas of psychology and to introduce you to new trends that promise to move the agenda of psychology forward. In doing so, I expect us to engage in heated discussion, to broach issues of ethics and ideals, and to demonstrate the manner in which differing theoretical views can be integrated to provide a fuller understanding of human behavior and experience.

4. Finally, you will be asked to propose a research project with supporting literature of your own choosing, as a way of furthering your interest in an area of psychology. This is an opportunity for you to explore a question from any branch of psychology, perhaps an area that you haven't yet studied, or a topic you would like to have spent more time on. My goal here is to not only enhance your skills, but to allow you to develop your curiosity.

Course Structure:

The course will address major historical and contemporary issues in psychology. Building on previous courses and your ability to read and understand primary literature, we will explore different issues that confront students, researchers, and teachers of psychology.

Student Responsibilities:

Varied tasks will be required to satisfy the requirements of the course. There are three main tasks. Your first task is to participate in this seminar in a meaningful way. This class, possibly more than any other, depends on your enthusiasm, involvement, and willingness to engage your colleagues in lively discussion. **I reserve the right to adjust your grade up or down, by five per cent for exceptional participation, one way or the other.** In order to meet our goals, you will be responsible for reading, listening carefully to other students' presentations and presenting your own assigned material, and for participating in classroom discussion and the debates.

The class format will be as follows: Each week the entire class will be assigned an article to read for the following week. **All students will read this article and prepare a one-page summary of the article.** Summaries will be graded based on:

- 1) A clear statement of the purpose (thesis) of the article;
- 2) A review of the research supporting the thesis; and
- 3) A critique of the arguments, methodology, and/or ethical implications of the research presented in the reading. Grading of the summaries will be based on a 10-point scale. You can earn a total of **200** points on the summaries. Your summaries grade will be based on your **best 10** summaries. In addition to summarizing the article, you will be graded on writing skill. Carefully edit your work. You will be rewarded for doing so and you will feel better too. **If you do not attend class, you may not turn in a summary.**

In addition, each student will prepare one provocative question for class discussion. You must submit at least ten (**10**) discussion questions. These will be graded pass/fail. Failure to submit ten passing discussion questions will result in a **twenty-five** point penalty deducted from your final point total. Discussion questions will be due 1 p.m. the day of class **by email only**. Even on days you present an article, you are expected to turn in a discussion question.

We will have a discussion of the main class reading based on your questions before students' present individual articles.

Your second task: On weeks when we have presentations, two or three students will report on an article that they have read from the list of articles provided. You will choose articles to present the **second week of class** and you will each present **three times** during the semester. You should be prepared to discuss your article for about 30 minutes. I will serve as moderator and will support your discussion with additional comments. Questions and discussion will follow your presentation. Each presentation will be worth **100** points. **In the past it has been very helpful for the audience to have the presenter include handouts, or to put on demonstrations to help explain your article.** You are thus **required** to prepare a handout in

outline form to help classmates retain critical information from your presentation. As stated above, each class will include a main selection to be read by the entire class. After discussing issues brought up during the three presentations we will continue discussing the general selection as it relates to the issues raised in the specific articles as time allows. The purpose of the main class reading is to give everyone a common perspective on the week's topic. This will hopefully serve to focus your thinking a bit, and also prepare you for classroom discussion.

Summaries are only accepted no later than the beginning of class.

Literature Review

Your third task is to research the psychological literature on a topic of your choosing. Your final paper will take the form of a **literature review**. Please read the Bem article to understand what is required of a literature review.

