Syllabus for the course
“Controversies in psychology”

English-taught Master’s programme “Applied Social Psychology”
(37.04.01 Psychological Sciences)

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I. Overview
This course examines highly cited or frequently discussed topics and articles that have been the source of considerable controversy in the fields of social, cognitive, and clinical psychology. That is, findings or observations that have led the scientific community to debate the interpretations and implications, methodology or replicability, the ethics of the study protocol, or even biases of the researchers. The list of research topics covered will be broad. Examples include Milgram's "shock experiment" and Zimbardo's prison study, Loftus' research on false memories, as well as topics related to the efficacy of antidepressants and psychotherapy. We will also discuss the nature vs. nurture debate on intelligence, multiculturalism, issues related to social neuroscience, and even precognition. The course is in a seminar format and will require presentations and active participation. Students will be asked to debate the advantages and disadvantages of study methodologies, underlying theories, assumptions, and ethical implications. There are no course prerequisites, although students are expected to show interest in a broad range of topics in psychology.

The main objectives of the course are:
● To familiarize students with controversies in psychology
● To develop an appreciation for how ethical, design, replicability, and political issues may influence what is considered controversial
● To foster critical thinking, open-minded discussions and respectful debate
● To develop students' capacities to be able to present controversial scientific research and examine the advantages and disadvantages from a research design, statistical, sociocultural and political perspective

Methodology of the course:
The course utilizes a combination of:
● Didactic lectures covering historical, contemporary, theoretical and empirical issues
● Practical classes involving discussions about topics in the field and analysis of videos
● Student presentations during seminars on controversial research and their biopsychosocial underpinnings
● Readings and assignments designed to facilitate greater depth of discussion and building connections between various disciplines within and beyond psychology (e.g., psychiatry, sociology)

Course prerequisites and formed competencies:
The course is an elective designed for second year master students and does not have any specific prerequisites. However, some exposure to introductory psychology, social psychology and/or (cross-) cultural psychology and clinical psychology at the undergraduate or graduate level is expected.

The working language of the course is exclusively English, which includes teaching, presentations, and all communications. In order for the student to be able to benefit from the course, an excellent ability to write, comprehend, and speak in English is required.

The duration of the course is 2 modules (56 academic hours, 4 credits)
## Competencies

<table>
<thead>
<tr>
<th>General competencies</th>
<th>Specific competencies</th>
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<tr>
<td>Familiarity with controversial topics in psychology</td>
<td>Students will become familiar with the essence of some controversial topics in psychology, the conflicting issues which might be related to those controversies (ethical, methodological, interpretive, and otherwise), and their role in contemporary social, clinical, and cognitive psychology.</td>
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<tr>
<td>Familiarity with explanations of psychological controversies and their critical scientific evaluations</td>
<td>Students will become familiar with common social and psychological preconditions for the presence of controversies, and will develop an appreciation of how to critically evaluate the empirical evidence base to come to their own conclusions.</td>
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<td>Appreciation for how disputable psychological findings may influence social processes</td>
<td>Students will be given an insight into how controversies in psychology may elicit strong reactions in the scientific community or lay public and shape social discourse and future research and education.</td>
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<tr>
<td>Ability to analyze relevant empirical literature, present one’s point of view, be open to alternative perspectives, and participate in discussions and debate</td>
<td>Students will prepare PowerPoint presentations during the seminars, and present information on controversial issues in psychology. Therefore, they will develop skills to synthesize and report information, as well as to understand better the core issues of controversial topics and critically discuss the scientific foundations of controversial research. Students will also develop openness to feedback during discussions, and develop debating skills.</td>
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## II. Course contents

