

**PSYCHOLOGY IN THE MEDIA (PSY 4100, 31382)**  
**WEBER STATE UNIVERSITY, SPRING 2020**  
**T 1:30 – 4:10 PM, LH 050**

<b>PROFESSOR</b>	Dr. Leigh Shaw	<b>OFFICE HOURS</b>	Tuesdays 1:00-1:30, or by appt.
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### WHAT IS A CAPSTONE COURSE?

In an architectural context, a capstone is the top stone placed at the top of a wall or other structure. In an academic context, a capstone is a final course that completes a student's major. A capstone course provides students with the opportunity to integrate, apply, and reflect on many aspects of the psychology major in one course experience and to demonstrate comprehensive learning in the major through some type of product or performance. Capstone courses should emphasize context by embedding psychology in a broader social, cultural, and historic framework and by helping students understand the place for psychology in our interconnected world.

The capstone course serves two main purposes: 1) to allow psychology majors a final opportunity to practice and demonstrate the critical thinking, reflection, and integrative learning skills they will need to succeed after graduation, and 2) to allow the Psychology department a final opportunity to assess whether it has been successful in its mission to train students to be psychologically literate citizens who can engage in scientifically- and ethically-informed judgments, decision-making, and actions.

### COURSE DESCRIPTION AND OBJECTIVES

This capstone will highlight how psychological concepts, principles, and theories are depicted in the popular media, specifically film and documentary. In this seminar, you will watch psychologically-relevant films and documentaries, read classic and contemporary research connected to the concepts depicted in the films and documentaries, and synthesize what you have learned from these sources in oral and written formats. You will understand how the discipline of psychology provides you with a framework for understanding your world as depicted in film. By means of reading, analyzing, writing, and participating in class, you will work toward the following 5 learning goals:

- a) **Knowledge Base:** You will 1) describe key concepts, principles, and overarching themes in psychology, 2) develop a working knowledge of psychology's content domains, and 3) describe the applications of psychology to the media.
- b) **Scientific Inquiry and Critical Thinking:** You will 1) use scientific reasoning to interpret psychological phenomena in media, 2) demonstrate and develop psychological literacy, 3) engage in integrative thinking and problem solving, 4) interpret psychological research, and 5) incorporate sociocultural factors into scientific inquiry of the content of film and documentary.
- c) **Ethical and Social Responsibility in a Diverse World:** You will 1) apply ethical standards to evaluate psychological science and practice, 2) build and enhance interpersonal relationships, and 3) adopt values (e.g., skepticism, intellectual curiosity, respect for human diversity, tolerance of ambiguity, humility regarding the limits of psychological knowledge and skills) that build community.
- d) **Communication:** You will 1) demonstrate effective writing for different purposes, 2) exhibit effective presentation skills for different purposes, and 3) interact effectively with others.
- e) **Professional Development:** You will 1) exhibit self-efficacy and self-regulation, and 2) refine project management skills, and enhance teamwork capacity.

### COURSE MATERIALS AND CANVAS

- ❖ You are required to view the films outside of class prior to the class period devoted to their discussion. The films are available from a variety of sources, including the WSU Library, Davis County Library, Weber County Library, Amazon, Google Play, Netflix, HBO now, Vudu, iTunes, etc. (a Google search of the film title will show available platforms for viewing).
- ❖ There is no course text. The required readings for each film are in Canvas (<https://weber.instructure.com/login>) for

you to download/print. Log-in with your Wildcat username and password. From the “Courses” tab, click on “PSY 4100”. You will be able to access the syllabus, readings, and other course materials, as well as announcements and your grades.

- ❖ For assistance with Canvas, email [vsuonline@weber.edu](mailto:vsuonline@weber.edu) or call 626-6499. For assistance with usernames and/or passwords, call (626-7777) or email ([csupport@weber.edu](mailto:csupport@weber.edu)) the Help Desk.

