

Syllabus

PSY 694, Honors Proseminar II

Spring, 2022

Tu-Th 2:00-3:15, online via Zoom

Instructor: Dr. Ken Paap

Office: EP 503A

Virtual Office Hours: Tu.-Th. 3:30-4:30

<https://sfsu.zoom.us/j/88204783577?pwd=S0V5QVpTK2Q3VGIUYStPdFdZN3h5QT09>

Passcode: 202099

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Texts.

Sternberg, Robert J., & Sternberg, K. (2010) The psychologist's companion: A guide to writing scientific papers for students and researchers (5th ed). NY: Cambridge University Press. {Available on course iLearn}.

Publication Manual of the American Psychological Association (7th edition). {Available on iLearn}

Course Description. Psychology 694 (3 units): Second of a two-semester seminar with the principal goal of conducting, analyzing, and writing a research report on your project.

Prerequisite. Selection as an honors candidate, completion of PSY 697; must be taken concurrently with **PSY 698**. The instructor of record for PSY 698 is your laboratory supervisor who in most cases is not me (I am the instructor of record for PSY 694, Honors Proseminar)

Learning Objectives.

During the first semester (PSY 693) you should have written and revised the introduction and method section for your proposed thesis using constructive feedback from your presentations in the seminar and detailed feedback from both your supervisor and myself. In many cases the introduction and method can benefit from additional polishing. Furthermore, everyone should continue to search for new (or overlooked) articles that are relevant to your project and that might be included in the introduction or discussion sections of your thesis.

During the first semester (PSY 693) you should also have submitted the required packet of documents to the SFSU Institutional Review Board (IRB) and should have an approved protocol for using human participants. If you haven't completed the tasks described above you should do so ASAP.

The first major assignments for the second semester (PSY 694) is to lead a discussion of an article or small set of articles. Some possibilities are shown in a later section of the

syllabus and copies of these articles are available on iLearn. You may also propose some other research article(s) for your presentation. Feel absolutely free to do so.

The primary goal for the second semester (PSY 694) is to conduct, analyze, and write your thesis. As shown in the schedule of events below the final version of your thesis is due on Thursday, May 23rd. Consider this a hard deadline. The thesis should be written in APA style and the goal is have a polished manuscript that could be submitted to a research journal that uses APA style.

As soon as you have written a draft of your results or discussion section you are encouraged to give it to your supervisor. As soon as you revise based on feedback from your supervisor, you should send it to me. We can iterate this process as often as you would like and as time allows. I am here to help you at each step, or half step. You can bring questions about data reduction or statistic analyses to either the seminar group or to me individually as those questions arise. To be explicit, I can help you on your data analyses (what tests to do, how to do them) and on interpretation of the results (what can you conclude on the basis of the statistical tests that you have done) before you have written a draft of the results section. Having said that, the best advice is likely to come from your research supervisor.

Another requirement is that you make a final presentation of your thesis project to the seminar group. The presentations and seminar participation constitutes 25% of your final grade. Attendance matters! You will lose 5% for every absence where you do not inform me in advance that you will miss the seminar AND provide an explicit reason why you will not be attending. When there is an assigned reading, I expect everyone to have read it and to be prepared to both ask and answer questions about it. The quality of the final written thesis constitutes 75% of the final grade.

