

Psych 321: Revolutions in Psychology

Fall 2020

Tuesdays and Fridays 2:30-4:00PM

ALL REMOTE INSTRUCTION – See Course Moodle Page for Zoom link

Professor: Laura Been, PhD

Pronouns: she/her/hers

Please feel free to call me “Laura,” “Professor Been,” or “Dr. Been.”

Contact: lbeen@haverford.edu

Office hours: Open office hours during asynchronous class time on Fridays and by appointment

Prerequisites: Prior completion of Psyc 100 and at least one 200-level Psychology course is required. Completion or concurrent enrollment in Psyc 200 is recommended. If you do not meet these requirements, pre-approval by the instructor is required.

Textbook and Readings: There is no textbook for this course. Readings and other resources will be distributed electronically via the course Moodle site.

Technology Requirement: You will need reliable access to the internet for Zoom class sessions and to access the Moodle page for asynchronous class work. You will also need access to a computer or phone with a microphone and a quiet recording space for the podcast assignment. If you do not have access to technological essentials, you are encouraged to submit a request for LIFTFAR support: <https://www.haverford.edu/deans-office-student-life/liftfar-program>.

Course Description: The field of Psychology is a multidisciplinary, dynamic field exploding with new discoveries and advancements. Every week there are new reports that further illuminate our understanding of Psychological Sciences. With all of this momentum moving forward, what can be gained by revisiting the past? This course will survey several key, revolutionary developments in Psychology that transformed long-held beliefs about Psychology and altered our methodological and philosophical approaches to the discipline. We will also be drawing from a variety of critical frameworks (e.g. critical race theory, feminist criticism, critical disability studies, gender studies and queer theory) to critically analyze these historical revolutions before moving forward into more contemporary work. *Each section of the course will culminate with a visit from a current researcher in the field whose studies continue to advance our understanding of Psychological Science.* The visiting researcher will lead an in-class discussion about their research, as well as the path they took to get to their current position.

Expectations and Commitments: I have significantly redesigned this course to account for the remote/virtual format, as well as for what I anticipate will be a challenging semester in many different ways. Some of us will have returned to a different version of Haverford or Bryn Mawr than we left and will be adjusting to new norms; Some of us will continue to live away from campus and may be learning under less than ideal circumstances; All of us will be living through a global pandemic, a heightened collective awareness of racial injustice, and a deeply divided political climate. As a teacher, my response to this is three-fold: 1) I have scaled back the amount of required synchronous class time and shifted more weight to asynchronous assignments; 2) I have intentionally created moments of community and light-heartedness throughout the semester; 3) Most importantly, I plan to teach (more than ever) from a place of RADICAL COMPASSION as we navigate these unprecedented challenges. I will be flexible and generous with deadlines. I will be understanding of unforeseen circumstances. I will pivot as necessary. I hope you will extend the same grace to me. My ultimate goal is to create a learning community that is inclusive, equitable, and conducive to learning for each student in this course, as well as sensitive to the specific, unique, and unpredictable challenges we will encounter this term.

Course Structure: Each week, the seminar will be divided into two parts:

- Most* Tuesday meetings will be **synchronous** work: We will meet as a group on Zoom for lecture/discussion/activities related to the assigned readings.
- Most* Friday meetings will be **asynchronous** work: Each week, you will work independently to complete a writing assignment or activity (see “thought papers” section for description). I will also hold open office hours each Friday during our scheduled course time.

*On **student presentation weeks** (Weeks 6, 9, and 13), we will do asynchronous work on Tuesday and meet synchronously on Fridays. On **guest speaker weeks** (Weeks 7, 10, and 14), we will meet synchronously on both Tuesday and Friday.

Classroom Policies:

Virtual Classroom: *Our synchronous course meetings will work best if you are engaged and paying attention.* I do not have particular standards about “Zoom etiquette” – if you want to zoom from your bed in your sweatpants that’s fine with me as long as you are able to engage that way. My preference is for you to keep your camera on as much as possible, as I think this will create the most engaging discussion atmosphere. If you need to stop your video for various reasons, that is understandable. I tend to take a light-hearted approach to the idiosyncrasies and challenges of a Zoom-based course.

Attendance and late work: If you are unable to attend class or complete an assignment by the due date, I ask that *whenever possible* you let me know *ahead of time* and work with me to determine when you will complete the work (from class or assigned). In this situation there will be *no grade penalty* for late work. If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me as much as possible so that we can work together to determine a good course of action. I ask those of you who need more than a one-week extension to talk with both your Dean and me to arrive at a practical and workable plan for completing the work.

Lecture Recordings and Slides: I will be recording all synchronous class periods (Tuesdays) in case someone misses class. I will make these recordings available to anyone who wants them, but *you may **not** share these recordings* without my written permission. I typically do not post my lecture slides before class, as I feel that it discourages active learning, but I will make them available on Moodle after class.