## GRADING

	<u>Points</u>	<u>~ % of Total</u>
Course Attendance/Participation	96 (12 classes X 8 pts)	22
Weekly “Conversation Starters”	60 (12 weeks X 5 pts)	14
Review and Reflect Papers	150 (5 papers X 30 pts)	35
Capstone Presentation	125	29
<b>TOTAL</b>	<b>431</b>	<b>100</b>

Final grades will be assigned based on the percent of total points earned, as follows:

<b>A</b>	(100 - 93%)	<b>B</b>	(86.9 - 83%)	<b>C</b>	(76.9 - 73%)	<b>D</b>	(66.9 - 63%)
<b>A-</b>	(92.9 - 90%)	<b>B-</b>	(82.9 - 80%)	<b>C-</b>	(72.9 - 70%)	<b>D-</b>	(62.9 - 60%)
<b>B+</b>	(89.9 - 87%)	<b>C+</b>	(79.9 - 77%)	<b>D+</b>	(69.9 - 67%)	<b>E</b>	(59.9 - 0%)

## COURSE ATTENDANCE/PARTICIPATION (12 x 8 = 96 Points, ~22% of course grade)

- ❖ This is a small, senior-level course that will be conducted in seminar format, which requires that you attend and participate in class discussions. Learning is most effective when it is a collaborative process. Aside from attending, you are responsible for asking questions and making thoughtful contributions to class discussion.
- ❖ Excluding week 15, we will meet 13 times to discuss course material. You are expected to attend each class and to be prepared to discuss the films and accompanying readings in depth. *You may miss a maximum of 1 of the 13 regular classes without penalty.* You are not excused from attending any student presentation classes in week 15 and peer evaluations are part of your final presentation grade. If you miss more than 1 class without my permission, your final grade will be docked by 3% for each subsequent class missed. Course attendance and participation are critical to your success in this course.
  - For example, if you attended 9 (not the minimum required 12) classes and did not have my permission to miss the additional 3 classes, 9% would be deducted from your final grade. If you attend all 13 classes, your lowest participation score will be dropped from your final grade (only the highest 12 scores will count toward your final grade).
- ❖ Class participation will be evaluated daily on a 5-point scale (weighted to 8 points) in terms of the overall quantity and degree of thoughtfulness of your contributions (0=absent, 2=present, no participation, 4=below average participation, 6=average participation, 8=above average participation).

## WEEKLY “CONVERSATION STARTERS” (12 X 5 = 60 Points, ~14% of course grade)

- ❖ Before each class, you will submit a well thought-out “conversation starter” based on one or more of the readings for that week. You also need to bring your conversation starter to class to share with others.
- ❖ The conversation starter should focus on saying something about the readings that fosters exploration of that topic with others. The conversation starter should be 1-3 sentences distilled from something you found especially salient, important, interesting, and thought-provoking about the readings. It exists as a kind of “based on what I read and understood from these readings, here is what we should think about together this week. Now, let’s talk about that.” Conversation starters are important because they put you – the students – in ownership of the direction of our class discussion. You have to read and think carefully to create a good conversation starter. Your goal is to get the class going on a meaningful discussion of the most key concepts as you understand them.
  - Conversation starters must be posted in Canvas by **9 am on class day**. This deadline is important to facilitate our weekly discussion of the readings and it is reflected in the course calendar in Canvas. *Late postings will not be accepted and will earn 0 points.*
  - Conversation starters are worth 5 points (see rubric in Canvas, 0=not posted or late; 1=below average; 2=average; 3=above average; 4=well-above average; 5=great).

### REVIEW AND REFLECT PAPERS (5 x 30 = 150 Points, ~35% of course grade)

- ❖ You will submit 5 papers (~1000-1500 words or 4-6 double-spaced pages) that review and reflect on the week's readings and film. Papers should summarize the major idea(s) of EACH of the week's readings and use content from the film as an illustration of these ideas. Papers should *not* be a mere chronological summary of the author's arguments; you should articulate the major arguments/points the author is trying to convey and use the film as illustration.
- ❖ Half the class will submit papers on EVEN weeks (#4, 6, 8, 10, 12); the other half will submit papers on ODD weeks (#3, 5, 7, 11, 13). Paper groups will be decided in week 1.
- ❖ Papers have the same due dates as weekly conversation starters (by **9 am on class day**, see Canvas). Late papers will be penalized 10% per 24-hour period (starting after the 12 hour grace period until 9 pm on class day) and will not be accepted after 5 days (or -50%).
- ❖ Review and reflect papers are worth 30 points and graded on completeness (out of 2 points), summary of main ideas (out of 12 points), use of film as illustration (out of 12 points), and quality of writing (out of 4 points).