	Topic / Due Dates	Assignment
Tu Jan 25	First proseminar meeting	organizational
Th Jan 27	no class	
Tu Feb 1	Chapter 1	(download from Section 4 of iLearn)
Th Feb 3	Chapter 2	
Tu Feb 8	Chapters 3 & 4	
Th Feb 10	Chapters 5 & 6	
Tu Feb 15	Chapters 7 & 8	
Th Feb 17	Chapters 9 & 10	
Tu Feb 22	Chapters 11 & 12	
Th Feb 24	Chapters 13 & 14	
Tu Mar 1	Chapters 15 & 16	
Th Mar 3	Neat article presentation: Cherish	
Tu Mar 8	Neat article presentation: Maddie	
Th Mar 10	Neat article presentation: Anna	
Tu Mar 15	Neat article presentation: Daniella	
Th Mar 17	Chapters 17 & 18	
Tu Mar 22	Spring Recess	no class
Th Mar 24	Spring Recess	no class
Tu Mar 29	Chapter 19	
Th Mar 31	Cesar Chavez Day	no class
Tu Apr 5	Neat article presentation: Anna	Data collection should be completed.
Th Apr 7	Neat article presentation: Cherish	
Tu Apr 12	Neat article presentation: Daniella	
Th Apr 14	Neat article presentation: Maddie	Results section due to supervisor (feedback to student due within 7 days)
Tu Apr 19		
Th Apr 21		
Tu Apr 26	Cognitive Neuroscience Conference	no class
Th Apr 28		Discussion section due to supervisor (feedback due within 7 days) Results section due to Ken
Th May 3	Final thesis presentation: Daniella	
Th May 5	Final thesis presentation: Cherish	
Tu May 10	Final thesis presentation: Anna	Discussion section due to Ken (feedback due within 7 days)
Th May 12	Final thesis presentation: Maddie Last official proseminar day	
Tu May 17		
Th May 19		
Tu May 25		Absolute deadline for final written thesis to both supervisor and Ken

Possible Presentation Topics/Articles
(select from this menu or any other source)

IQ & Education

Ritchie, S. J., & Tucker-Drob, E. M. (2018). How much does education improve intelligence? A meta-analysis. *Psychological Science*, 29(8), 1358-1369.

Brain Training

Unsworth, N., Redick, T. S., McMillan, B. D., Hambrick, D. Z., Kane, M. J., & Engle, R. W. (2015). Is playing video games related to cognitive abilities? *Psychological Science*, 26(6), 759-774.

Green, C. S., Kattner, F., Eichenbaum, A., Bediou, B., Adams, D. M., Mayer, R. E., & Bavelier, D. (2017). Playing some video games but not others is relative to cognitive abilities: A critique of Unsworth et al. *Psychological Science*, 28(5), 679-682.

Redick, T. S., Unsworth, N., Kane, M. J., & Hambrick, D. Z. (2017). Don't shoot the messenger: Still no evidence that video-game experience is related to cognitive abilities – a reply to Green et al. (2017). *Psychological Science*, 28(5), 683-686.

Simons, D. J., Boot, W. R., Charness, N., Gathercole, S. E., Chabris, C. F., Hambrick, D. Z., & Stine-Morrow, E. A. L. (2016). Do “Brain-Training” Programs Work? *Psychological Science in the Public Interest*, 17(3), 103-186.

M-Turk

Zhou, H., & Fishbach, A. (2016). The pitfall of experimenting on the web: How unattended selective attrition leads to surprising (yet false) research conclusions. *Journal of Personality and Social Psychology*, 111(4), 493-504.

Ego-Depletion Effect

Hagger, M. S., & Chatzisarantis, N. L. D. (2016). A multilab preregistered replication of the ego-depletion effect. *Perspectives on Psychological Science*, 11(4), 546-573.

Baumeister, R. F., & Vohs, K. D. (2016). Misguided effort with elusive implications. *Psychological Science*, 11(4), 574-575.

Carter, E. C., Kofler, L. M., Forster, D. E., & McCullough, M. E. (2015). A series of meta-analytic tests of the depletion effect: Self-control does not seem to rely on a limited resource. *Journal of Experimental Psychology: General*, 144, 796-815.

Vadillo, M. A., Gold, N., & Osman, M. (2016). The bitter truth about sugar and willpower: The limited evidential value of the glucose model of ego depletion. *Psychological Science*, 27(9), 1207-1214.

Lurquin, J. H., Michaelson, L. E., Barker, J. E., Gustavson, D. E., von Bastian, C. C., Caruth, N. P., & Miyake, A. (2016). No evidence of the ego-depletion effect across task characteristics and individual differences: A pre-registered study. *PLoS ONE*, 11(2): e0147770.

Gratitude, Happiness, & Inhibitory Control

Saunders, B., He, F. F. H., Inzlicht, M. (2015). No evidence that gratitude enhances neural performance monitoring or conflict-driven control. *PLOS One*, 1/14.

Kumar, A. & Epley, N. (2018). Undervaluing gratitude: Expressers misunderstand the consequences of showing appreciation. *Psychological Science*, 29(9), 1423-1435.