Grading: There are 100 possible points in this course:

Participation	15 pts
Thought Papers/Exercises	25 pts
Group Presentation	20 pts
Journal Clubs	15 pts
Final Paper	25 pts
Total Possible Points	100 pts

Grading Scale:

94-100 pts = 4.0	77-79 pts = 2.3
90-93 pts = 3.7	73-76 pts = 2.0
87-89 pts = 3.3	70-72 pts = 1.7
83-86 pts = 3.0	67-69 pts = 1.3
80-82 pts = 2.7	63-66 pts = 1.0

At the end of the semester, I will calculate your grade and determine if I believe it correctly reflects your achievement in this course. Final grades will be assigned at my discretion.

Thought Papers / Exercises: Most weeks, I will post a thought question or exercise for the following week's reading. You will write a short paper or complete a short exercise in response to that question/prompt. These papers and exercises are designed to stimulate your thinking and processing of the course material.

Presentations: For each unit, students will work in groups to present and lead discussion on a *pre-approved* empirical paper (journal article, NOT review article or book chapter) related to the unit. The presentation should be around 30 minutes including time for discussion or questions. In the presentations, I expect students to briefly and clearly summarize the problem that the paper addresses as well as describe and critically analyze the methods, results and interpretations. Prepared slides are encouraged. Although you will be working in groups, you will be graded individually. ***Additional background reading, over and above what is assigned, is essential for presenters.***

Final Paper: As a capstone to this course, you will use the knowledge and skills you have gained to write a research paper. More information about the final paper assignment will be given during class.

Participation: Your active participation in the seminar is **essential** for success in this course. We expect all students to come to seminar having critically read the assigned readings. Bring questions about the papers with you to class to assist in talking about the material. Most importantly, be prepared to ask and answer both specific and general questions about these papers.

Academic Integrity: You are expected to abide by Haverford's Honor Code. Academic dishonesty of any kind will not be tolerated.

Disability Statement: Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment - please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

COURSE SCHEDULE

BLUE = synchronous class meetings

ORANGE = asynchronous work outside of class

GREEN = synchronous guest lecture

<p><u>Week 1:</u> Tue 9/8/20 Fri 9/11/20</p>	<p>Introduction to PSYC 321: Revolutions in Psychology</p>	<p>Tuesday</p> <ul style="list-style-type: none"> ● Introductions ● Course Structure and Expectations 	<p>Assignment for Friday: - By Friday, please complete:</p> <ul style="list-style-type: none"> ● Group Presentation sign-up ● Intro Music sign-up ● Beginning of Semester Survey <p>- Open Office Hours 230-4PM</p>
<p>Scientific Revolutions and Historical Paradigm Shifts in Psychology</p>			
<p><u>Week 2:</u> Tue 9/15/20 Fri 9/18/20</p>	<p>Scientific Revolutions & Paradigm Shifts</p>	<p>Readings for Tuesday:</p> <ul style="list-style-type: none"> ● The Structure of Scientific Revolutions (excerpt), Kuhn, T. (1962) ● What is a Paradigm Shift Anyway? Lombrozo, T. (2016) 	<p>Assignment for Friday:</p> <ul style="list-style-type: none"> ● Thought paper and Responses due on Moodle by Friday at 10 PM ● Open Office Hours 230-4PM
<p><u>Week 3:</u> Tue 9/22/20 Fri 9/25/20</p>	<p>A Brief History of Revolutions in Psychology</p>	<p>Readings for Tuesday:</p> <ul style="list-style-type: none"> ● Chapter 1.2: The Evolution of Psychology, History, Approaches, and Questions. Stangor, C. and Walinga, J. (2014) ● 125th Anniversary of APA Interactive Timeline (APA, 2017) 	<p>Assignment for Friday:</p> <ul style="list-style-type: none"> ● Thought paper and Responses due on Moodle by Friday at 10 PM ● Open Office Hours 230-4PM
<p>Assignment for Friday:</p> <ul style="list-style-type: none"> ● Thought paper and Responses 			