### CAPSTONE SMALL GROUP PRESENTATION (125 Points, ~29% of course grade)

- ❖ You will work in a small group (2-3 students) to create a presentation with the aid of PowerPoint/Spark that you will give to the class during Week 15. Your goal is to use scenes from a film/documentary (of your choice) to illustrate a psychological phenomenon (problem, theory, concepts) of your choice.
  - For example, you could use scenes from "*Thank You for Smoking*" to illustrate persuasion tactics and cognitive dissonance or you could use scenes from "*The Breakfast Club*" to illustrate social and cognitive influences on peer crowds, bias, and conformity in adolescence.
- ❖ You will teach the class about your chosen psychological phenomenon from reading and studying at least 3 outside empirical/scholarly sources and using at least 2 scenes from your film to illustrate your phenomenon.
  - Your sources must be from empirical/scholarly publications, such as journals (e.g., *Child Development*, *Developmental Psychology*, *Merrill-Palmer Quarterly*, *Annual Review of Psychology*), monographs (e.g., *SRCD monographs*), handbooks (e.g., *Handbook of Moral Development*), edited volumes (e.g., *Moral Development and Socialization*), or scholarly texts (*not textbooks*). I suggest searching with the OneSearch, PsycINFO Database, or Academic Search Premiere (via Stewart Library).
- ❖ Read and outline your sources carefully to construct a comprehensive PowerPoint presentation of their content. This is your opportunity to become a sort of "expert" on a psychological phenomenon and to teach the class what you have learned using your film as an illustration.
  - The presentation must begin with a title slide including the title of the presentation and the name of each group member. Subsequent slides should provide an overview of the psychological phenomenon you will address with definitions of central concepts and a brief summary of the film's thesis/theme/purpose.
  - The body of your presentation should outline your learning on your chosen psychological phenomenon from your research sources.
    - To serve the course goal of integration across domains of psychology, think about and include two of these five areas of content that may be interconnected in the overall system of your selected phenomenon: 1) biological (e.g., neuroscience, sensation, consciousness, motivation), 2) cognitive (e.g., cognition, memory, perception), 3) development (e.g., learning, the needs and capabilities of children, adolescents, and adults), 4) social and personality (e.g., social, personality, intelligence, emotion, cultural and gender differences), and 5) mental and physical health (e.g., abnormal, health, clinical).
    - You may consider clearly defining and illustrating central concepts, presenting the study rationale and findings, presenting some of the important facts used to support the main idea, identifying flaws in the argument, providing a good counterargument to the article's main idea, discussing points that could be added to the argument, describing any examples of faulty reasoning you found in the article, discussing the ethical considerations of investigating your chosen phenomenon.
    - Clips from your film should be used to illustrate and extend your chosen psychological phenomenon. Strong presentations will provide clear, detailed, and explicit links between the phenomenon and the film illustration. Scenes from your film should be no more than ~1/3 of the presentation length.
- ❖ Presentations will last ~20 minutes so there is time for discussion. The presentation must end with a reference slide including APA-style citations for your 3 references and movie information (title, year of release, director). The use of other materials and/or activities is encouraged; however they must be approved by Dr. Shaw. You

are strongly encouraged to dress and present the material in a professional manner. Each group member should be responsible for some of the oral presentation to the class.

❖ Important Deadlines:

- **WEEK 7, 2/18 by 9 am:** A detailed topic proposal is due for review and approval. Your topic proposal must state the particular psychological phenomenon you intend to research, keywords, author names, titles and so on you have used in a preliminary literature search on your topic in PsycINFO and the film you will use to illustrate your topic. I strongly encourage you to discuss your ideas for your topic with me well in advance of this deadline.
  - Successful completion of the topic proposal will be reflected by a checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory proposal) will be reflected by an “X”. In the grade book, unsuccessful completion will result in 12.5 points (10% of the 125 points for the project) being docked from the presentation grade.
- **WEEK 12, 3/24 by 9 am:** Your 3 outside sources (i.e., the full articles), your ideas for scene illustrations, and a tentative title for your presentation are due for review and approval.
  - Successful submission of sources and title will be reflected by a checkmark in the grade book column; unsuccessful completion will be reflected by an “X”. In the grade book, unsuccessful completion will result in 12.5 points (10% of the 125 points for the project) being docked from the presentation grade.
- **WEEK 13:** Presentation times will be decided in class.