### Course Schedule

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<th>№</th>
<th>Lesson</th>
<th>Hours in total</th>
<th>Auditory classes, including:</th>
<th>Self-Study</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
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<tr>
<td>1</td>
<td>Lesson 1: Introduction</td>
<td>6</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Course overview and issues: definitions, controversies in science, ethics, research design, replicability</td>
<td>6</td>
<td>1</td>
<td>1</td>
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<tr>
<td>3</td>
<td>Lesson 2: Authority and conformity research</td>
<td>6</td>
<td>2</td>
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<tr>
<td>4</td>
<td>Part I: Examination of Asch conformity studies, Milgram’s Shock experiments, Zimbardo Prison Experiment</td>
<td>6</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Sections</td>
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<td>4</td>
<td>Part II: Replication studies, ethical implications and aftermath</td>
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<td></td>
<td><strong>Lesson 3: Military Psychology and Psychological Operations</strong></td>
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<td>5</td>
<td>Military psychology, warfare and propaganda</td>
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<td>6</td>
<td>Conspiracy theory or fact? A brief history and overview of research</td>
<td>6 2</td>
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<td></td>
<td><strong>Lesson 4: Controversies in Clinical Psychology: Diagnosis, Assessment and Treatment</strong></td>
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<td>7</td>
<td>Diagnosis of mental disorders: Do they exist?</td>
<td>7 2</td>
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<td>8</td>
<td>Psychological and medical treatments of mental disorders: How do they work?</td>
<td>7 1 1 5</td>
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<td></td>
<td><strong>Lesson 5: Nurture vs. Nature</strong></td>
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<td>9</td>
<td>Student Presentation 1: Environmental vs. genetic effects: Some of the controversies</td>
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<td>10</td>
<td>Case study: Intelligence, genetics, and culture</td>
<td>6 1 1 4</td>
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<td><strong>Lesson 6: Social Priming</strong></td>
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<td>(note: Mid-Semester Exam held during class)</td>
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<td>11</td>
<td>Examples of experiments: primed by the elderly, professors, and hooligans</td>
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<tr>
<td>12</td>
<td>Student Presentation 2: Controversies in social priming literature and replication issues</td>
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<td></td>
<td><strong>Lesson 7: Cognition: False Memories</strong></td>
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<td>13</td>
<td>Introduction to false memories: Memory is not like a video recorder</td>
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<td>14</td>
<td>Student presentation 3: Recent research in false memories</td>
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<td><strong>Lesson 8: Precognition</strong></td>
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<td>15</td>
<td>Precognition effects: Are they real?</td>
<td>5 1 1 3</td>
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<td>16</td>
<td>Student presentation 4: Recent research in precognition</td>
<td>5 2 3</td>
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<td></td>
<td><strong>Lesson 9: Social and Cognitive Neuroscience</strong></td>
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<td>17</td>
<td>Student Presentation 5: Social and Cognitive Neuroscience: Introduction and overview; Free Will</td>
<td>5 2 3</td>
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<td>18</td>
<td>Student Presentation 6: Social neuroscience: Issues of replication</td>
<td>5 2 3</td>
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<td></td>
<td><strong>Lesson 10: Bias in Psychology</strong></td>
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III. Program contents

*Note:* Each topic has *core readings* required for the course. Interested students are encouraged to go deeper by examining some of the literature in *further readings*. *Recommended readings* are suggestions for the presenting speaker and audience to become acquainted with a topic prior to the student presentation. Each student is expected to find and send out an *additional reading* on their assigned topic. Please contact the TA for a short list of preferred topics.

**Lesson 1. Introduction**

*Topics 1 & 2. Course overview*

Overview of the course and assignments. The history of controversies in science and psychology: a critical perspective that takes into account changing social, political and knowledge contexts.
Core reading:

For further reading:

Lesson 2. Authority and conformity research.

Topics 3 and 4 cover some of the classic studies on conformity and authority, with a specific focus on ethical issues and replication. These studies have had considerable influence on subsequent research in social psychology.

Topic 3. Examination of Asch conformity studies, Milgram’s Shock experiments, Zimbardo Prison Experiment

Core reading:

For further reading:
2. https://en.wikipedia.org/wiki/Monster_Study
Social Psychology, 56(4), 655-674.

**Topic 4.** Replication studies, ethical implications and aftermath

**Core reading:**

**For further reading:**

**Lesson 3.** Military Psychology, Psychological Operations, and Conspiracy theories

Psychologists and psychological methods have been involved and used (or abused, some may think) in order to influence the course of war, for interrogations, or to influence the “hearts and minds” of a population. Given government involvement in the public, and sometimes even private lives of citizens, conspiracy theories have abounded, and we briefly discuss some of the history and psychological research on this topic.

**Topic 5.** Military psychology, warfare and propaganda

**Core reading:**

For further reading:
   http://www.journal.forces.gc.ca/Vo9/no1/05-clow-eng.asp

**Topic 6. Conspiracy: theory or fact? A brief history and overview of research**

Core reading:

For further reading:

**Lesson 4. Controversies in Clinical Psychology: Diagnosis, Assessment and Treatment**

Topics 7 and 8 cover controversies that have affected clinical psychology and psychiatry; namely, what is a mental illness or disorder, and does such an entity even exist? Furthermore, if disorders do indeed exist, how can they be assessed and treated - or should we even treat them? How do we do
balance the needs of the individual and society in an ethical manner? These discussions have been marred by various interest groups.