Last Names (do not) Predict Manager vs Employee

Silberzahn, R., & Uhlmann, E. (2013). Germans with noble-sounding surnames more often work as managers than as employees. *Psychological Science*, 24(2), 2437-2444.

Silberzahn, R., Simonsohn, U., & Uhlmann, E. (2014). Matched names analysis reveals no evidence of name meaning effects: A collaborative commentary on Silberzahn and Uhlmann. *Psychological Science*, 25(7), 1504-1504.

Priming

Caruso, E. M., Shapira, O., & Landy, J. F. (2017). Show me the money: A systematic exploration of manipulations, moderators, and mechanisms of priming effects. *Psychological Science*, 28(8), 1148-1159.

Chivers, T. (2019) A Theory in Crisis. *Nature*, 576, 200-202.

Lindsay, D. S. (Editorial, *Psychological Science*) (2017). Preregistered direct replications in *Psychological Science*, 28(9), 1191-1192.

Satherley, N., Yoggeswaran, K., Osbourne, D., & Sibley, C. G. (2018). If they say “yes”, we say “no”: Partisan cues increase polarization over national symbols. *Psychological Science*, 29(12), 1996-2009.

Foreign Language Effects & Moral Dilemmas

Hayakawa, S., Tannenbaum, D., Costa, A., Corey, J. D., & Keysar, B. (2017). Thinking more or feeling less? Explaining the foreign-language effect on moral judgment. *Psychological Science*, 28(1), 1387-1397.

Costa, A., Dunabeitia, J. A., & Keysar, B. (2019). Language context and decision-making: challenges and advances. *Psychological Science*, 72(1), 1-2.

Bostyn, D. H., Sevenhant, S., & Roets, A. (2018). Of mice, men, and trolleys: hypothetical judgment versus real-life behavior in trolley-style moral dilemmas. *Psychological Science*, 29(7), 1084-1093.

Maier, M., & Rahman, R. A. (2018). Native language promotes access to visual consciousness. *Psychological Science*, 29(11), 1757-1772.

Decision Making

Ghaffari, M., & Fiedler, S. (2018). The power of attention: Using eye gaze to predict other-regarding moral choices. *Psychological Sciences*, 29(11), 1878-1889.

Le Mens, G., Kovacs, B., Avrahami, J., & Kareev, Y. (2018). How endogeneous crowd formation undermines the wisdom of the crowd in online ratings. *Psychological Science*, 29(9), 1475-1490.

Berger, J., & Packard, G. (2018). Are atypical things more popular? *Psychological Science*, 29(7), 1178-1184.

Publication Bias in Bilingual Advantage

de Bruin, A., Treccani, B., & Della Sala, S. (2014). Cognitive advantage in bilingualism: An example of publication bias? *Psychological Sciences*, 26(1), 99-107.

Bialystok, E., Kroll, J. F., Green, D. W., MacWhinney, B., & Craik, F. I. M. (2015). *Psychological Science*, 26(6), 944-946.

de Bruin, A., Treccani, B., & Della Sala, S. (2015). The connection is in the data: We should consider them all. *Psychological Science*, 26(6), 947-949.

Replication

Open Science Collaboration (2017). Estimating the reproducibility of psychological science. *Science*, 349(6251), 943.

Chivers, T. (2019) A Theory in Crisis. *Nature*, 576, 200-202.

- Ferguson, C. J., & Heene, M. (2012). A vast graveyard of undead theories: Publication bias and psychological science's aversion to the null. *Perspectives on Psychological Science*, 7(6), 555-561.
- Pashler, H. & Harris, C. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science*, 7(6), 531-536.
- Watts, T. W., Duncan, G.J., & Quan, H. (2018). Revisiting the marshmallow test: a conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science*, 29(7), 1159-1177.
- Kulke, L., von Duhn, B., Schneider, D., & Rakoczy, H. (2018). Is implicit theory of mind a real and robust phenomenon? Results from a systematic replication study. *Psychological Science*, 29(6), 888-900.

Self Control, Grit, Goal Achievement, Finding Your Passion, and Success

- Dindo, L., Brock, R. L., Aksan, N., Gamez, W., Kochanska, G., & Clark, L. A. (2017). Attachment and effortful control in toddlerhood predict academic achievement over a decade later. *Psychological Science*, 28(12), 1786-1795.
- Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319-325.
- Eskreis-Winkler, L., Fishbach, A., & Duckworth, A. L. (2018). Dear Abby: Should I give advice or receive it? *Psychological Science*, 29(11), 1797-1806.
- O'Keefe, P. A., Dweck, C. S., & Walton, G. M. (2018). Implicit theories of interest: Finding your passion or developing it? *Psychological Science*, 29(10), 1653-1664.

