

Sophomore Tutorial (PSY 971)

Spring 2026 Syllabus

Course Information

Class Location: XXX

Class Time: Tuesdays, 9:45-11:45am

Course Website: <https://canvas.harvard.edu/courses/165614>

Instructor: Dr. Anna McCarter (she/her) amccarter@fas.harvard.edu

Open Student Hours: Tuesdays 2-3pm in William James Hall Room 860 or email me to set up a different meeting time (can be via Zoom or in person)

Course Description

Instead of learning about a specific topic, this course is focused on learning skills. In specific, you will learn how to efficiently read scientific articles and accurately communicate psychological concepts both in writing and in discussions. You should plan to spend an average of 8-10 hours per week on class and coursework combined. Prior to class each week, you will read scientific articles on a variety of topics. In class, we will spend a significant amount of time discussing these articles focusing on dissecting the article into subcomponents, considering how the study was designed, and what follow up studies could be conducted. In parallel with learning how to be a consumer of psychological research, you will also learn how to write in the field through several short paper assignments and the Sophomore Essay.

Course Learning Objectives

- 1) You will be able to understand and think critically about scientific articles.
- 2) You will be able to communicate psychological concepts with confidence both in writing and in discussions.
- 3) You will be able to develop a novel research question, building from the prior literature to develop hypotheses and an experimental framework.

Course Frameworks

- **BIG Levels of Analysis (Brain, Individual, Group)**

In this course, we will approach each topic from multiple levels of analysis. This helps us gain a more holistic understanding of the topics. Each article in the course reading list below is marked with what levels of analysis it uses.

B: level of the Brain, addresses the mechanisms that underlie mental processes and behavior, ranging from genetic to biochemical to neural to information processing

I: level of the Individual, addresses the content of mental processes and behavior, ranging from beliefs, to goals, motivations, and attitudes

G: level of the Group, addresses the effects of the social surround, ranging from dyads to small groups to communities and cultures

- **QALMRI (Questions, Alternatives, Logic, Method, Results, Inferences)**
We will use this structure to break down the experiments that we discuss this semester. Your first reading formally introduces QALMRI and we will review this framework together on the first day of class.

Assignments:

Preparation & Participation (35%)

- ***In-Class Engagement (15%)***

You are expected to attend and actively participate in class. Everyone has an important perspective so I hope that we can find ways to make space for everyone to share. In-Class Engagement will be graded based on contributing, active listening, and engaging. I will grade in-class engagement each day on a scale of excellent (1.25 points), good (1 point), poor (0.5 points), or absent (0 points). On the first day, we will collaboratively come up with what actions correspond to excellent, good, or poor in-class engagement. Being present and attentive is a big step toward learning. However, I understand that you may not be at your best every day. To allow for that, your lowest In-Class Engagement grade will be dropped.

- ***Discussion Starters (15%)***

In the schedule at the end of this syllabus you will find a list of articles to read for each class. You are expected to fully read these before class and come prepared to discuss them. In order to foster in-class discussion, you will submit a Discussion Starter prior to each class. Your Discussion Starter should address each of the articles assigned for that day. For each assigned article, address one of the prompts below. Don't repeat the same prompt within one Discussion Starter. Prompts include:

- What is a strength or weakness of the article?
- What is an idea for a future research project building off of this article?
- A clarifying question
- A connection to daily life or real-world problems

In total, your Discussion Starter should be about 1-page double-spaced. You do not have a Discussion Starters due for the first day of class or the last day of class. To give me time to select Discussion Starters to use in class, they will be due at 9pm on Sundays. You can turn this in up until the start of class for half credit. After class has started, Discussion Starters will not be accepted. Your lowest Discussion Starter grade will be dropped.

- ***Meetings with Dr. McCarter (5%)***

Across the semester, you will meet with me three times – once in the first week, once to discuss your Sophomore Essay proposal, and once to discuss your Sophomore Essay Full Draft. You're expected to arrive to these meetings on time and be prepared to chat with me either about your goals for the course for our first meeting or your essay in our other meetings.

Short Papers (20%)

- ***Paper #1 – QALMRI (5%)***

Choose one of the articles we read in class in Week 2 or Week 3 and summarize it using the QALMRI framework. This paper is due at 9pm on February 13th.

- ***Paper #2 – Future Directions (7.5%)***

Using one of the articles we've read in class so far or an article of your choice, identify at least two potential follow-up studies that could build on this work. Thoroughly explain what this follow-up study would add to the field. This is a great opportunity to start brainstorming for the Sophomore Essay. This paper is due at 9pm on February 20th.