❖ Grading

- The presentation rubric is available in Canvas. Grading is contingent on submission of your 3 sources as well as a “hard” and electronic copy of your PowerPoint by your presentation day.

## EXAMS

- ❖ There are no exams currently scheduled for this course. However, I reserve the right to add exams of any format and length should I deem it a necessary means of assessing your learning.

## EXTRA CREDIT REFLECTION

- ❖ You have the opportunity to submit an extra credit reflection at the end of the course if you have completed all the required work for the course. This is an optional assignment.
- ❖ The reflection assignment is described in the assignment in Canvas and **due by 9 am on 4/17**. Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you *no* extra credit points.

## COURSE POLICIES

### ATTENDANCE AND CLASS CONDUCT

- ❖ Your attendance and participation are required and critical to your success.
- ❖ Students who will be absent while representing the University in officially recognized University activities must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors
- ❖ If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
- ❖ The cancellation deadline is January 27<sup>th</sup>; the last day to withdraw for semester classes is March 24<sup>th</sup>.
- ❖ Students have the right to a course that is relatively free of unnecessary distractions that could impair their course participation. Refrain from side conversations and from texting or using your cell phone during class. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. Adult or child visitors are allowed in class with instructor approval. Computers are allowed for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).

### COURSE RECORDING POLICY

Course materials prepared by the instructor together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video or audio recording of any portion of classroom lectures

and review sessions without the consent of the instructor is prohibited. If you would like to request authorization to record, please contact me. On request, I will usually grant permission for students to audio record lectures, on the condition that the audio files are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM6-22, Student Code.

### **REASONABLE ACCOMMODATION**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD, <http://weber.edu/ssd>) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request.

### **ACADEMIC DISHONESTY**

Cheating and plagiarism violate the Student Code (PPM 6-22 IV D). Plagiarism is “*the unacknowledged (uncited) use of any other person’s or group’s ideas or work.*” Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). WSU subscribes to Turnitin, an electronic service that verifies the originality of student work. Course enrollment requires that all of your assignments be submitted to Turnitin, where they are anonymously retained.

#### FAQs about Plagiarism, Quotations and Paraphrasing

##### *How can I avoid plagiarism?*

You must give credit to the original source whenever you 1) use another person’s actual spoken/written words, 2) paraphrase another person’s spoken/written words, 3) use another person’s ideas, concepts, or theories, as well as facts/statistics/graphs/drawings that are not common knowledge.

##### *WHEN and HOW should I quote material?*

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s. For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Contrary to Plato and Descartes who assumed that knowledge is innate or inborn, Locke proposed that “the mind at birth is a blank slate—a “white paper”—on which experience writes” (Myers, 2005, p. 3).

##### *What is paraphrasing, and how do I do it right?*

Paraphrasing is rewriting an author’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words, and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Merely changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts is plagiarism.

