San José State University  
Department of Psychology  
Psychology 195, Honors Seminar, Section 1, Spring 2013

Instructor:  
Mark Van Selst

Office Location:  
DMH 314

Telephone:  
408 924 5674

Email:  
mark.vanselst@sjsu.edu

Class Days/Time:  
Monday & Wednesday 10:30 – 11:45 AM

Office Hours:  
Monday & Wednesday noon – 2:30 PM

Classroom:  
DMH 347

Prerequisites:  
At least 18 units of Psychology or Statistics with a GPA of at least 3.5; Psyc 120; and senior standing. Enrollment limited.

Class ID Number:  
22817

Your Personal Permit Number (if adding):  
__________

Faculty Web Page and email set-up through MySJSU

Copies of (potentially updated) course materials such as the syllabus, major assignment handouts, and schedules for oral presentations will be posted on my faculty web page at http://www.sjsu.edu/people/mark.vanselst (findable via the “Faculty and Staff” link off of the SJSU Psychology Department home page). You are responsible for regularly checking whichever email address you have set up within your MySJSU preferences for email communication (also check the junk folder). I use class-wide emails extensively.

Course Description

Intensive examination of background and current status of student-selected problems. Course is repeatable once for credit.

Required Textbook

1. Intelligence: A brief History. Cianciolo / Sternberg.
Recommended Text

2. other sage “mini-books” (see www.sagepub.com) as appropriate for your research or presentation topic(s)

Library Liaison

The library liaison for Psychology is Bernd Becker. His office in SJSU’s MLK Library can be reached at (408) 808-2348 or (preferred) Bernd.becker@sjsu.edu.

Classroom Protocol

All students are expected to display professionalism and respect for others. This explicitly includes arriving on time, participating in class, being prepared, engaging in civil dialog, and paying attention to classroom activities. Please turn off your cell phones and refrain from activities that disrupt the class. If you have to arrive late, seat yourself quietly and near the door. If you have to leave early, be sure to let me know in advance and sit by the door.

Course Overview

This course can be used to meet the capstone graduation requirement for Psychology. It is intended to serve much the same function as the “current issues” capstone experience (Psychology 190) but the honors seminar is targeted to a population of high-achieving students. The seminar nature of the course will require much more active participation than would be required in a more traditional lecture-discussion course. Grading will be based on take-home written assignments and in-class presentations as well as by formal in-class testing. The first third of the course is targeted to an understanding of the history of psychology as introduced by the history and current status of Intelligence testing. During this first section we will also spend some amount of time examining historic and current issues in the ethics of using humans in research. The *Mismeasure of Man* will be used to introduce advanced research methodologies (multiple regression, covariates, and factor analysis) at a conceptual level and the interplay of methods and theoretical developments.

The middle of the course will focus on ethical and methodological aspects of research. This middle section of the course will provide students with the opportunity to further investigate research issues in their area of interest as well as to start work on their final project.

Individual student projects provide the culminating experience. Each student will be required to collect the evidence from the literature as would be appropriate for a meta-analysis but some students will not be required to execute the analysis itself (e.g., there are substantial difficulties in interpreting interaction terms and power for within subject designs).
As a product of the variety of different student interests, after the initial segment on intelligence, the remaining lectures, presentations, required readings, and research requirements will cover a broad range of topics in varying degrees of depth. The required activities will serve to illustrate some of the methodological issues and hopefully engender a better understanding of some of the theoretical concerns. Active participation will critically impact your understanding of the course content.

For in-class presentations, it is best to email a .pdf file of your presentation to the instructor well before the class period. The campus is overwhelmed with USB-based memory stick viruses. It is possible that if you use a campus computer with a memory stick you could have a virus. The use of memory sticks for presentations is possible, and the laptops you will use will have SOME virus protection, but it is not advisable as you risk infecting your home machine. For this reason, I expect to receive an emailed version of your presentation by midnight on the day BEFORE you are scheduled to present. It is possible to use your own computer. I expected you to pre-test the classroom systems media-interface compatibilities before the day of your presentation (you may be able to sign-out media adapters from the Instructional Resources Center).
Course and Program Learning Outcomes

1. **Knowledge Base of Psychology:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

   [All assignments: specifically Summary/Critique 1-3, 9, 15-16, & Final Project]

2. **Research Methods in Psychology:** Students will understand basic methodological approaches used in cognitive psychology, including research design, analysis, and interpretation.

   [Most assignments: specifically Summary/Critique 5, Presentations 3-7, & Final Project]
   - Students completing this course will be able to describe different research methods used in psychological research.
   - Students completing this course will be able to draw appropriate conclusions from psychological research.
   - Students completing this course will be able to synthesize and communicate research findings appropriately.