**Topic 7. Diagnoses of mental disorders: Do they exist?**

**Core reading:**

**For further reading:**

**Topic 8. Psychological and medical treatments of mental disorders: Do they work and are they ethical?**

**Core reading:**
For further reading:


Lesson 5. Nature vs. Nurture

One of the most debated topics in psychology, as well as related sciences such as biology and genetics, is the extent to which human behavior is shaped by the environment (‘nature’) vs. genetic or inherited factors (‘nurture’). While it is not controversial to say that both nature and nurture are important, what is controversial is the extent to which each plays a role. Twin and family studies, research on epigenetics and gene-environment interactions may help us bridge some of these divisions. We will also discuss this topic in relation to intelligence (a controversial construct itself), as well as mean differences observed in different groups on cognitive tests. This may be one of the most controversial topics in all of psychology, as it has engendered heated debates that have spilled into the public sphere with accusations of ‘racism’ in psychology. At the same time, psychologists have highlighted that within-group differences tend to be greater than between-group differences.

Note: this week will mark the first of a series of student presentations. Although there are some assigned readings for the course students are to find an extra article and send it to their classmates, the TA, and the course instructor.

Topic 9. Student Presentation 1: Environmental vs. genetic effects: Some of the findings and
controversies (personality and religion)

Additional readings to be determined by the presenting student

Recommended reading:
3. Dunn et al. (2013). Chapter 4. Seven Tools for Teaching Evolutionary Psychology

For further reading:

Topic 10. Case study: Intelligence, genetics, and culture

Core readings:
For further reading:


Lesson 6. Social Priming Research

Social priming suggests that exposure to a social stimulus that may have implicit (nonconscious) effects on subsequent behavior (e.g., stereotype activation: being asked to think about a professor may get some to perform better on a subsequent test). This kind of research has garnered a lot of citations and media attention; however, the problem is that findings are often difficult to replicate, leaving some to wonder whether there is such an effect at all.

Students will also complete a mid-semester exam this week (1 academic hour). Questions will be related to the information covered in the lessons and readings up to and including this week. Please consult Methods of Assessment section below for more details.

Topic 11. Examples of experiments: primed by the elderly, professors, and hooligans

Core readings:


For further reading:


**Topic 12. Student Presentation 2: Controversies in social priming literature and replication issues**

**Additional readings to be determined by the presenting student**

**Recommended readings**


**Lesson 7. Cognition: False Memories**

The general public and some legal professionals still often treat memory like a tape recorder. Contradictions in a narrative are viewed as signs of “lying”. However, we also know that memory is dynamic and is frequently reconstructed based on subsequent input (e.g., conversations about an event). The generation of false memories has led to various controversies in the forensic and psychotherapy sphere.

**Topic 13. Introduction to false memories: Memory is not like a video recorder**

**Core reading:**


**For further reading:**


**Topic 14.** Student presentation 3: Recent research in false memories

**Additional readings to be determined by the students**

**Recommended readings:**


**Lesson 8.** Precognition

**Topic 15.** Precognition effects: Are they real?

**Core reading:**


**For further reading:**


**Topic 16.** Student presentation 4: Recent research in precognition

**Additional readings to be determined by the students**

**Recommended reading:**


**Lesson 9.** Social and cognitive neuroscience

Social and cognitive neuroscience generates fascinating research on the relationship between mind, brain and social behavior and judgments, but frequently there are difficulties with replication. A common assumption based on religious edicts is that we all have free will, but this basic assumption is being questioned with findings that suggest brain activity precedes free will, and this philosophical construct is essentially an illusion; in turn these controversial findings are questioned by others who critique the methodology.

**Topic 17.** Student Presentation 5: Social and cognitive Neuroscience: Introduction and overview; Free Will

**Additional readings to be determined by the presenting students**

**Recommended reading:**


**Topic 18. Student Presentation 6: Social and cognitive neuroscience: Issues of replication**

**Additional readings to be determined by the presenting students**

**Recommended reading:**


**Lesson 10. Bias in Psychology**

Social psychology has a tendency to be left leaning. How might this affect the research being conducted and accepted in peer reviewed journals, and who is being hired to do that research? Is our vision balanced as social scientists?