## COURSE SCHEDULE AND ASSIGNMENTS

WEEK 1, 1/7: COURSE OVERVIEW		
<p><b>Week 2, 1/14</b></p> <p><b>MOVIE:</b> “<i>Gattaca</i>”</p> <p><b>Nature-Nurture Debate</b></p>	<p><b>READINGS</b></p>	<p>Pinker, S. (2004). Why nature and nurture won't go away. <i>Daedalus</i>, 133(4), 5-17.</p> <p>Dodge, K.A., (2004). The nature-nurture debate and public policy. <i>Merrill-Palmer Quarterly</i>, 50(4) 418-427.</p> <p>Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. <i>American Psychologist</i>, 67(8), 614-622.</p>
	<p><b>MOVIE</b></p>	<p>Gattaca (1997, PG-13, 106 min) <i>Free: WSU Library (PN1997.G387C6 2005), Davis County Library</i></p>
<p><b>Week 3, 1/21</b></p> <p><b>MOVIE:</b> “<i>One Flew over the Cuckoo's Nest</i>”</p> <p><b>Controversies over Labeling and ECT in Clinical Psychology</b></p>	<p><b>READINGS</b></p>	<p>Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i>, 179, 250-258.</p> <p>Myth #37: Psychiatric labels cause harm by stigmatizing people from Lilienfeld, Lynn, Ruscio, &amp; Beyerstein (2009), 50 great myths of popular psychology: Shattering widespread misconceptions about human behavior. Wiley. See <a href="http://emilkirkegaard.dk/en/wp-content/uploads/50-Great-Myths-of-Popular-Psychology.pdf">http://emilkirkegaard.dk/en/wp-content/uploads/50-Great-Myths-of-Popular-Psychology.pdf</a></p> <p>How does ECT work? See <a href="http://www.psych.med.umich.edu/ect/how-does-ect-work.asp">http://www.psych.med.umich.edu/ect/how-does-ect-work.asp</a></p> <p>Myth #50: Electroconvulsive (“Shock”) therapy is a physically dangerous and brutal treatment from Lilienfeld, Lynn, Ruscio, &amp; Beyerstein (2009), 50 great myths of popular psychology: Shattering widespread misconceptions about human behavior. Wiley. See <a href="http://emilkirkegaard.dk/en/wp-content/uploads/50-Great-Myths-of-Popular-Psychology.pdf">http://emilkirkegaard.dk/en/wp-content/uploads/50-Great-Myths-of-Popular-Psychology.pdf</a></p> <p>Pompili et al. (2013). Indications for electroconvulsive treatment in schizophrenia: A systematic review. <i>Schizophrenia Research</i>, 146, 1-9.</p> <p>Pagnin et al. (2004). Efficacy of ECT in depression: A meta-analytic review. <i>The Journal of ECT</i>, 20(1), 13-20</p>
	<p><b>MOVIE</b></p>	<p>One Flew over the Cuckoo's Nest (1975, R, 133 min) <i>Free: WSU Library (PN1997.O544 1993), Davis County &amp; Weber County Library</i></p>
<p><b>Week 4, 1/28</b></p> <p><b>MOVIE:</b> “<i>The Crash Reel</i>”</p> <p><b>Traumatic Brain Injury &amp; Recovery</b></p>	<p><b>READINGS</b></p>	<p>Moser, R.S., (2012). Ahead of the game: The parents' guide to youth sports concussion (<i>CH 1, Ready, set, learn! Understanding the young brain</i>, pp.14-32). University Press of New England. <a href="https://hal.weber.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=458709&amp;site=ehost-live&amp;ebv=EB&amp;ppid=pp_14">https://hal.weber.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=458709&amp;site=ehost-live&amp;ebv=EB&amp;ppid=pp_14</a></p> <p>Craig Hospital. Understanding TBI, Part 2: Brain injury impact on individuals' functioning. <a href="https://craighospital.org/uploads/Educational-PDFs/Model-Systems/330.Model-System-Understanding-TBI-Part-2.pdf">https://craighospital.org/uploads/Educational-PDFs/Model-Systems/330.Model-System-Understanding-TBI-Part-2.pdf</a></p> <p>Craig Hospital TBI Handbook, Section III (pp 27-56), Consequences and problems of traumatic brain injury. <a href="https://craighospital.org/resources/topics/traumatic-brain-injury">https://craighospital.org/resources/topics/traumatic-brain-injury</a></p> <p>Craig Hospital. Emotional problems after traumatic brain injury. <a href="https://craighospital.org/uploads/Educational-PDFs/Model-Systems/348.Model-System-TBI-and-Emotional-Problems.pdf">https://craighospital.org/uploads/Educational-PDFs/Model-Systems/348.Model-System-TBI-and-Emotional-Problems.pdf</a></p>
	<p><b>MOVIE</b></p>	<p>The Crash Reel (2013, Documentary, 1 hr 48 min) <i>Free: HBO</i></p>