The first step in this assignment is to identify a topic in any area of psychology that interests you and to survey existing research on that topic. In your literature review, you must cite a minimum of ten original source empirical articles from psychology journals. You may need to review many more articles in order to identify ten that are relevant to your own proposal. Here are some suggestions on how to choose a research topic, develop a hypothesis, and find relevant literature: 1) Use secondary sources to identify topics and original source materials. Secondary sources include: text books, books or chapters that cite original research, and literature reviews that serve as introductions to empirical research articles. If you see something interesting cited in a secondary source, go to the bibliography to find the full reference to the original source. Go to the library and obtain the original source material. 2) Use the computerized database **PsycInfo** to conduct a literature search. You can access **PsycInfo** at the library or from other computers hooked to the worldwide web (e.g., Howarth 011 computer lab). From outside the library, open your browser and go to the campus web page. Go to the library web page and select *databases*. Select **PsychInfo**. Select *search*. You can search by subject or author. You can also select the advanced search option to limit your search on a subject to a particular journal (e.g., Subject: psychokinesis; Source: Journal of Parapsychology). **PsycInfo** will list the titles it finds in response to your search commands. Click on these titles to see the full reference and abstract. You can print out this information or e-mail it to yourself by selecting e-mail. 3) You may propose a study that conceptually replicates earlier research. In this case, you would test a hypothesis raised in earlier research, but operationalize the variables in a different way. Note, also, that many studies test the interacting effects of two or more independent variables. Similarly, you may need to design a study with more than one independent variable in order to rigorously test your specific hypothesis. 4) Come talk to me about your ideas during office hours. I can often suggest a few key articles to get you started once you have identified an area that interests you.

Complete an outline and an annotated bibliography.

The purpose of the outline is to help you formulate your ideas and to give me a way to provide feedback on your progress. You should make every effort to convey your ideas clearly. Please type, or word process, and double-space the assignment. Format your outline as follows:

Purpose, Hypothesis, and Rationale: Briefly describe the purpose of your study and your specific hypothesis. You must have a specific hypothesis even if you are not sure exactly what will happen. A writing workshop with Professor Julie Neff-Lippman will take place on February 14 to help you with this part of the project. Next, describe the theories, reasons, or underlying processes that serve as a foundation for your predictions. You may cite sources listed in your bibliography if this material is relevant to the rationale of your study.

Annotated Bibliography. In an annotated bibliography, each bibliographic reference is followed by a brief summary of the material cited. Your annotated bibliography should include the ten empirical articles you plan to cite in your final proposal as well as any other sources (e.g., meta-analyses, books describing original theories or data) that you plan to cite. Do not cite textbooks in your final proposal, and do not include them in your annotated bibliography. **Use APA formatting**

for your references. After each full reference, briefly summarize the research described in the article. Use non-technical language that a person who has not read the article can understand. Do not copy prose directly from the article or use direct quotes. In addition to summarizing key aspects of the article, briefly explain how the research relates to your proposed project. For example, does the research provide support for the same theory that leads to your hypothesis? Does your study extend the earlier research in a particular way? Does your research make a different prediction from the earlier study, and if so, why? Are you using the same methods as the earlier research, or testing a similar hypothesis?

Reference Section. Here is where students frequently have problems. Be careful. Include full references using APA style for sources cited in your paper.

Grading Criteria for Final Paper

INTRODUCTION:

- ? Does this section include a clear statement of the study's purpose and a specific hypothesis or set of hypotheses?
- ? Are references used to support arguments where appropriate?
- ? Is the each study cited relevant and cited appropriately?
- ? Does the author include brief explanations of relevant aspects of the studies?
- ? Has the writer presented the rationale for the hypotheses clearly and completely?
- ? Does this section end with a clear summary of the design and predictions?

REFERENCES:

- ? Are there at least ten original sources, empirical, psychological articles cited?
 - ? Are the references formatted correctly, using APA style?
- The research proposal is worth **300** points and should conform to the following chronology:

Debate Assignments

The structure of the debates will be as follows: Five students represent each side of a debate. You will know which side of the issue you will be debating before the debate. The following issues will be debated: 1). Should articles submitted for publication be screened for political correctness? 2) Should gay, lesbian, or bisexual patients be "converted" to heterosexuals? **Fifty** points can be earned on each debate.

In summary: Your grade will be based on a 1000 point scale: 100 points for each of three in-class presentations (300 points), 50 points for your outline and annotated bibliography, 100 points for your research literature review draft, 250 points for your final proposal, 200 points for summaries, and 100 points for your role in the debates.