3. **Critical Thinking Skills in Psychology:** Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

   [Summary/Critique 3-8, 10, 14; Final Project]
   - Students completing this course will able to develop arguments for and against positions pertaining to specific debates within psychology.
   - Students completing this course will able to evaluate and defend positions and criticize arguments pertaining to specific issues in psychology.

4. **Application of Psychology:** Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.

   [Summary/Critique 11-13; Final Project]
   - Students completing this course will be able to apply concepts from psychology (both theories and research findings) to everyday life.

5. **Values in Psychology:** Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

   [Summary/Critique 11-13]
   - Students completing this course will recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
   - Students completing this course will recognize, value, and respect the role of human diversity as it impacts research into, and application of, psychology.
   - Students completing this course will value intellectual curiosity and skepticism.
   - Students completing this course will recognize how their knowledge of psychology can inform their roles and responsibilities as members of society.
Assignments and Grading Policy

Grading will be based on written assignments and evaluation of presentations. There will only be minimal formal in-class testing.

The assignments will ensure that everyone keeps up with the reading, and should help you to assess whether you have mastered the basic concepts under study. The course material builds naturally upon itself so the course ends up somewhat cumulative.

Due dates will not be rescheduled except in the case of a documented medical or family emergency or by the instructor (with sufficient advance warning). Papers and assignments are due at the beginning (within five minutes of the registrar's scheduled start time) of the relevant class meeting. Your grade on any late assignment will be penalized by one point. One additional point will be deducted from the “research article” assignments if a hardcopy of the cover page (.pdf version) from the article (e.g., as opposed to the PsycINFO search page) is missing. It is in your best interests to do all of the assignments and to complete them in a timely fashion. The syllabus and assignments can be found on the course web site.

Although this is an honors course, some individuals produce work that indicates a deficit in written communication. Specific assistance with improving writing (or other mentoring/tutoring advice/assistance) can and should be sought from SJSU’s Peer Connections center (SSC room 600) (http://peerconnections.sjsu.edu/). I am generally available to meet with you in order to elaborate on the requirements of the assignments or to answer specific questions that you have. You have the option of rewriting any assignment that you did not achieve at least 80% on. Any redone assignments will never receive more than 80% of the possible grades. If I find your work to be of unsuitable quality I may return it for you to “re-do” and will not record a grade until it has been resubmitted.

Access to a computer word processor is required for the assignments. I will only accept typed assignments (handwritten work is not permissible, if your printer dies, go to the library, Kinko’s, or other printing shop). It is assumed that you have sufficient skill and familiarity with your word processor to allow revisions to be made to assignments. For assignments that require you to find published journal articles, you must include a printout or photocopy of the first page of the article (not just the abstract). If you are unfamiliar with the use of the Psycinfo database, make an appointment with me as soon as possible. Newspaper and magazine articles nor “information sites” (Wikipedia, etc) from the web are not journal articles. It is your responsibility to have easy access to a back-up copy of any work that you hand in (keep multiple back-ups of any computer media).

The class presentations and your preparation for these seminar discussion opportunities form the majority of the basis for your grade. You will adopt effective presentation strategies: 1) do not read your slides, 2) use both visual and verbal presentation media, 3) provide hardcopies of an outline or of important documents or other materials, 4) practice, 5) be clear, 6) be knowledgeable.
## Evaluation

<table>
<thead>
<tr>
<th><strong>Summary / Critiques</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Presentations</strong></th>
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<tbody>
<tr>
<td>1 Mismeasure(p1-50) &amp; Intelligence (p1-10)</td>
<td>SPARC</td>
<td>Across all components of the course</td>
</tr>
<tr>
<td>2 Compare &amp; constrast three “metaphors of Intelligence”</td>
<td>SPARC</td>
<td>1A: ½ class Metaphor Presentation 3</td>
</tr>
<tr>
<td>3 Compare &amp; contrast three intelligence theorists</td>
<td>WPA</td>
<td>2: All class Intelligence Theorist Presentation 3</td>
</tr>
<tr>
<td>4 Summarize and critique any one intelligence theorists view (other than the one you presented on)</td>
<td>whole course</td>
<td>1B: (other ½ class) Mismeasure Chapters (or 3)</td>
</tr>
<tr>
<td>5 What should physical “type” tell us?</td>
<td>Exams</td>
<td>3: All class Methods Presentation I 3</td>
</tr>
<tr>
<td>6 Compare theorist vs. Sternberg approach</td>
<td></td>
<td>4: All class Methods Presentation II 3</td>
</tr>
<tr>
<td>7 Identifying and assessing the major claims against Gould’s argument</td>
<td></td>
<td>5: All class Faculty Article Presentation 2</td>
</tr>
<tr>
<td>8 Reification of Intelligence</td>
<td></td>
<td>6: All class Van Selst Presentation 2</td>
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<tr>
<td>9 Modern (post 2010) intelligence journal article (from Psycinfo)</td>
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</table>
## History &/or Modern paper re: Project