**Topic 19. Political leanings in Psychology: Left or Right?**

**Core reading:**


**For further reading:**


**Topic 20. Student Presentation 7: Issues of gender, sexual orientation and identity**

**Additional readings to be determined by the presenting students**

**Recommended reading:**

**Lesson 11. Multiculturalism and Acculturation**

A motto of many political leaders is that “diversity is our strength”, yet the findings do not always support this view: frequently diversity has been associated with less social cohesion and trust. On the other hand, these findings may be moderated by other variables (e.g., country, setting, interethnic relations), and some researchers have found that diversity may be beneficial for the community at large. Have political leaders assumed too much? Can we have a diverse yet harmonious society?

**Topic 21. Ethnic diversity, acculturation, social cohesion, and well-being: Conflicting findings?**

**Core reading:**


For further reading:


**Topic 22.** Student Presentation 8: Recent research on ethnic diversity and ethnic density; living in multicultural societies.

**Additional readings to be determined by the presenting students**

**Recommended reading:**


**Lesson 12.** Religion, Spirituality and Paranormal Science

Religious and spiritual beliefs that espouse a life-after-death hypothesis are universal across cultural milieus; evolutionary factors and death anxiety (terror management) are potential explanations for such beliefs, but do not disprove them. Perhaps due to “physics envy” and fears about the validity of psychology as a legitimate scientific discipline, psychologists frequently overlook phenomena related to spirituality, religion, and the beyond. However, it is becoming increasingly mainstream to discuss the limitations of body-mind dualism, and evidence in health psychology is making it apparent that religiosity/spiritual factors seem to be associated with improved health outcomes. Or are they, and with whom, how, and under what conditions?
Beyond health in the current life, an area that some psychologists fear to tread or discuss are anomalous phenomena, but a sub-discipline called parapsychology has emerged to try to explain “paranormal” experiences using scientific terms (e.g., near-death experiences following accidents, sleep paralysis, etc.). Although some parapsychology programs reside in prestigious psychology departments and institutions, accusations of pseudoscience do not lag far behind claims made that do not conform to conventional and linear paradigms (see Bem’s work, below). Difficulty with replication has fueled the so-called “replication wars.” In any case, nothing is wrong with healthy skepticism, and it is encouraged in this course. It is up to the presenting students, as well as the audience, to weigh the evidence, and for students to come to their own empirically-based conclusions.

**Topic 23. Student Presentation 9: Spirituality, religiosity and health**

**Additional readings to be determined by the presenting students**

**Recommended reading:**

**For further reading:**

**Topic 24.** Student Presentation 10: Research in anomalistic psychology and parapsychology: Paranormal experiences or (non-paranormal) psychophysiological phenomena?

**Additional readings to be determined by the presenting students**

**Recommended reading:**

**For further reading:**
1. https://www.csicop.org/specialarticles/show/back_from_the_future
Lesson 13. Debate

Before lesson 13 we will complete an online poll on which controversial topic students would like to debate and their attitudes about the various topics discussed. All students are expected to complete the poll as part of their participation mark. The results of this poll will be discussed at the beginning of the lesson. Students will then be randomly assigned into two (or four) groups (pro vs. con) about the top two (or four) topics and then asked to switch sides. To the degree possible, the debate is to be based on logical arguments and research evidence, not emotional grandstanding. Remember that each student is expected to participate.

Topics 25 & 26. Poll the class on issues that are most controversial and randomly assign students to debate teams. Generate debate between teams.

Core readings
There are no new readings this week. Use this time to catch up on any missed readings.

For further reading:
1. Dunn et al. (2013). Chapter 2: Preventing and handling classroom disruptions.

Lesson 14. Conclusions

Topic 26: How do we develop solid research designs and keep our biases in check?