- ***Paper #3 – Discussion Creation (7.5%)***

I will give you a scientific article excluding the discussion section. You will write a discussion section based on the rest of the paper. In class, we will review and discuss the actual discussion section. This will be helpful practice as you consider how to frame the discussion section of your Sophomore Essay. This paper is due at 9pm on March 6th.

Sophomore Essay (45%)

For the Sophomore Essay, you will be writing a research proposal on a topic of your choice. This will involve coming up with a novel research question, reading background literature, and outlining how you would research that question. Your paper will include an introduction, methods, anticipated results, and conclusions sections. Please reach out to me with any questions that you have about your ideas and plans for this project. I'm happy to help! This assignment is broken down into several steps to provide scaffolding:

- ***Meeting & Proposal (4%)***

You will meet with me during Week 5. Bring to this meeting at least two ideas for potential research topics. For each research topic, bring a QALMRI-style summary of at least two research articles in this area. Two days after our meeting, you will submit a 2-page proposal of the research topic you have decided to move forward with. This proposal should explain the project in as much detail as you can at this point.

- ***Annotated Bibliography (5%)***

Compile at least 15 peer-reviewed scientific articles related to your research question. For each article, write a QALMRI-style summary and a brief explanation of the relevance of the work for your paper. This list of sources is not binding. It is okay if you end up swapping some of them out before the final submission. This is due at 9pm on March 9th.

- ***Outline (5%)***

Write a 2-3 page outline of your paper. The outline should include all sections of the paper (introduction, methods, anticipated results, and conclusion) and should be in bullet points with full sentences. This is due at 9pm on March 27th.

- ***Partial Draft (6%)***

Write the introduction of your paper. This should be 5-7 pages. Students typically find the introduction to be the most challenging part to write and organize, so this assignment allows for multiple rounds of feedback on that before the final submission. This is due at 9pm on April 10th.

- **Full Draft & Meeting (9%)**

Write a full (15-page) draft of your essay including the introduction, methods, anticipated results, and conclusions. This should include 15 peer-reviewed scientific articles with APA-style in-text citations and references. This is due April 24th. During Week 14 you will meet with me to discuss her feedback on your full draft.

- **Presentation (4%)**

On our last day of class, everyone will present their research proposal. The presentation should be approximately 5 minutes and will be followed by a few minutes of questions. Part of your grade will be asking thoughtful questions following your classmates' presentations. Upload your slides by 9pm on April 27th.

- **Final Essay (12%)**

Submit your final Sophomore Essay to Canvas by 4pm on May 4th. This deadline is set by the Department and there are no exceptions. I do not have the authority to grant extensions. Extensions can only be granted by the Undergraduate Office in extremely rare cases, and advanced documentation of a serious issue from a Resident Dean is required.

Here is a summary of how each course component will be factored into the total grade:

Course Component	Points
Preparation & Participation	
In-Class Engagement	15 (1.25 each x12)
Discussion Starters	15 (1.5 each x10)
Meetings with Dr. McCarter	5 (1.67 each x3)
Short Papers	
Paper #1: QALMRI	5
Paper #2: Future Directions	7.5
Paper #3: Discussion Creation	7.5
Sophomore Essay	
Proposal & Meeting	4
Annotated Bibliography	5
Outline	5
Partial Draft	6
Full Draft & Meeting	9
Presentation	4
Final Essay	12
	100

The following grading scale will be used:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E/fail	59.99% and below

Course Policies

Accessibility

I want this course to provide equitable opportunities for learning. If you have a letter from the [Disability Access Office](#) (DAO) or have other needs that I can accommodate, please speak with me by the end of the second week of the term to ensure I am able to respond in a timely manner. Should your needs change during the semester, I will be happy to work with you and the DAO to adapt accordingly. All discussions will remain confidential, although DAO may be consulted to discuss appropriate implementation of accommodations.

Late Assignments

All students have 3 “free pass” 24-hour extensions over the course of the semester. These extensions may not be used back-to-back (in other words, you cannot use two to extend one assignment by 48 hours). To use a “free pass” 24-hour extension, please e-mail me at least 2 hours before the original due date. No explanation is necessary. Note that we recommend saving these “free passes” for unexpected circumstances as additional extensions are not permitted for students who do not have a documented DAO accommodation. Extensions cannot be applied to the Discussion Starters or to the final Sophomore Essay.

Attendance

Attendance in this course is expected and required. Much of our learning happens through discussion and participation in a seminar community and the tutorials are very small. Any absence from class impacts your learning and the learning of everyone in the class. These learning experiences are almost impossible to make up individually. As such, each student is allowed one excused absence during the semester, which should be saved for medical or family emergencies, illness, or other extenuating or unpredictable circumstances. You will be required to make up the missed class with an assignment of my choice. Additional absences or repeated late arrivals (more than two) will result in penalties to the participation component of your grade. Please note that you must attend at least 75% of all classes to be eligible to pass this course.