Grades will be distributed according to the following point totals

950-1000	A	734-766	C
900-949	A-	700-733	C-
867-899	B+	667-699	D+
834-866	B	634-666	D
800-833	B-	600-633	D-
767-799	C+	<600	F

Schedule of Classes

Section 1: Philosophy, Method, and Application

Jan 17 - Introduction to Course: Discussion of Bem article.

Assignment: Please read the following articles as preparation for the course:

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

Hyman, R. (1995). How to critique a published article. *Psychological Bulletin*, 118, 178-182.

Jan 24 - Select articles for presentation.

TOPIC: Debate 1: Academic Freedom: What to do with Controversial Data?

Main Class Reading: Dallam, S. J., Gleaves, D. H., Cepeda-Benito, A., Silberg, J. L., Kraemer, H. C. and Spiegel, D. (2001). The effects of child sexual abuse: Comment on Rind, Tromovitch, and Bauserman (1998). *Psychological Bulletin*, 127, 6, 715-733.

Each team will argue, using evidence from the material below, and their own opinions, whether psychological research data should be subject to political review.

Supporting Articles

1. Sher, K. J. & Eisenberg, N. (2002). Publication of Rind et al. (1998): The editors' perspective. *American Psychologist*, 57, 206–210.
2. Sternberg, R. J. (2002). Everything you need to know to understand the controversies you learned from psychological research. *American Psychologist*, 57, 193–197.
3. Lundberg, G. D. (2002). The publishing dilemma of the American Psychological Association. *American Psychologist*, 57, 211–212.
4. Ondersma, S. J., Chaffin, M., Berliner, L., & Barnett, D. (2001). Sex with children is abuse: comment on Rind, Tromovitch, and Bauserman (1998). *Psychological Bulletin*, 127, 707-714.
5. Lilienfeld, S. O. (2002). When worlds collide: Social science, politics, and the Rind et al. (1998) child sex abuse meta-analysis. *American Psychologist*, 57, 176–188.
6. Baird, B. N. (2002). Politics, operant conditioning, Galileo, and the American Psychological Association's response to Rind et al. (1998). *American Psychologist*, 57, 189–192.
7. McCarty, R. (2002). Science, politics, and peer review. *American Psychologist*, 57, 198–201.
8. Garrison, E. G. & Kobor, P. C. (2002). Weathering a political storm. *American Psychologist*, 57, 165-175.
9. Newcombe, N. S. (2002). Five commandments for APA. *American Psychologist*, 57, 202–205.

Jan 31

Research Project Topic Due

TOPIC: Issues in Research Methodology

Main Class Reading: Norcross, J. C., Koocher, G. P., & Garofalo, A. (2006). Discredited psychological treatments and tests: A Delphi poll. *Professional Psychology: Research and Practice*, 37, 5, 515-522.

Presentation Readings/Presenter:

1. Tashiro, T., & Mortensen, L. (2006). Translational Research: how can social psychology improve psychotherapy. *American Psychologist*, 61, 9, 959-966.

Presenter: _____

2. Mulvey, E. P. & Cauffman, E. (2001). The inherent limits of predicting school violence. *American Psychologist*, 56, 797-802.

Presenter: _____

3. Morgan, D. L., & Morgan, R. K. (2001). Bringing science to managed care. *American Psychologist*, 56, 2, 119–127.

Presenter: _____

4. Miller, W.R. & Thoresen, C. E. (2003). Spirituality, religion, and health: An emerging research field. *American Psychologist*, 58(1), 24-35.
Presenter: _____
5. Watson, A. L., & Sher, K. J. (1998). Resolution of alcohol problems without treatment: Methodological issues and future directions of natural recovery research. *Clinical Psychology: Science and Practice*, 5, 1-18
Presenter: _____
6. Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, 250-259.
Presenter: _____
7. Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
Presenter: _____
8. Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The Consumer Reports Study. *American Psychologist*, 50, 12, 965-974.
Presenter: _____
9. Peterson, D. R. (2004). Science, Scientism, and Professional Responsibility. *Clinical Psychology: Science and Practice*, 11, 2, 196-210.
Presenter: _____
10. Bushman, B. J., & Anderson, C. A. (2001). Media violence and the American public: Scientific facts versus media misinformation. *American Psychologist*, 56, 6/7, 477-489.
Presenter: _____