<b>Week 5, 2/4</b>  <b>MOVIE:</b> <b>“Still Alice”</b>  <b>Alzheimer’s Disease: What We Know, Selfhood, and Relationships</b>	<b>READINGS</b>	Alzheimer’s Association ( <a href="http://www.alz.org">www.alz.org</a> ). What we know today about Alzheimer’s disease and dementia ( <a href="http://www.alz.org/research/science/alzheimers_research.asp">http://www.alz.org/research/science/alzheimers_research.asp</a> ) and Inside the Brain: Alzheimer’s Brain Tour ( <a href="http://www.alz.org/research/science/alzheimers_brain_tour.asp">http://www.alz.org/research/science/alzheimers_brain_tour.asp</a> ) Harris, P. B., & Keady, J. (2009). Selfhood in younger onset dementia: transitions and testimonies. <i>Aging and Mental Health</i> , 13(3), 437-444. Eustache et al. (2013). Sense of identity in advanced Alzheimer’s dementia: A cognitive dissociation between sameness and selfhood? <i>Consciousness and Cognition</i> , 22, 1456-1467. Sikes, P., & Hall, M. (2016). “It was then that I thought ‘whaat? This is not my Dad’”: The implications of the ‘still the same person’ narrative for children and young people who have a parent with dementia. <i>Dementia</i> , 1-19. In class, we will watch “Genetics in Alzheimer’s (~14 min, <a href="http://www.alz.org/research/video/video_pages/genetics_in_alz.html">http://www.alz.org/research/video/video_pages/genetics_in_alz.html</a> ).
	<b>MOVIE</b>	Still Alice (2014, PG-13, 1 hr 41 min) <i>Free: Davis County &amp; Weber County Library</i>

<b>Week 6, 2/11</b>  <b>MOVIE:</b> <b>“Sound and Fury”</b>  <b>Deaf Culture, Cochlear Implants, and Language</b>	<b>READINGS</b>	Hyde, M. & Power, D. (2000). Informed parental consent for cochlear implantation of young deaf children: Social and other considerations in the use of the ‘bionic ear.’ <i>The Australian Journal of Social Issues</i> , 35(2), 117-127. Hyde, M., Punch, R., & Komesaroff, L. (2010). Coming to a decision about cochlear implantation: Parents making choices for their deaf children. <i>Journal of Deaf Studies and Deaf Education</i> , 15(2), 162-178. Peterson, N. R., Pisoni, D. B., & Miyamoto, R. T. (2010). Cochlear implants and spoken language processing abilities: Review and assessment of the literature. <i>Restorative neurology and neuroscience</i> , 28(2), 237-250. Cruz et al. (2013). Identification of effective strategies to promote language in deaf children with cochlear implants. <i>Child Development</i> , 84(2), 543-559. In class, we will watch “Not the hearing or deaf world: Heather Artinian Tedx Talk” (2013, ~14 min).
	<b>MOVIE</b>	Sound and Fury (2000, 80 min); Sound and Fury 6 Years Later (2006, 29 min) <i>Free: WSU Library (HV2392.2.S68 2000 and HV2392.2.S686 2006) or <a href="https://www.youtube.com/watch?v=nuhUOCewyKA">https://www.youtube.com/watch?v=nuhUOCewyKA</a></i>

<b>Week 7, 2/18</b>  <b>TOPICS DUE</b>  <b>MOVIE:</b> <b>“Babies”</b>  <b>Universals and Cultural Variation in Infancy &amp; Parenting</b>	<b>READINGS</b>	Mesman et al. (2016). Is the ideal mother a sensitive mother? Beliefs about early childhood parenting in mothers across the globe. <i>International Journal of Behavioral Development</i> , 40(5), 385-397. Bornstein, M.H., & Cheah, C.S.L. (2006). The place of ‘culture and parenting’ in the ecological contextual perspective on developmental science. In K.H. Rubin and O.B. Chung (Eds.), “Parental beliefs, parenting, and child development in cross-cultural perspective” (pp. 3-33). London, UK: Psychology Press. Keller, H. (2012). Autonomy and relatedness revisited: Cultural manifestations of universal human needs. <i>Child Development Perspectives</i> , 6(1), 12-18.
	<b>MOVIE</b>	Babies (2010, PG, 1 hr 19 min) <i>Free: WSU Library (RJ134. B33 2010), Weber County Library</i>