Core reading:

Topic 27. Ongoing controversies in the field and the future of psychology

Core reading:
How should psychologists respond? *Canadian Psychology/Psychologie Canadienne, 54*(3), 166-175. http://dx.doi.org/10.1037/a0033841

For further reading:
### IV. Methods of assessment

<table>
<thead>
<tr>
<th>Form of assessment</th>
<th>Deadline</th>
<th>% in the final grade</th>
<th>Main Idea</th>
<th>Main Requirements</th>
<th>Grading Criteria</th>
</tr>
</thead>
</table>
| Debate             | Lesson 13| 5%                   | Participation in the final debate session | • Engage with a position during the debate  
• Actively support the chosen position and providing the necessary evidence to support it | • Clarity of communication, respecting others  
• Relevant reasoning, confirming the position chosen, open to alternate evidence  
• Usage of relevant research, readings and/or personal reflections |
| Attendance         | All course| 10%                  | Attendance, participation in discussions | • Attend the lectures and seminars  
• Engage with the core readings  
• Actively participate in discussions | • Consistency of attendance (or informing the professor of occasional absences)  
• Relevant research, readings, and/or personal reflections and questions during discussions  
• Clarity of communication, respecting others |
| Student Presentations | Lessons 11-22 (depending on your topic) | 25% | PowerPoint presentation based on additional literature of the chosen theme. Made by small groups of two (2) students. | • 60 minutes (40min for presentation itself; 20min for discussion)  
• E-mail or meet with the instructor prior to the presentation for guidance  
• Distribution of chosen literature to the group (1-2 core articles, 1-2 additional articles at least a week before the presentation) | • Power Point slides  
• References  
• Articles distributed to group  
• Presentation content  
• Facilitation of discussion/presentation style  
• Overall impression |
| Mid-Term Exam      | Lesson 5  | 25%                  | Quiz based on prior lectures and reading materials (covered in literature up to and including lesson 5). | • 40 minutes  
• Multiple-choice mostly  
• Some short-answer questions  
• Closed-book | • Correct option for multiple choice  
• Evidence-based or relevant, well-written and succinct short-answers |
| Final Test | The last week of classes | 35% | Quiz based on prior lectures and reading materials covered throughout the course. | • 1 hour  
• Multiple-choice mostly  
• Some short-answer questions  
• Closed-book | • Correct option for multiple choice  
• Evidence-based or relevant, well-written and succinct short-answers |

*See text below for further details*
Student Presentations

Background: Presentations on specific advanced topics concerning controversies in psychology are conducted during the seminars (see Course Schedule on topic titles for lessons 6-12). While the lectures tend to be more general, these student presentations are intended to familiarize the audience in greater depth with more specific topics in the field. The purpose of these presentations is also to develop links between different research studies related to a controversial topic in psychology, form a more elaborate understanding of each issue by careful examination of the controversy, explore existing research design issues and ideas for future research to help resolve the controversy, or at least answer an aspect of it. Another purpose of this section of the course is for graduate students to further develop effective skills in presenting research in English. Try to make the presentation stimulating using thought-provoking research findings and deliver this information effectively using PowerPoint and/or other media.

General presentation instructions: Students will work in small groups of 2 students (if there are insufficient student pairs, there may be a few individual student presentations) and prepare presentations synthesizing recent literature which integrate relevant controversial phenomena. You will also give examples of potential future research ideas which may help answer unsolved questions in your topic area. You are expected to e-mail or meet with the instructor prior to the presentation for guidance regarding any questions you may have. Please note that I do not expect your presentation to be exhaustive; rather it may be focused on a select group of studies or findings and should be cohesive.

Students will utilize HSE electronic resources to find relevant literature and will email the group at least one article prior to the presentation.

Parameters: The presentation will be one academic hour (40 minutes), and will be done in PowerPoint format and should include about 10+ references. You may use videos and multimedia (optional) to make your presentation more stimulating. Following your presentation, you will also facilitate a discussion session with the group and instructor (i.e., have some thoughtful questions ready!), which should last 20 minutes (0.5 academic hours). Note: there will often be two presentations per lesson (see schedule above), so please efficiently complete your full presentation and discussion in your allotted time of 1 hour (60 minutes). You may need some technical time to set up your PowerPoint presentation, so consider coming early.

Readings: The student presentation topics (see Course schedule) require student presenters to find 1-2 relatively recent research articles or reviews published since 2000 to distribute to the instructor and classmates (older articles are acceptable if they are still frequently cited in recent literature). One week prior to the presentation, student presenters email these readings to the group, the teaching
assistant, and the instructor for review and to stimulate a discussion during the seminar that they will lead. Immediately prior to the presentation, students are to email their PowerPoint slides to the instructor and the student group for reference.