Feb 7

TOPIC: Issues in Cross-cultural Psychology

Main Class Reading : . Smedley, A. & Smedley, B. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60, 1, 16-26.

Presentation Readings/Presenter:

1. Rehman, U.S. & Holtzworth-Munroe, A. (2006). Cross-cultural analysis of the demand-withdrawal marital interaction: Observing couples from a developing country. *Journal of Consulting and Clinical Psychology*, 74, 4, 755-766.
Presenter: _____
2. Grabe, S. & Hyde, J. S. (2006). Ethnicity and body dissatisfaction among women in the United States: A meta-analysis. *Psychological Bulletin*, 132, 4, 622-640.
Presenter: _____
3. Akutsu, P. D. & Chu, J. P. (2006). Clinical problems that initiate professional help-seeking behaviors from Asian-Americans. *Professional Psychology: Research and Practice*, 37, 4, 407-415.
Presenter: _____
4. Berno, T. & Ward, C. (2005). Innocence abroad: A pocket guide to psychological research on tourism. *American Psychologist*, 60, 6, 593-600.
Presenter: _____
5. Rowe, D. C. (2005). Under the skin: On the impartial treatment of genetic and environmental hypotheses of racial differences. *American Psychologist*, 60, 1, 60-71.
Presenter: _____
6. Fowers, B. J. & Davidov, B. J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61, 1, 581-594.
Presenter: _____
7. Wallace, B. A., & Shapiro, S. L. (2006). Mental balance and well-being: Building bridges between Buddhism and Western psychology. *American Psychologist*, 61, 7, 690-701.
Presenter: _____

Feb 14: WRITING WORKSHOP. Professor Julie Neff Lippman will help develop your thesis statement.

Feb 21: Outline and annotated bibliography due

TOPIC: Psychological Issues in the 21st century

Main Class Reading:: Herek, G. M. (2006). Legal recognition of same-sex relationships in the United States. *American Psychologist*, 61, 607-621.

Presentation/Readings & Presenter:

1. The American Psychological Association (2005, June). *Report of the American Psychological Association Presidential Task Force on Psychological Ethics and National Security*. Washington, D.C.

Presenter: _____

2. Seyle, D. C., & Newman, M. L. (2006). A house divided? The psychology of red and blue America. *American Psychologist*, 61, 1, 571-580.

Presenter: _____

3. Moghaddam, F. M. (2005). The staircase to terrorism: A psychological exploration. *American Psychologist*, 60, 2, 161-169.

Presenter: _____

4. Jost, J. T. (2006). The end of the end of ideology. *American Psychologist*, 61, 7, 651-670.

5. APA Presidential Task Force on Evidence-Based Practice (2006). Evidence based practice in psychology. *American Psychologist*, 61, 4, 271-285.

Presenter: _____

Section 2: FUNDAMENTAL THEORIES OF PSYCHOLOGY

Feb 28

TOPIC: Cognitive Psychology

Main Class Reading: Kassir, S. M. (2005). On the psychology of confessions: Does innocence put innocents at risk? *American Psychologist*, 60, 3, 215-228.

Presentation Readings: Presenter

1. Loftus, E. (2003). Make-believe memories. *American Psychologist*, 58 (11), 867-873.

Presenter: _____

2. Schacter, D. L. (1999). The seven sins of memory. *American Psychologist*, 54, 182-203.

Presenter: _____

3. Knapp, S., & VandeCreek, L. (1996). Risk management for psychologists: treating patients who recover lost memories of childhood abuse. *Professional Psychology: Research and Practice*, 27, 452-459.