<b>Week 8, 2/25</b>  <b>MOVIE:</b> <b>“Mean Girls”</b>  <b>Adolescence:</b> <b>Popularity,</b> <b>Aggression,</b> <b>and the</b> <b>Development</b> <b>of the Self</b>	<b>READINGS</b>	<p>Collins, W.A., &amp; Steinberg, L. (2006). Adolescent development in interpersonal context. <i>Handbook of Child Psychology</i>, 551-590 (only pp. 556-561, <i>Extrafamilial relationships and influence</i>, and pp. 570-576, <i>Intimacy and Sexuality</i>).</p> <p>Harter, S., Marold, D.B., Whitesell, N., &amp; Cobbs, G. (1996). A model of the effects of perceived parent and peer support on adolescent false self behavior. <i>Child Development</i>, 67, 360-374.</p> <p>Harter, S., Bresnick, S., Bouchev, H.A., &amp; Whitesell, N.R. (1997). The development of multiple role related selves during adolescence. <i>Development and Psychopathology</i>, 9, 835-853.</p> <p>Cilessen, A.H.N., &amp; Rose, A. (2005). Understanding popularity in the peer system. <i>Current Directions in Psychological Science</i>, 14(2), 102-105.</p> <p>Smith, R.L., Rose, A.J., &amp; Schwartz-Mette, R.A. (2010). Relational and overt aggression in childhood and adolescence: Clarifying mean-level gender differences and associations with peer acceptance. <i>Social Development</i>, 19(2), 243-269.</p>
	<b>MOVIE</b>	<p>Mean Girls (2004, PG-13, 1 hr 37 min)  <i>Free: WSU Library (PN1997.2 .M43 2004), Davis County &amp; Weber County Library</i></p>

**WEEK 9, 3/3 NO CLASS: SPRING BREAK**

<b>Week 10, 3/10</b>  <b>MOVIE:</b> <b>“Rabbit Proof Fence”</b>  <b>Acculturation,</b> <b>Structural</b> <b>Violence, &amp;</b> <b>Reconciliation</b>	<b>READINGS</b>	<p>Berry, J.W. (2001). A psychology of immigration. <i>Journal of Social Issues</i>, 57(3), 615-624.</p> <p>Sam, D.L., &amp; Berry, J.W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. <i>Perspectives on Psychological Science</i>, 5(4), 472-481.</p> <p>Bretherton, D., &amp; Mellor, D. (2006). Reconciliation between Aboriginal and Other Australians: The “Stolen Generations.” <i>Journal of Social Issues</i>, 62(1), 81-98.</p> <p>Mellor, D., Bretherton, D., &amp; Firth, L. (2007). Aboriginal and Non-Aboriginal Australia: The dilemma of apologies, forgiveness, and reconciliation. <i>Peace and Conflict</i>, 12(1), 11-36.</p>
	<b>Movie</b>	<p>Rabbit Proof Fence (2002, PG, 94 min)  <i>Free: WSU Library (RSV-MCMANAMA-KEARIN-ANTH 2010), Davis County &amp; Weber County Library</i></p>

<b>Week 11, 3/17</b>  <b>MOVIE:</b> <b>“Joy Luck Club”</b>  <b>Chinese</b> <b>American</b> <b>Acculturation</b> <b>and</b> <b>Parent-Child</b> <b>Relationships</b>	<b>READINGS</b>	<p>Kwak, K. (2010). Self-development and relationships through acculturation. <i>Culture and Psychology</i>, 16, 365-381.</p> <p>Lin, C., &amp; Fu, V.R. (1990). A comparison of child-rearing practices among Chinese, Immigrant Chinese, and Caucasian-American parents. <i>Child Development</i>, 61, 429-433</p> <p>Cheah, C.S.L., Leung, C.Y.Y., &amp; Zhou, N. (2013). Understanding “tiger parenting” through the perceptions of Chinese immigrant mothers: Can Chinese and U.S. parenting coexist? <i>Asian American Journal of Psychology</i>, 4, 30-40.</p> <p>Yeh, K.H. (2003). The beneficial and harmful effects of filial piety: An integrative analysis. In K.S. Yang, K.K. Hwang, P.B. Pederson, &amp; I. Daibo (Eds.), <i>Progress in Asian social psychology: Conceptual and empirical contributions</i> (pp. 67-82). Westport, CT: Greenwood Publishing.</p>
	<b>MOVIE</b>	<p>Joy Luck Club (1993, R, 2 hr 19 min)  <i>Free: WSU Library (PN1997.J694 H6 2000), Davis County &amp; Weber County Library</i></p>