Ethnicity & Race

- Jones, M. S., Womack, V., Jeremie-Brink, G., & Dickens, D. (2021). Gendered racism and mental health among young adult U. S. black women: the moderating roles of gendered racial identity centrality and identity shifting. *Sex Roles*.
- Kim, S., Rodriguez-Guzman, V. M., Hamm, T., & Nugent, N. R. (2020). Childhood trauma and the role of ethnic pride and interpersonal relationships among Latina mothers. *Psychological Trauma: Theory, Practice, and Policy*, 13(1) 26-34.
- Sullivan, J., Wilton, L., & Apfelbaum, E. P. (2020). Adults delay conversations about race because they underestimate children's processing of race. *Journal of Experimental Psychology: General*, 150(2), 395-400.

Relationships

Perilloux, C., & Kurzban, R. (2014). Do men overperceive women's sexual interest? *Psychological Science*, 26(1), 70-77.

Murray, D. R., Murphy, S. C., von Hippel, W., Trivers, R., & Haselton, M. G. (2017). *Psychological Science*, 28(2), 253-255.

Perilloux, C., & Kurzban, R. (2017). Reply to a "A preregistered study of competing predictions suggests that men do overestimate women's sexual intent", *Psychological Science*, 28(2), 256-257.

Faure, R., Righetti, F., Seibel, M., & Hofmann, W. (2017). Speech is silver, nonverbal behavior is gold: How implicit partner evaluations affect dyadic interactions in close relationships. *Psychological Science*, 29(11), 1731-1741.

Cooperation – Aggression

Sawaoka, T., & Monin, B. (2018). The paradox of viral outrage. *Psychological Science*, 29(10), 1665-1678.

Rosati, A. G., DiNicola, L. M., & Buckholtz, J. W. (2018). Chimpanzee cooperation is fast and independent from self control. *Psychological Science*, 29(11), 1832-1845.

Measuring Mental Effort

Shechter, A. & Share, D. L. (2020). Keeping an Eye on Effort: A Pupillometric Investigation of Effort and Effortlessness in Visual Word Recognition. *Psychological Science*,

Brains & Bodies

Nave, G., Hoon, Jung, W. H., Linner, R. K., et al. (2018). Are bigger brains smarter? Evidence from a large-scale preregistered study. *Psychological Science*, 30(1), 43-54.

Hu, Y., Parde, C. J., Hill, M. Q., Mahmood, N., & O'Toole, A. J. (2018). First impressions of personality traits from body shapes. *Psychological Science*, 29(12), 1969-1983.

Stereotype Threat: Meta-Analyses

Flore, P. C., & Wicherts, J. M. (2015). Does stereotype threat influence performance of girls in stereotyped domains? A meta-analysis. *Journal of School Psychology*, 53, 25-44.

Picho, K., Rodriguez, A., & Finnie, L. (2013). Exploring the moderating role of context on the mathematics performance of females under stereotype threat: A meta-analysis. *The Journal of Social Psychology, 153*(3), 299-333.

Lamont, R. A., Swift, H. J., & Abrams, D. (2015). A review and meta-analysis of age-based stereotype threat: Negative stereotypes, not facts, do the damage. *Psychology and Aging 30*(1), 180-193.

Face Perception

Oh, D.W., Buck, E. A., & Todorov, A. (2018). Revealing hidden gender biases in competence impression of faces. *Psychological Science, 30*(1), 65-79.

Lin, C., Adolphs, R., & Alvarez, R. M. (2018). Inferring whether officials are corruptible from looking at their faces. *Psychological Sciences, 29*(11), 1807-1823.

Oruc, I., Shafai, F., & Iarocci, G.(2018). Origins of face impairments in autism: Support for the social-motivation hypothesis. *Psychological Sciences, 29*(11), 1859-1867.

Narcissism and Leadership

Brummelman, Nevicka, & O'Brien (2021). Narcissism and leadership in children. *Psychological Science, 1*-10.