Presenter: _____

4. Byrd, K.R. (1994). The narrative construction of incest survivors. *American Psychologist*, 49, 439-440.

Presenter: _____

5. Kanaya, T., Scullin, M. H., & Ceci, S. J. (2003). The Flynn Effect and U.S. policies: The impact of rising I.Q. scores on American society via mental retardation diagnoses. *American Psychologist*, 58, 10, 778-790

Presenter: _____

6. Brown, L. S. (1997). The private practice of subversion: psychology as Tikkun Olam. *American Psychologist*, 52, 449-462.

Presenter: _____

7. Roediger, H. L. (1996). Memory illusions. *Journal of Memory and Language*. 35, 76-100.

Presenter: _____

8. Gleaves, D. H., Smith, S. M., Butler, L. D., & Spiegel, D. (2004). False and recovered memories in the laboratory and the clinic: A review of experimental and clinical evidence. *Clinical Psychology: Science and Practice*, 11, 1, 3-21.
Presenter: _____
9. Loftus, E. F. (1994). The repressed memory controversy. *American Psychologist*, 49, 443-444.
Presenter: _____

Mar 7

TOPIC: Issues in Development

Main Class Reading: Steinberg, L. & Scott, E. S. (2003). Less guilty by reason of adolescence: Developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist*, 58, 12, 1009-1018.

Presentation Readings/Presenter:

1. Robinson, N. M., Zigler, E., & Gallagher, J. J. (2000). Two tails of the normal curve: Similarities and differences in the study of mental retardation and giftedness. *American Psychologist*, 55, 1413-1423.
Presenter: _____
2. Coley, R. L. (2001), (In)visible Men: Emerging research on low-income, unmarried, and minority fathers. *American Psychologist*, 56, 9, 743-753.
Presenter: _____
3. Murphy, E. M. (2003). Being born female is dangerous for your health. *American Psychologist*, 58 (3), 205-210.
Presenter: _____
4. Friedman, H. S., Tucker, J. S., Schwartz, J. E., Tomlinson-Keasey, C., Martin, L. R., Wingard, D. L., & Criqui, M. H. (1995). Psychosocial and behavioral predictors of longevity: The aging and death of the "Termites." *American Psychologist*, 50, 69-78.
Presenter: _____
5. Owen-Kostelnick, J., Reppucci, N. D. & Meyer, J. R. (2005). Testimony and interrogation of minors: Assumptions about maturity and morality. *American Psychologist*, 61, 4, 286-304.
Presenter: _____
6. Innis, N. K. (1992). Tolman & Tryon: Early research on the inheritance of the ability to learn. *American Psychologist*, 47, 190-197.
Presenter: _____
7. Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13, 673-685.
Presenter: _____
8. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 3, 227-238.
Presenter: _____
9. Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist*, 57, 2, 111-127.
Presenter: _____

Mar 21

TOPIC: Biological Psychology Theories

Main Class Reading: Rilling, M. (1996). The mystery of the vanished citations: James McConnell's forgotten 1960s quest for planarian learning, a biochemical engram, and celebrity. *American Psychologist*, 51, 589-598.

Presentation Readings/Presenter:

1. Scoville, W. B., & Milner, B. (1957). Loss of recent memory after bilateral hippocampal lesion. *Journal of Neurology and Neurosurgery & Psychiatry*, 20, 11-12
Presenter: _____
2. Sperry, R. W. (1968). Hemisphere disconnection and unity in conscious awareness. *American Psychologist*, 23, 723-733.
Presenter: _____
3. Vokey, J. R., & Read, J. D. (1985). Subliminal messages: Between the devil and the media. *American Psychologist*, 40, 1231-1239
Presenter: _____
4. Kolb, B. (1989). Brain development, plasticity and behavior. *American Psychologist*, 44, 1203-1212.
Presenter: _____
5. Money, J. (1987). Sin, Sickness, or Status: Homosexual gender identity and psychoneuroendocrinology. *American Psychologist*, 42, 384-399.
Presenter: _____
6. Thompson, R. F. (1994). Behaviorism and Neuroscience. *Psychological Review*, 101, 259-265.
Presenter: _____
7. Rosenzweig, M. R., Bennett, E. E., & Diamond, M. C. (1972). Brain changes in response to experience. *Scientific American*, 226, 22-29.
Presenter: _____