<b>Week 12, 3/24</b>  <b>SOURCES, SCENES &amp; TITLE DUE</b>  <b>MOVIE:</b> <b>“Zootopia”</b>  <b>Understanding &amp; Challenging Bias &amp; Stigma</b>	<b>READINGS</b>	Zarate, M. (2009). Racism in the 21 <sup>st</sup> century. In T.D. Nelson (Ed.), <i>Handbook of prejudice, stereotyping, and discrimination</i> (pp. 387-406). Psychology Press. Dovidio, J. F., Gaertner, S. L., & Saguy, T. (2015). Color-blindness and commonality: Included but invisible? <i>American Behavioral Scientist</i> , 59(11), 1518-1538. Wang, C.S., Whitson, J.A., Anicich, E.M., Kray, L.J., Galinsky, A.D. (2017). Challenge your stigma: How to reframe and revalue negative stereotypes and slurs. <i>Current Directions in Psychological Science</i> , 26(1), 75-80.
	<b>MOVIE</b>	Zootopia (2016, PG, 1 hr 48 min) <i>Free: Weber County Library</i>

<b>Week 13, 3/31</b>  <b>MOVIE:</b> <b>“12 Angry Men”</b>  <b>Social Influence and Jury Decision Making</b>	<b>READINGS</b>	Fiske, S.T. (2004). Social influence: Doing what others do and say. In S.T. Fiske (2004), <i>Social beings: A core motives approach to social psychology</i> (CH. 13, pp. 507-532). Wiley Publishers. Devine, D.J. (2012). Deliberation. In D.J. Devine (2012), <i>Jury decision making: The state of the science</i> (CH. 7, pp 96-112). Flouri, E., & Fitsakis, Y. (2007). Minority matters: 12 Angry Men as a case study of a successful negotiation against the odds. <i>Negotiation Journal</i> , 23(4), 449-462. Hackley, S. (2007). One reasonable and inquiring man: 12 Angry Men as a negotiation-teaching tool. <i>Negotiation Journal</i> , 23(4), 463-468.
	<b>MOVIE</b>	12 Angry Men (1957, PG-13, 1 hr 36 min) <i>Free: Davis County &amp; Weber County Library</i>

<b>Week 14, 4/7</b>  <b>MOVIE:</b> <b>“Life, Animated”</b>  <b>Understanding Special Interests and Sibling Relationships in Youth with Autism</b>	<b>READINGS</b>	Lai, M., Lombardo, M.V., & Baron-Cohen, S. (2014). Autism. <i>Lancet</i> , 383, 896-910. Winter-Messiers, M.A. (2007). From tarantulas to toilet brushes: Understanding the special interest areas of children and youth with Asperger syndrome. <i>Remedial and Special Education</i> , 28(1) 140-152. Jordan, C.J., & Caldwell-Harris, C.L. (2012). Understanding differences in neurotypical and autism spectrum special interests through internet forums. <i>Intellectual and Developmental Disabilities</i> , 50, 391-402. Ward, B. Tanner, B.S., Mandlco, B., Dyches, T.T., & Freeborn, D. (2016). Sibling experiences: Living with young persons with autism spectrum disorders. <i>Pediatric Nursing</i> , 42(2), 69-76.
	<b>MOVIE</b>	Life, Animated (2016, PG, 1 hr 32 min) <i>Free: Weber County Library</i>

**WEEK 15 (4/14): STUDENT PRESENTATIONS**

1:30-1:50	
1:50-2:10	
2:10-2:30	
2:30-2:50	
2:50-3:10	
3:10-3:30	
3:30-3:50	
3:50-4:10	

**NOTE:** Course schedule may change; it is your duty to attend class to learn about the changes. This syllabus is our contract: it details your obligations to me, and mine to you.