### WPA or SPARC Presentation

### Final (full) Presentation re: Project

<table>
<thead>
<tr>
<th>Literature Review Project</th>
<th>Written work</th>
</tr>
</thead>
<tbody>
<tr>
<td>7: all class</td>
<td>History &amp;/or Modern paper re: Project</td>
</tr>
<tr>
<td>8: (optional)</td>
<td>WPA or SPARC Presentation (+1)</td>
</tr>
<tr>
<td>9: all class</td>
<td>Final (full) Presentation re: Project</td>
</tr>
</tbody>
</table>

### Project 1: Initial Scope

### Project 2: Scope

### Project 3: Historic Research Topic relevant paper

### Project 4: Newer Research Topic relevant paper

### Project 5: (MVS internal, no submission required): Timeliness and Depth of Topic Development

### Project 6: Full APA write-up

### The course will be graded out of 100:

- <60 is a fail;
- 60-62.5 D; <67.5 D; <70.0 D+;
- 70-72.5 C; <77.5 C; <80 C+;
- 80-82.5 B; <87.5 B; <90 B+;
- 90-92.5 A; <95 A; >95 A+

### Course Completion

Course completion (i.e., receiving a grade other than F) requires the final presentation, the final write-up, and the preponderance (80%) of all other assignments and activities.

### University Policies

#### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sjsu.edu/judicial_affairs/index.html](http://www.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

I expect all work that you turn in via assignments or exams to be your own. It is your responsibility to be familiar with the scope, definitions, and recommended sanctions of the university’s Academic Integrity policy (S07-2 at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm)). Academic integrity is essential to the mission of San José State University. Violations to the Academic Integrity Policy undermine fair grading as well as the educational process itself. As such, it will not be tolerated. Violations also...
demonstrate a lack of respect for oneself, one’s fellow students and the course instructor. Such violations can devalue the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violators will be subject to failing this course and will be reported to the Office of Judicial Affairs for disciplinary action. Such action could result in suspension or expulsion from San José State University. You have rights governing appealing the application of this process and you should use them.

**Campus Policy in Compliance with the American Disabilities Act**

SJSU complies with the Americans with Disabilities Act. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible (or visit during office hours). Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

**Add / Drop / Repeats**

Students are responsible for understanding and being aware of the dates, policies and procedures that govern adds/drops, payment, withdrawals and so forth. The current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) are available at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties associated with dropping classes.

This information is advisory only, it does not replace the official policy statements. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Application for University Graduation**

If you have more than 90 units of credit towards graduation, you really ought to apply for graduation as soon as possible (and ideally at least a year in advance). See your major advisor. If you are planning to graduate at the end of the current semester, verify that you have taken all the courses that you indicated on your application for graduation; Any substitution forms should be submitted as soon as possible. If you believe you will qualify for “Departmental Honors in Psychology” you should complete the appropriate paperwork ([http://www.sjsu.edu/psych/docs/f07honors.pdf](http://www.sjsu.edu/psych/docs/f07honors.pdf)). The [Application for Departmental Honors](http://www.sjsu.edu/psych/docs/f07honors.pdf) form gets submitted to the Psychology Department; It does NOT get submitted to your graduation evaluator (we verify them separately and then pull the names from the list of likely graduating students of the appropriate semester approximately one month before the date of the graduation ceremony).
Psychology 195 Honors Seminar