Mar 28

TOPIC: Ethics II

Main Class Reading: Knapp, S. & VandeCreek, L. (2003). An overview of the major changes in the 2002 APA ethics code. *Professional Psychology: Research and Practice*, 34, 301-308.

Presentation Readings/Presenter:

1. Reist, D., & VandeCreek, L. (2004). The pharmaceutical industry's use of gifts and educational events to influence prescription practices: Ethical Dilemmas and Implications for Psychologists. *Professional Psychology: Research and Practice*, 35, 4, 329-335.
2. Moore, Z. E. (2003). Ethical dilemmas in sport psychology: Discussion and recommendations for practice. *Professional Psychology: Research and Practice*, 34(6), 601-610.
Presenter: _____
3. Mannheim, C. I., Sancilio, M., Phipps-Yonas, S., Brunquell, D., Somers, P., Farseth, G., & Ninonuevo, F. (2002). Ethical ambiguities in the practice of child clinical psychology. *Professional Psychology: Research and Practice*, 33, 1, 24-29.
Presenter: _____
4. Humphreys, K., Winzelberg, A., & Klaw, E. (2000). Psychologists' ethical responsibilities in the Internet-based groups: Issues, strategies, and a call for dialogue. *Professional Psychology: Research and Practice*, 31, 493-496.
Presenter: _____
5. Patenaude, A. F., Guttmacher, A. E. & Collins, F. S. (2002). Genetic testing and psychology: New roles, new responsibilities. *American Psychologist*, 57, 4, 271-282.
Presenter: _____
6. Acuff, C., Bennett, B. E., Bricklin, P. M., Canter, M. B., Knapp, S. J., Moldawsky, S., & Phelps, R. (1999). Considerations for Ethical Practice in Managed Care. *Professional Psychology: Research and Practice*, 30, 563-575.
Presenter: _____
7. Middlemost, R. D., Knowles, E. S., & Matter, C. E. (1976). Personal space invasion in the lavatory: suggestive evidence for arousal. *Journal of Social and Personality Psychology*, 33, 541-546.
Presenter: _____
8. Fine, M. A., and Kurdek, L. A. (1994). Reflections on determining authorship credit and authorship order on faculty-student collaborations.

American Psychologist, 48, 1141-1147.

Presenter: _____

9. Shapiro, D. E., & Schulman, C. E. (1996). Ethical and legal issues in E-mail therapy. *Ethics and Behavior*, 6, 107-124.

Presenter: _____

10. Boyle, P. J., & Callahan, D. (1995). Managed care in mental health: The ethical issues. *Health Affairs*, 14, 7-20

Presenter: _____

11. Pope, K. S., Tabatchnick, B. G., & Keith-Spiegel, P. (1987). Ethics of practice: The beliefs and behaviors of psychologists as therapists. *American Psychologist*, 42, 993-1006.

Presenter: _____

12. Mukerjee, M. (1997). Trends in animal research. *Scientific American*, 86-93.

Presenter: _____

APR 4

TOPIC: Sensation & Perception

Main Class Reading: Melzack, R. (1992, April). Phantom Limbs. *Scientific American*, 266, 120-126.

Presentation Readings/Presenter:

1. Palinkas, L. A. (2003). The psychology of isolated and confined environments: Understanding human behavior in Antarctica. *American Psychologist*, 58 (5), 353-363.

Presenter: _____

2. Von Frisch, K. (1962). Dialects in the language of the bees. *Scientific American*, 205, 13-18.

Presenter: _____

3. Zubek, J. P., Pushkar, D., Sansom, W., & Gowing, J. (1961). Perceptual changes after prolonged sensory isolation (darkness and silence). *Canadian Journal of Psychology*, 15, 83-100.