<p><u>Week 4:</u> Tue 9/29/20 Fri 10/2/20</p>	<p>Critically Evaluating Historical Revolutions in Psychology</p>	<p>Readings for Tuesday:</p> <ul style="list-style-type: none"> ● Intersectionality and the History of Psychology, Rutherford, A. and Davidson, T. (2019). 	<p>and responses due on Moodle by Friday at 10 PM</p> <ul style="list-style-type: none"> ● Open Office Hours 230-4PM
<p>The Cognitive/Biological Revolutions</p>			
<p><u>Week 5:</u> Tue 10/6/20 Fri 10/9/20</p>	<p>Introduction to the Cognitive/Biological Revolutions</p>	<p>Readings for Tuesday:</p> <ul style="list-style-type: none"> ● Revolutions in Neuroscience: Tool Development. Bickle, J. (2016) ● The Little-Known Roots of the Cognitive Revolution, Price, M. (2011) 	<p>Assignment for Friday:</p> <ul style="list-style-type: none"> ● Thought paper and Responses due on Moodle by Friday at 10 PM ● Open Office Hours 230-4PM
<p><u>Week 6:</u> Tue 10/13/20 Fri 10/16/20</p>	<p>Student-led discussion re: the Cognitive/Biological revolutions</p>	<p>Readings for Tuesday: TBD, student-chosen empirical papers on Moodle</p> <ul style="list-style-type: none"> ● Post discussion questions to Moodle by 9pm on Tuesday ● <i>Groups 1 and 2 meet with LB</i> 	<p>Assignment for Friday: Student Presentations Groups 1 and 2</p>
<p><u>Week 7:</u> Tue 10/20/20 Fri 10/23/20</p>	<p>Journal Club/ Visiting Lecture</p>	<p>Readings for Tuesday:</p> <ul style="list-style-type: none"> ● Learning Structures: Predicative Representations, Replay, and Generalization, Momennejad, I. (2020) ● Nature Feature: How Facebook, fake news and friends are warping your memory ● ● Complete Journal Club Worksheet 	<p style="text-align: center;">**GUEST LECTURE**</p> <p>Ida Momennejad, PhD <i>Senior Reinforcement Learning Researcher at Microsoft Research NYC</i></p>
<p>The Cross-Cultural/Diversity Psychology Revolutions</p>			
<p><u>Week 8:</u></p>		<p>Readings for Tuesday:</p>	<p>Assignment for Friday:</p> <ul style="list-style-type: none"> ● Thought paper

<u>Week 8:</u> Tue 10/27/20 Fri 10/30/20	Introduction to the Cross-Cultural/Diversity Psychology Revolution	<ul style="list-style-type: none"> • A History of Culture in Psychology, Kashima, Y. and Gelfand, M. (2011). 	and Responses due on Moodle by Friday at 10 PM <ul style="list-style-type: none"> • Open Office Hours 230-4PM
<u>Week 9:</u> Tue 11/3/20 Fri 11/6/20	Student-led discussion re: the Cross-Cultural/Diversity Psychology Revolution	Readings for Tuesday: TBD, student-chosen empirical papers <ul style="list-style-type: none"> • Post discussion questions to Moodle by 9pm on Tuesday • Groups 3 and 4 meet with LB • <u>Election Day! VOTE!!</u> 	Assignment for Friday: Student Presentations Groups 3 and 4
<u>Week 10:</u> Tue 11/10/20 Fri 11/13/20	Journal Club/ Visiting Lecture	Readings for Tuesday: <ul style="list-style-type: none"> • TBD • Complete Journal Club Worksheet 	**GUEST LECTURE** <i>Phia Salter, PhD Associate Professor, Department of Psychology, Davidson College</i>
The Meta-Science/Big Data Revolutions			
<u>Week 11:</u> Tue 11/17/20 Fri 11/20/20	Introduction to the Meta-Science/ Big Data Revolutions	Readings for Tuesday: <ul style="list-style-type: none"> • Big Data Gets Bigger, Winerman, L. (2018) • Analyzing Big Data in Psychology, Cheung, M. W-L. and Jak, S. (2016). • Psychology's Replication Crisis is Running Out of Excuses, Yong, E. (2018). 	Assignment for Friday: <ul style="list-style-type: none"> • Thought paper and Responses due on Moodle by Friday at 10 PM • Open Office Hours 230-4PM
<u>Week 12:</u> 11/21/20 - 11/29/20	<i>Thanksgiving Break- No Class</i> NOTE: You must have your final paper topic approved before break (by 5pm on 11/20/20)		
<u>Week 13:</u> Tue 12/1/20 Fri	Student-led discussion re: the Meta-Science/Big Data Revolution	Readings for Tuesday: TBD, student-chosen empirical papers <ul style="list-style-type: none"> • Post discussion questions to Moodle by 9pm on Tuesday • Groups 5 and 6 meet with 	Assignment for Friday: Student Presentations Groups 5 and 6

12/4/20		LB	
<u>Week</u> <u>14:</u> Tue 12/8/20 Fri 12/11/20	Journal Club/ Visiting Lecture	<p>Readings for Tuesday: The extent and drivers of gender imbalance in neuroscience reference lists. Dworkin et al. (2020)</p> <ul style="list-style-type: none"> • Complete Journal Club Worksheet <p style="text-align: center;">**GUEST LECTURE**</p> <p style="text-align: center;">Jordan Dworkin, PhD (HC '15) <i>Assistant Professor of Clinical Biostatistics, Department of Psychiatry, Columbia University, New York State Psychiatric Institute</i></p>	<p>Assignment for Friday:</p> <ul style="list-style-type: none"> • No Thought Paper • Last Class Wrap Up
<u>Week</u> <u>15:</u> 12/14/20 - 12/18/20	<i>Finals Week- No Class</i>	Final paper due by noon on 12/18/20	