Video Games and Aggression: Meta-Analyses

Ferguson, C. J. (2015). Do angry birds make for angry children? A meta-analysis of video game influences on children's and adolescents' aggression, mental health, prosocial behavior and academic performance. *Perspectives on Psychological Science, 10*, 646-666.

Furuya-Kanamori, L., & Doi, S. A. R. (2016). Angry birds, angry children, and angry meta-analysits: A reanalysis. *Psychological Science, 11*(3), 408-414.

P-Curves and Power Posing

Simmons, J. P., & Simonsohn, U. (2017). Power posing: P-Curving the evidence. *Psychological Science, 28*(5), 687-693.

Carney, D. R., Cuddy, A. J. C., Yap, A. J. (2015). Review and summary of research on the embodied effects of expansive (vs. contractive) nonverbal displays. *Psychological Science, 26*, 657-663.

Makhanova, A., McNulty, J. K., & Maner, J. K. (2017). Relative physical position as an impression-management strategy: Sex differences in its use and implications. *Psychological Science*, 28(5), 567-577.

Statistical Learning

Perkovic, S., & Orquin, J. L. (2018). Implicit statistical learning in real-world environments leads to ecologically rational decision making. *Psychological Science*, 29(1), 34-44.

Luo, Y., & Zhao, J. (2018). Statistical learning creates novel object associations via transitive relations. *Psychological Science*, 29(8), 1207-1220.

Predicting Happiness or Depression & Cross-cultural comparisons

Lee, J. C., Hall, D. L., & Wood, W. (2018). Experiential or material purchases? Social class determines purchase happiness. *Psychological Science*, 29, 1031-1039.

Aichele, S., Ghisletta, P., Corley, J., Pattie, A., Taylor, A. M., Starr, J. M., & Deary, I. J. Fluid intelligence predicts change in depressive symptoms in later life: the Lothian birth cohort 1936. *Psychological Science*, 2018, 29(12), 1984-1995.

Hornsey, M. J., Bain, P. G., Harris, E. A., Lebedeva, N., Kashima, E. S., Guan, Y., Gonzalez, R., Chen, S. X., & Blumen, S. (2018). How much is enough in a perfect world? Cultural variation in ideal levels of happiness, pleasure, freedom, health, self-esteem, longevity, and intelligence. *Psychological Science*, 29(9), 1393-1404.

Milek, A., Butler, E. A., Tackman, A. M., Kaplan, D. M., Raison, C. L., Sbarra, D. A., Vazire, S., & Mehl, M. R. (2018). "Eavesdropping on Happiness" revisited: a pooled, multisample replication of the association between life satisfaction and observed daily conversation quantity and quality. *Psychological Science*, 29(9), 1451-1462.

Batz-Barbarich, C., Tay, L., Kuykendall, L., & Cheung, H. K. (2018). A meta-analysis of gender differences in subjective well-being: estimating effect sizes and associations with gender inequality. *Psychological Science*, 29(9), 1491-1503.

Bryant, G. A., Fessler, D. M. T., Fusaroli, E. C., Amir, D. & Zhou, Y. (2018). The perception of spontaneous and volitional laughter across 21 societies. *Psychological Science*, 29(9), 1515-1525.

Rohrer, J. M., Richter, D., Brummer, M., Wagner, G. G., & Schmukle, S. C. (2018). Successfully striving for happiness: social engaged pursuits predict increases in life satisfaction. *Psychological Science*, 29(8), 1291-1298.

Negative Affect in Response to Stress

Leger, K. A., Charles, S. T., & Almeida, D.M. (2018). Let it go: lingering negative affect in response to daily stressors is associated with physical health years later. *Psychological Science*, 29(8), 1283-1290.

Word Recognition

White, A. L., Palme, J., & Boynton, G. M. (2018). Evidence of serial processing in visual word recognition. *Psychological Science*, 29(7), 1062-2071.

Required Information for all SFSU Classes

Statement of Religious Holidays Observance

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

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Student disclosures of sexual violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu or calling 338-2032.

To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

- **Counseling and Psychological Services Center – 415-338-2208; (
<http://psyserve.sfsu.edu/>**
- **For more information on your rights and available resources:
<http://titleix.sfsu.edu>**