This schedule and point breakdown is subject to change with fair notice. Updates will be posted to the class website and emailed to the class distribution list. Given the number of students some flexibility in PRESENTATION dates is to be expected. To the extent possible, try to minimize the disruptions as we change topics and presenters.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>READINGS</th>
<th>Activity / Description</th>
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</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Wed.</td>
<td>INTRODUCTION</td>
<td>Active Participation in class is anticipated for every student at each regularly scheduled meeting (up to 1% per day when counted)</td>
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<tr>
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<td></td>
<td>Student Interests</td>
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<td></td>
<td></td>
<td>Overview</td>
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<tr>
<td>Jan 28</td>
<td>Mon.</td>
<td>Cianciolo (1st chapter)</td>
<td>Summary/Critique #1</td>
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<td></td>
<td></td>
<td>Gould (prologue (page 1-50))</td>
<td>• Correspondence between pages 1-50 of Mismeasure and Chapter 1 of Intelligence</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Wed.</td>
<td>Cianciolo (metaphors of intelligence) Gould (chapter 1)</td>
<td>• Option to resubmit summary#1 Summary/Critique #2</td>
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<td></td>
<td></td>
<td>Presentation #1A (metaphors)</td>
<td>• Comparing three Metaphors of intelligence</td>
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<tr>
<td>Feb 4</td>
<td>Mon.</td>
<td>Cianciolo (3: teaching of intelligence)</td>
<td>Summary/Critique #3</td>
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<td></td>
<td></td>
<td>Presentation #1A, 2</td>
<td>• Compare three historic theorists (last day to drop course)</td>
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<tr>
<td>Feb 6</td>
<td>Wed.</td>
<td>Gould (Chapter 2 and 3)</td>
<td>Summary/Critique #4</td>
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<tr>
<td></td>
<td></td>
<td>Presentation #1A, 1B, 2</td>
<td>• Summarize and critique one other view of intelligence</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Mon.</td>
<td>Cianciolo (Chapter 4)</td>
<td>Summary/Critique #5</td>
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<td></td>
<td>Gould (Chapter 3 and 4)</td>
<td>• What should physical “type” tell us? Measurement (re: IQ) (last day to add course)</td>
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<td>Presentation #1B, 2</td>
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<tr>
<td>Feb 13</td>
<td>Wed.</td>
<td>Cianciolo (Chapter 5)</td>
<td>Summary/Critique #6</td>
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<td></td>
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<td>Gould (chapter 5)</td>
<td>• Compare presented theorist vs. spearman’s (or Sternberg) approach</td>
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<tr>
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<td>Presentation #1B, 2</td>
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<tr>
<td>Feb 18</td>
<td>Mon.</td>
<td>Gould (Chapter 6)</td>
<td>Summary/Critique #7</td>
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<td>Presentation #1B, 2</td>
<td>• Identifying and assessing the major claims against Gould’s argument</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Summary/Critique #</td>
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| Feb 20     | Wed.    | Gould (Chapter 7)  
Presentation #1B, 2                                                      | Reification of Intelligence? |
| Feb 25     | Mon.    | Presentation #3  
(methods/ethics I)                                                      | Modern (post 2004) Intelligence article |
| Feb 27     | Wed.    | Presentation #3  
(Methods/Ethics I)                                                      | Genetic contribution to Intelligence |
|            |         | **Project #1**                                                      |                    |
|            |         | Literature Review Topic Choice                                       |
|            |         | First pass at description of scope for literature review (1pg)       |
| Mar 4      | Mon.    | Presentation #3  
(Methods/Ethics I)                                                      | Five general principles (APA ethics) |
| Mar 6      | Wed.    | Presentation #3  
(Methods/Ethics I)                                                      | Technology, medical information, or educational information concerns re: ethics (post 2008) |
| Mar 11     | Mon.    | Presentation #3  
(Methods/Ethics I)                                                      | Replicating Milgram (ethics) |
| Mar 13     | Wed.    | NO CLASS (Mark Travel)                                               |                    |
| Mar 18     | Mon.    | Presentation #4  
(Methods/Ethics II)                                                     | Literature project proposal due (1-2 pg) |
| Mar 20     | Wed.    | Presentation #4  
(Methods/Ethics II)                                                     | Describe your concept of Intelligence |
| Mar 25     | Mon.    | SPRING BREAK                                                        | NO CLASS / SPRING BREAK |
| Mar 27     | Wed.    | SPRING BREAK                                                         | NO CLASS / SPRING BREAK |
| Apr 1      | Mon.    | Cesar Chavez Day                                                    | NO CLASS / Cesar Chavez |
| Apr 3      | Wed.    | Plan on being in class                                               | Mark MAY be on travel … TBD |
| Apr 8      | Mon.    | Presentation #4, #5  
(Methods/Ethics II) (Faculty Article)                                  | Faculty Paper (student choice) |
| Apr 10     | Wed.    | Presentation #4, #5  
(Methods/Ethics II) (Faculty Article)                                  | Literature Review Project #3 |
|            |         | Historic Literature Article                                          |
| Apr 15     | Mon.    | Presentation #4, #5  
(Methods/Ethics II) (Faculty Article)                                  | Van Selst Article |
| Apr 17     | Wed.    | Presentation #5, #6, #7  
(Faculty Article)                                                          | Literature Review Project #4 |
Assignments (generally 3% each)

Assignments will be discussed in class and posted on the class website as appropriate.

To be included in the computation of your final course grade, any “late” assignments must be received by 3PM Monday May 20th. The fax number is 408 924 5605 c/o Van Selst. You can try email if you have no other options but know that this will not be a 100% reliable mechanism of submission (.pdf very much preferred).