The Hebrew University of Jerusalem

Syllabus

A View to Psychological Science: Distrust - 51121

 Last update 24-10-2016

<u>*HU Credits:*</u> *2*

<u>*Degree/Cycle:*</u> *1st degree (Bachelor)*

<u>*Responsible Department:*</u> *psychology*

<u>*Academic year:*</u> *0*

<u>*Semester:*</u> *Yearly*

<u>*Teaching Languages:*</u> *Hebrew*

<u>*Campus:*</u> *Mt. Scopus*

<u>*Course/Module Coordinator:*</u> *Ruth Mayo*

 <u>*Coordinator Email:*</u> *msmayo@huji.ac.il*

<u>*Coordinator Office Hours:*</u> *בתיאום מראש*
By appointment

Teaching Staff:
  Dr. Ruth Mayo

Course/Module description:
  In this course, students will be introduced to the scientific process and its academic scientific end product – the scientific publication. During the course, students will search, read, understand, evaluate, critic and present in class scientific publications in various topics within the field of trust and distrust.

Course/Module aims:
searching in experience get to students enable to is course the of aim main The for, reading, understanding and presenting scientific papers, via intensive structuring and supervision of these activities by the teacher. The course will prepare students to be able to independently find and understand scientific papers throughout their studies in the Department of Psychology

Learning outcomes - On successful completion of this module, students should be able to:
  At the end of the course students will be able to:
and engines search various the in subjects specific in papers for effectively Search databases.
bibliometric and content on based) search the during decide and Evaluate parameters) which papers are more or less central/important and merit further reading and focusing.
and findings ,methods ,rational ,background the understand and ,identify ,Define conclusions of scientific publications.
,introduction) paper a of aspects main the abstract an in summarize Briefly methods, results, and discussion), taking into account primary versus secondary findings.
.class in it present and papers of aspects main the addressing presentation a Create

particular a of authors the led (s)publication prior which justify and explain ,Identify paper to ask the research questions raised in that paper.
class in present and describe chronologically ,point aforementioned the on Based the developmental history of a specific research question over several decades of research in that area.

Attendance requirements(%):
  100%

Teaching arrangement and method of instruction: The first three classes will be based on frontal lectures by the lecturer and class discussions. During these meetings the students will be introduced to the scientific process of research, from writing grants to publishing papers (including experimental, review papers as well as chapters in edited books), as well as to the basic structure of experimental scientific papers and the process of searching for papers in particular research areas. The remaining meetings will be devoted to students' presentations and discussions as detailed in the next part (course structure). During the whole year, each student and group of students will meet with the lecture to prepare and discuss their ongoing work.

<u>*Course/Module Content:*</u>
  Following the initial three lessons in which the lecturer will introduce the structure and aims of scientific writing and the search methods for scientific publications, the course will continue with the following tasks:
of area specific a in paper review a read will students ,class each to Prior :#1 Task trust and distrust.
course the during once which ,each students 4 of groups form will Students #2 Task will be responsible for leading the discussion in class by preparing 10-20 questions for discussion regarding the various aspects of the paper, including questions regarding integration and comprehension. General questions may be asked such as: What is the main scientific question that the authors are trying to answer? How did this question come about historically as mentioned in the Introduction? What are the current research directions?
of contributions/implications the are What ?used being are methods research What this study to the field? What are the next suggested steps in the paper? And what other suggestions are appropriate? The time frame for this group activity leading the class discussion is 30 minutes.
members group the ,discussion group minutes-30 the leading to addition In :3 Task (in pairs) will choose one scientific paper that is related to the review paper and present it (10 minutes per student). Presentations will address the Introduction, Methods, Results and Discussion sections of the paper

<u>*Required Reading:*</u>
 1. Smith, D. L. (2005). Natural-born liars. Scientific American Mind, 16(2), 16-23
2. Caldwell-Harris, C. L. (2014). Kill One to Save Five? Mais Oui!. Scientific American Mind, 25(5), 70-73.
3. Fang, F. C., & Casadevall, A. (2013). Why we cheat. Scientific American Mind,24(2), 30-37.
4. Shermer, M. (2008). Don't Be Evil. Scientific American Mind, 19(1), 58-65.
5. Chen, I. (2012). A Feeling for the Past. Scientific American Mind, 22(6), 24-31.
6. Kassin, S. M., & Gudjonsson, G. H. (2005). True Crimes, False Confessions.Scientific American Mind, 16(2), 24-31.

7. McAndrew, F. T. (2008). Can gossip be good?. Scientific American Mind, 19(5), 26-33.
8. Spinath, B. (2011). Great pretenders. Scientific American Mind, 22(1), 32-37.
9. Uhlhaas, C. (2007). Is Greed Good?. Scientific American Mind, 18(4), 60-67.
10. Zak, P. J. (2008). The neurobiology of trust. Scientific American, 298(6), 88-95.
11. Epstein, R. (2007). The truth about online dating. Scientific American Mind,18(1), 28-35.
12. Metzinger, T. (2006). Exposing lies. Scientific American Mind, 17(5), 32-37.
13. Heidler, M. D. (2014). Honest Liars. Scientific American Mind, 25(2), 40-44.
14. Gruter, T. (2004). Secret Powers Everywhere. Scientific American Mind, 14(5), 67-73.

Additional Reading Material:

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 45 %
Participation in Tutorials 10 %
Project work 45 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information: