University of Michigan  
Department of Psychology  

Psychology 447-003  

Decision Consortium—Theme Semester on Sex and Gender  

PROFESSOR  
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Office Hours: Thursdays from 11-1 in 3040 East Hall or by appointment.  

The class is broken into two contiguous parts on Thursdays in 4448 East Hall:  
Discussion with professor: 1:30PM - 3:00PM  
DC speaker presentation: 3:00PM – 4:30PM  

Description: Decision making permeates all aspects of life, from low-level motor commands to decisions about investments, marriages and medical treatments. Michigan has long been a leader in the decision sciences, including research in health care, psychology, economics, neuroscience, business and public policy. To support our interdisciplinary community, the Decision Consortium (“The DC”) was formed. Each Thursday from 3-4:30 (location TBA) a speaker from campus presents their research in an interactive session to a diverse audience. Students enrolled in Psych 447 have the unique opportunity to interact with faculty and graduate students from across campus by participating in the DC for credit.  

This semester the DC is focusing on research that involves issues in gender or sexuality that pertain to decision-making or consumption processes. Thus, a majority (but not all) of the sessions will relate to this theme.  

Assignments include weekly readings, a weekly question for the speaker, and a final paper that allow you to delve more deeply into a favorite topic. The 3 hours of credit are divided into two equal portions that occur back-to-back: A 1.5h discussion section with the professor (1:30-3:00pm) followed immediately by a 1.5h lecture from a campus speaker at the Decision Consortium (3:00-4:30pm). We will discuss an article by the speaker, supplemented by one or two seminal articles in the field. The lecture itself will consist of a research presentation by the speaker attended by faculty and students from multiple units. Students also have time to interact casually with the speaker after their talk to follow-up and ask questions.  

Students who study decision making from any perspective, who want to learn critical thinking skills, or who are interested in gender-based issues in psychology are encouraged to attend.  

There are no costs to the students. Assignments consist of weekly readings with associated submissions of critical questions, two shorter thought essays on lectures of interest and a final paper.
## Fall 2012 DC Theme semester on Sex and Gender Schedule

**Thursdays 3:00-4:30 in 4448 East Hall**

Readings posted on CTTools for students and linked in the weekly announcements

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<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Affiliation</th>
<th>Title</th>
<th>Paper deadlines</th>
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<tbody>
<tr>
<td>Sep. 6</td>
<td>Welcome Back</td>
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<tr>
<td>Sep. 13</td>
<td>Terri Conley</td>
<td>UM Psychology, Women’s Studies</td>
<td>Sexual Double Standards and Anticipated Pleasures: Explaining Gender Differences in Reaction to Real and Hypothetical Casual Sex Offers</td>
<td>Topic selection</td>
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<tr>
<td>Sep. 20</td>
<td>Ellen Peters</td>
<td>The Ohio State University</td>
<td>Informed Choice and the Construction of Preferences</td>
<td>Main Reading</td>
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<tr>
<td>Sep. 27</td>
<td>Susan Ravizza</td>
<td>Michigan State University</td>
<td>Motivational Enhancement of Cognitive Control Depends on Depressive Symptoms</td>
<td>Argument</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Dan Krueger</td>
<td>UM Public Health</td>
<td>Men at risk: Understanding Sex Differences in Risk Propensity with an Evolutionary Life History Framework</td>
<td>Citations</td>
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<tr>
<td>Oct. 11</td>
<td>Brian Vickers</td>
<td>UM Psychology</td>
<td>Sex, Sadness, and Shopping: Effects of Mood, Uncertainty, and Gender on Material Acquisition</td>
<td>Outline (class party at 7p)</td>
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<td>Oct. 18</td>
<td>Jose Bauermeister</td>
<td>UM Public Health</td>
<td>Dating behaviors and HIV/AIDS risk Among Young Men who have Sex with Men</td>
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<td>Oct. 25</td>
<td>Marc Breedlove</td>
<td>Michigan State University</td>
<td>Whom You Love: The Road We're Traveling In the Science of Sex</td>
<td>Draft Due; Peer review</td>
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<td>Nov. 1</td>
<td>Denise Sekaquaptewa</td>
<td>UM Psychology</td>
<td>Discounting Our Own Success? Stereotypic Attribution Bias Among Women in Science and Engineering</td>
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<td>Nov. 8</td>
<td>Jenny Olson</td>
<td>UM Ross Marketing</td>
<td>Savers are Sexier than Spenders, Unless You’re Craving Excitement</td>
<td>Final Due</td>
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<td>Nov. 15</td>
<td>Amy C. Moors</td>
<td>UM Psychology</td>
<td>Biases toward Sexually Transmitted Infections and Sexual Behaviors: Justified or Irrational?</td>
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<td>Nov. 22</td>
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<td>--NO CLASS THANKSGIVING---</td>
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<tr>
<td>Nov. 29</td>
<td>Sari van Anders</td>
<td>UM Psychology, Women’s Studies</td>
<td>Beyond Sexual Orientation: Testosterone &amp; Sexual Diversity in Humans</td>
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<td>Dec. 6</td>
<td>Chris Cannon</td>
<td>UM Psychology</td>
<td>Conspicuous Consumption &amp; Sexual Orientation: Are Homosexuals “Experts”?</td>
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Course Requirements
1. Read and digest the background reading for each session.
2. Prepare in advance and submit to the Discussion module of the CTools Website a question pertinent to the problem addressed in the session that reflects deep, critical thinking about the material.
3. Attend and actively participate in the class discussion, asking good, well-thought-out questions, offering useful contributions (historically students underestimate the importance of this).
4. Attend and actively attend to the lecture by the speaker (no laptops or cell phones out unless you are taking notes for your paper and then you must email me the notes after class).
5. A short APA paper (10 pages or fewer including title page, abstract, references) related to the topic of one of the sessions.

Seminar Routine
• The week before the talk you will receive the abstract and related readings.
• The day of class, you must submit (before class starts) a thoughtful question for the speaker on CTools.
• During the undergraduate seminar, we will discuss the readings, clarify confusion, think about implications, and prepare for the speaker.
• At the lecture, I will say a few words, then you will introduce the speaker (until 3:15), then they will present their work to the group (until 4:00), and then they will answer questions and we can discuss (until 4:30). You are not required to ask questions at the talk.
• After the session, when possible, the speaker’s PowerPoint slides will be posted on CTools for your reference.

Website: The course CTools site will be used for most everything. This syllabus is posted in the syllabus section, the readings are posted in the resources section under the pdf folder, and you will view and upload assignments in the assignments area. You can also use the Discussion tool to correspond with me and with your peers. Please send all class questions to 447F12@ctools.umich.edu so that everyone sees the question and can listen in and the replies are saved online in CTools.

Please alert the professor if you need an accommodation for a disability. If a solution is not forthcoming, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. The information you provide will be private and confidential.

Reading list TBA (posted on CTools in Resources/pdfs) based on articles submitted by each speaker, relevant to their chosen topic).

Requirements and Grading

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<td>Weekly Assignment</td>
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<td>Final Paper</td>
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• Attendance: You must attend class, excepting prearranged absences and serious illness. Please email when you will be or were absent to explain or receive a 0.
• Active Participation: You are expected to actively participate each week, this is not only necessary to ensure that you did the readings, but also to make the class interesting and stimulating and to help the professor know the extent to which you understand the material. Notice how high participation is in your grade. If you
have an extreme difficulty speaking in front of others, you can enhance your participation points by coming to office hours and talking about the coursework.

- Weekly assignment: These assignments are all submitted and graded on CTools. Please do not bring hard copies or email your work since they need to be in CTools to be associated with your grade. Any assignment can be resubmitted one time, during the one week grace period after you get your grade back. Usually grades are returned by the next class, giving you until the second lecture after the original submission to resubmit (two weeks later). Sometimes grading is behind—please be patient. The resubmission date will be set through CTools when the grading is done. You cannot get a worse grade by trying to revise.

- We will have small assignments throughout the course to develop your final papers well before the end of the term. Take these assignments seriously so that you are not faced with a large paper when you have other deadlines.

- Final Paper: Final paper grading will focus on APA formatting, style and grammar, clarity of your argument, and your ability to find and use relevant research on your own.

- Late policy: All assignments can be downgraded a half a grade for every day late.

Every assignment will be graded on (or converted to) a 100-point scale. The following is the scheme by which will be converted into letter grades:

- 97 – 100A+
- 93 – 96A
- 90 – 92A-
- 87 – 89B+
- 83 – 86B
- 80 – 82B-
- 77 – 79C+
- 73 – 76C
- 70 – 72C-
- 67 – 69D+
- 63 – 66D
- 60 – 62D-
- < 60E
Mid-level Detail Assignment Instructions

Instructions, grading criteria and sample assignments are posted on CTools in resources. Please read over these materials carefully before submitting each assignment so that you are sure to have followed instructions. This course emphasizes critical thinking much more than other courses, which can lead people astray.

Weekly Questions—Each week you must submit a question to CTools that is meant to be a thoughtful question directed at the weekly speaker but is no longer than three sentences. It must be short to teach you how to develop your point in a pithy and concise manner. Really, one sentence is fine if it conveys the point. From the readings, come up with an aspect of the project that you think needs to be explored in more detail, that you would interpret differently than the speaker, or suggest a future direction for the work. You must be specific. For example, you may NOT ask, “What about culture?” or “What effect does race have on this phenomenon?”—these are questions that are not specific to the speaker, they are generic and could be asked of anyone and do not show that you have thought about the problem at a deep level. End with a specific idea for how to test your hypothesis. A better version would be: “I hypothesize that compassion would be less relevant in some medical specialties, such as surgery or the emergency room, than in others, such as family practice. Doctors may even self-select their specialty based on how much interaction with people they prefer. This could be tested by comparing self-reported empathy for patients to see if the surgeons and ER doctors have less self-reported empathy for patients.”

Final paper—The semester will culminate in a final paper that is an extension of the topic that most interested you during the term. This paper should be less than 10 pages in length all inclusive (title page, abstract page, body, references), in APA style, should include at least 5 peer-reviewed professional journal articles that you found on your own (the rest can be articles we read for class or were discussed by the speaker), and end with a novel interpretation or perspective that you generated from your own research (not a rehashing of something the speaker already said or an opinion that you did not back up with some research). The final paper is due on November 8th at midnight. We do not have a final exam. The draft deadline two weeks before is mainly for your own benefit, to make sure you are working in a timely manner and to get feedback from your peers. If you want personal feedback from me you should bring me your paper to office hours before you turn it in.
Weekly Questions – Detailed information

For your weekly questions, I will become increasingly stringent with the grading criteria to encourage you to make your questions specific and proactive. Here is an example of a typical question, with some suggestions for how to improve it, followed by a rewording of the question that incorporates the suggestions (I made this up, based on questions that are typically submitted):

Before:

"In the paper, you did not offer any answers to why patients of different races have different diabetes concepts. Do you think income is related? What about culture?"

Note that this version is pretty vague, a little combative, open-ended, and includes multiple questions. After hearing this, the speaker will not be too motivated to give a good answer, and will not know where to focus their efforts, but can (and will) just go off in any direction, leaving everyone feeling a little dissatisfied. In contrast, in most of these cases, the question asker actually did have a pretty specific point that they wanted addressed, or a hypothesis of their own—they just did not want to be too bold by stating it explicitly. That is a mistake. To improve the question:

- change the tone a bit (be proactive and positive)
- stick to one question
- make your hypothesis explicit instead of implicit
- refer to the paper/data to make your point clear
- offer a suggestion for how to fix the problem or to implement the suggestion

After:

"In your paper you mentioned that you were not sure why the patients and doctors had different diabetes concepts. It said that the African American patients had a lower income than the Caucasian patients, so perhaps the differences are attributable to income or socioeconomic status rather than race per se. To test this, you could split the data by income instead of race and see if the results come out the same way, or test a group of Caucasian patients from high and low income groups."
Final Paper– Detailed information

GENERAL GUIDELINES

• 10 pages or fewer all sections inclusive (you will lose points for going longer, this includes the title page, abstract, and references).
• Please include a title page, abstract page with abstract, body text, and reference section as demonstrated on the OWL Purdue page for APA samples. Citations in the body of the paper need to also be in parentheses in APA format.
• Double spaced.
• Related to the topic of one of the sessions in the term.
• Include both summary information about the presentation given and independent research that you conducted to follow up on the topic.
• Include at least 5 citations to academic peer-reviewed research articles (no dissertation abstracts, websites, newspapers, blogs, popular books) that you 1) found using a literature search, 2) read, and 3) incorporated into your paper in a thoughtful way. Note that you must read all of the articles that you cite (it's not enough to read an abstract on the web or reference to the paper in another paper).
• The paper needs to be in APA format. You can get information on APA formatting on the web at: http://owl.english.purdue.edu/owl/resource/560/01/

There are two sample papers in CTools resources from previous students who received very high scores (almost all correctly formatted, clearly written, generated an independent idea that they supported with citations from academic sources).

ACADEMIC HONESTY

It should go without saying, but sometimes helps to say, that plagiarism is a serious academic offense. All of the text in your paper must be your own. Do not use wording, sentences, and strings of words from the articles that you read and paste them into your paper or even unconsciously copy them. You would be surprised how noticeable it is when a professionally-written sentence is embedded in an undergraduate- or even graduate-student paper. Your professor takes this seriously and often looks up the text of original sources, just out of curiosity, to see if the text was original or not (she is usually correct in her predictions…). If plagiarism is found you will receive a zero on the assignment, which is 30% of your grade. It is not worth the risk.

To avoid this common but serious problem, do not write your paper with your academic sources in front of you. Read the article, put it away, and then write about it in your own words. It is nearly impossible to look at someone else’s words and come up with different ones that say nearly the same thing just as well – so don’t even try!

GRADING CRITERIA

25 points - general style, editing, grammar, lack of typos etc.
15 points - review of the speaker's work or presentation
30 points - your own intellectual thoughts, adding to the content of the presentation, taking the work in a new direction.
20 points - integration of outside articles that you found
10 points - APA formatting of references (5 for in-text citations, 5 points for reference section)
**TIPS**
- Use Google Scholar for your literature search. When papers come up that seem appropriate, click on the **Availability at UMichigan** link to the side – this will immediately direct you to the free copy of the paper that is available through UM.

OR

- Use the UM library site at: [http://www.lib.umich.edu/online-journals/](http://www.lib.umich.edu/online-journals/); then click the ArticlesPlus tab. Check the box that says, “Limit to peer-reviewed journals”.

Otherwise, it is harder to get free access to papers, and other databases are much more restricted in the types of papers they provide.

- Make sure not more than 1.5 pages of your paper are dedicated to reviewing the article or presentation that you are basing your paper on. Focus on coming up with your own intellectual ideas and citations to support your interests or hypotheses.

- Write your paper a few days before the deadline and then put it away. Before you submit it, reread the entire thing, carefully, ideally out loud. This will help you correct the insidious grammatical errors and typos that abound in class papers.

- For in-text citations, if there are fewer than 6 authors, you should list all 5 the first time (last names only, no initials), and then after the first time write (FirstAuthorLastName, et al., DATE) – note that it is et (without a period) and then al (with a period) followed by a comma. If there are six or more authors you can just use the FirstAuthorLastName, et al., DATE format even in the first use.

- Look over your Reference section carefully before you submit. Look for consistencies between the articles. Use only the last names and initials of the authors in the beginning. Always have a period after the (date). Always use commas in the same, correct place. Italicize the title of the journal.

- Most people **underestimate** how much I want to hear your own, creative, thoughtful ideas on the topic. You can almost not overshoot this by being too bold and opinionated. You just need to support your idea with the academic citations that you find. So, come up with YOUR idea first, THEN find articles that support your idea. Usually the difference between an A+/A grade and a A-/B+ grade is the lack of independent, critical thought, even when the paper is perfectly written. Come talk to me in office hours if you want to vet your idea before committing to it.