Presenter: _____

4. Gibson, E. J., & Walk, R. D. (1960). The visual cliff. *Scientific American*, 202, 67-71.

Presenter: _____

5. McGinnes, E. (1949). Emotionality and perceptual defense. *Psychological Review*, 56, 244-251.

Presenter: _____

6. Kohler, I. (1962). Experiments with goggles. *Scientific American*, 206, 62-68.

Presenter: _____

7. Fantz, R. L. (1961). The origin of form perception. *Scientific American*, 204, 62-72.

Presenter: _____

Apr 11

TOPIC: Debate 2: Psychotherapy with gay, lesbian, and bisexual patients—to change or not to change?

Main Class Reading: American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 12, 1440-1451.

The issue this week is whether or not it is appropriate for therapists to strive to change the sexual orientation of gay, lesbian, or bisexual patients.

Supporting materials

1. American Psychological Association. (1998). Resolution on the appropriate therapeutic responses to sexual orientation. In: Proceedings of the American Psychological Association, Incorporated, for the legislative year 1997. *Professional Psychology: Research and Practice*, 53, 882–935. (also in Schneider, et al. below).
2. Shidlo, A. & Schroeder, M. (2002). Changing sexual orientation: A consumers' report. *Professional Psychology: Research and Practice*, 33, 3, 249–259.
3. Yarhouse, M. A. & Burkett, L. A. (2002). An inclusive response to LGB and conservative religious persons: The case of same – sex attraction and behavior. *Professional Psychology: Research and Practice*, 33, 3, 235–241.
4. Throckmorton, W. (2002). Initial empirical and clinical findings concerning the change process for ex-gays. *Professional Psychology: Research and Practice*, 33, 3, 242–248.
5. Haldeman, D. (2002). Gay rights, patient rights: the implications of sexual orientation conversion therapy. *Professional Psychology: Research and Practice*, 33, 3, 260–264.
6. LeVay, S., Hamer, D., & Byne. (1994). Is homosexuality biologically influenced? *Scientific American*, 5, 43-55.
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Apr 18

Draft of literature review due for peer review

TOPIC: Issues in Personality & Psychotherapy

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2. Barlow, D. H. (2004). Psychological Treatments. *American Psychologist*, 59, 9, 869-878.
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Presenter: _____
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7. Wolpe, J., & Plaud, J. J. (1997). Pavlov's contributions to behavior therapy: The obvious and the not so obvious. *American Psychologist*, 52, 966-972.
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Apr 25

TOPIC: Motivation & Emotion

Main Class Reading: . Ray, O. (2004). How the mind hurts and heals the body. *American Psychologist*, 59, 1, 29-40.

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Presenter: _____

7. Schachter, S. (1970). Some extraordinary facts about obese humans and rats. *American Psychologist*, 26, 129-144.

Presenter: _____

8. Olds, J. (1969). The central nervous system and the reinforcement of behavior. *American Psychologist*, 24, 114-132.

Presenter: _____

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Presenter: _____

May 2

TERM PAPER DUE

TOPIC: Social Psychology Theories

Main Class Reading: . Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, 77, 6, 1121-1134.

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Presenter: _____

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Presenter: _____

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Presenter: _____

5. Leary, M. R., Tchidjian, L. R., & Kraxberger, B. E. (1994). Self-presentation can be hazardous to your health: Impression management and health risk. *Health Psychology*, 13, 461-470.

Presenter: _____

6. Piliavin, I., Rodin, J., & Piliavin, J. (1969). Good samaritanism: An underground phenomenon? *Journal of Personality and Social Psychology*, 13, 289-299.

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7. Eidelson, R. J. & Eidelson, J. J. (2003). Dangerous ideas: Five beliefs that propel groups toward conflict. *American Psychologist*, 58, 3, 182-192.

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