**Grading criteria:** The grade for the presentation will depend on the student’s appropriate depth of the description of the controversial topic, critical synthesis of relevant research, including review of relevant peer reviewed articles; identifying appropriate challenges with existing research related to the topic or reactions to this research (e.g., researcher biases, research design problems, ethical concerns); the degree to which the presentation information was clearly presented in the slides (e.g., correct English, use of references, clear points); the clarity of communicating one’s ideas verbally to the audience, the student’s engagement in facilitating discussion, openness to ideas, and structuring of the presentation (e.g., have an introduction, review of the literature, synthesis, limitations, future research, summary and conclusions, reference list, etc.).

**Mid-Term Exam**

This exam is in the format of a quiz and will last for 1 academic hour (40 minutes) at the end of lesson 6. The format will be multiple choice and/or short answer. Questions will be related to the information covered in the topics and readings covered up to and including lesson 6.

**Grading criteria:** Identification of the best or correct answer for the multiple-choice component. Quality of responses (evidence-based or relevant, well-written and succinct) for the short answer component.

**Debate Participation**

In order to reinforce learning and encourage further discussion and effective (i.e., logic and evidence-based) communication, a debate will take place during lesson 13. Each student is expected to take part in the debate. First, students will be asked to complete a poll of topics they found interesting in the course. Second, the poll results will be discussed. Thirdly, each student will be randomly assigned into a group and to lay out arguments in support of an aspect of a controversial topic identified in the poll. Finally, students will be asked to switch sides and continue debating.

**Grading criteria:** bringing up relevant research, readings, and/or personal reflections, providing logical reasoning sufficient to support one’s statements, clarity of communication, maintaining respectful interactions with others.

**Final Exam**

This exam is in the format of a quiz and will last for 1 hour at the end of the course. The format will be multiple choice and/or short answer. Questions will be related to the information covered in the topics and readings during the whole course.

**Grading criteria:** Identification of the best or correct answer for the multiple-choice component. Quality of responses (evidence-based, logical, and relevant, well-written and succinct) for the short answer component.

**Attendance and Participation/ Professionalism**
Students are expected to attend the lectures and seminars, engage with the core readings, and actively participate in discussions (e.g., presenting clear points and arguments in a respectful way). If you are absent, please inform the professor and TA, and e-mail a comment based on the readings, so we know you are keeping up. It is also recommended that you communicate with other students on the lecture materials. More than two absences are strongly discouraged.

Grading criteria: Consistency of attendance (or informing the professor of occasional absences), bringing up relevant research, readings, and/or personal reflections and questions during discussions, clarity of communication, maintaining respectful interactions with others.

Formula for the final grade

The final grade consists of several parts and the details of the requirements for each part are discussed above in sections III and IV:

- Mid-Semester Exam (ME): 25% (see lesson 5)
- Presentation (P): 25% (see lessons 6-11)
- Debate participation/preparation (D): 5%
- Final (In Class) Exam (FE): 35%
- Attendance and General Participation/Professionalism (AP): 10%

(Please inform the instructor if you are unable to attend class; you are expected to contribute to the discussions)

Formula for the final grade:

\[ \text{Final grade (\%) = 0.25 \times ME + 0.25 \times P + 0.05 \times D + 0.35 \times FE + 0.1 \times AP} \]

Comment on final grade and exam: Final percentages are converted to a 10-point scale (10 is considered "outstanding"; 8 to 9 is considered to be "very good" to "excellent", 6 to 7 is considered to be "good", 4 to 5 is considered "satisfactory", and below 4 is considered a "fail").

All exams are held in-class. There are no exams during formal exam weeks.

V. Literature

Textbooks

The following textbooks are required for the course:


Please do a careful HSE library and Google search prior to purchasing these books to save on costs (they should be available as e-books and some even for rent online). The relevant chapter is specified for each lesson/topic above in section III.
Articles
Each lesson also has associated peer-reviewed article and/or chapter readings. Some of these are core articles, and others are supplementary readings for students who wish to go into greater depth in a topic area. See section III for more details.

Internet resources
Several online resources are useful to students, professionals, and lay people who have an interest in learning how to improve their writing skills and learning more about controversies in psychology (use the site’s search field to identify information on a specific topic of interest):

• APA style and sample paper: https://owl.english.purdue.edu/owl/resource/560/18/
• American Psychological Association: www.apa.org
• Canadian Psychological Association: http://www.cpa.ca/aboutcpa/
• Controversial studies: https://digest.bps.org.uk/2014/09/19/the-10-most-controversial-psychology-studies-ever-published/