Communication

Check your Harvard email and Canvas regularly as any updates will be shared there. I encourage you to email me with any questions that you have that are not addressed here. I’m here to help you! I commit to respond to emails within 24 hours (excluding weekends and holidays). You will get emails from me during standard working hours (9am-5pm Monday-Friday). I am unlikely to respond to emails over the weekend or after 5pm on weekdays. If you send me an email during that time, you can expect a response from me on the next workday. I would love to see you at open student hours. They are a great time to ask questions about the class, psychology more broadly, or anything else you want to talk about! If my posted hours don’t work for you, email me to set up another time. Make sure to be courteous in your communication with me and your classmates. We are all deserving of respect and kindness. I strive for a safe, open, and welcoming classroom.

Use of Electronic Devices

During class, please do not use your laptops or other devices except for specific activities when I invite everyone to get out a device. Devices used for accessibility purposes are an exception. Being present and attentive during class is crucial for your learning.

Food & Beverages in Class

I understand that class days can be very busy, and you may not have open time to eat. Given that, you are welcome to eat snacks during class. I just ask that your eating is not disruptive to others (e.g., pungent smell, very crunchy) and is not messy. You are in charge of ensuring that your space is clean before leaving.

Collaboration

The exchange of ideas is essential to academic work. You are encouraged to consult with your classmates on assignments in this course. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must adhere to standard citation practices in this discipline. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance on a separate page at the end of your assignment.

Academic Integrity & Plagiarism

Out of fairness to the vast majority of students who take their education seriously, no form of academic dishonesty will be tolerated. It is expected that all of the assignments you turn in for this course will be your own original work. This means that your work will be free from plagiarism and will be written by you. To avoid committing plagiarism, you must follow two main rules:

- Always cite the source of a finding, idea, or argument that isn't your own, no matter how much rewording you have done.
- Always put the findings, ideas, and arguments you cite into your own words. If a direct quote is absolutely necessary, put the text in quotation marks and include a page number in your citation.

It is important to remember that incorrect citations do not have to be intentional to be considered plagiarism. Plagiarized or improperly cited work will be referred to the Honor Council for review and may result in severe penalties and disciplinary action. Please be careful and reach out to me with any questions that you have. For your reference, please review the [Harvard Student Handbook](#) and the [Harvard Guide to Using Sources](#).

Generative AI

New machine learning and AI technologies, like *ChatGPT*, are emerging that might be tempting to use for writing and other assignments. Please be mindful that the Harvard College Honor Code forbids students to represent work as their own that they did not write, code, or create. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing and other assignments should be prepared by you. You may not use any AI tool in this course unless under direct instruction from your instructor to do so (e.g., for a class activity).

Relevant Resources

APA Publication Manual

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.), Washington, DC: American Psychological Association Press. [Required Text] In addition, the [Purdue Owl APA Manual](#) is a very helpful electronic resource.

Writing for Psychology Guide

Carson, S.H., Fama, J.M., Clancy, K., Ebert, J., & Tierney, A. (2012). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge: The President and Fellows of Harvard University. [Required Text; [PDF Link](#)].

Library Training Session

One goal of tutorial is to teach you how to use the Harvard Libraries and conduct literature searches. The Undergraduate Office will email you with information about when the library training sessions will be so you can sign up. Note that these sessions will take place outside of class time. Attending a one-hour library training session is required.

Departmental Writing Fellow

Genia Lukin (elukin@g.harvard.edu), the departmental writing fellow, is available to provide writing guidance for you. You are encouraged to meet with Genia throughout the semester and can schedule an appointment via email.

Harvard College Writing Center

You can schedule 1:1 meetings with writing tutors to review any of your writing assignments. They are happy to meet with you at any point in your writing process from brainstorming to polishing the final draft. You can learn more at the [Harvard College Writing Center Website](#).

Academic Resource Center

The Academic Resource Center offers workshops on academic skills and tutoring. You can learn more at the [Academic Resource Center website](#).

Counseling and Mental Health Services

Harvard offers individual counseling and workshops on a variety of topics relating to counseling and mental health. You can learn more at the [Counseling and Mental Health Services Website](#).

Director and Associate Director of Undergraduate Studies

I will be the instructor for this course and will interact with you on all course matters, questions, etc. But as an essential course in the undergraduate curriculum, you are welcome to share any praise or concerns regarding the course with the Director of Undergraduate Studies Professor Jill Hooley (jmh@wjh.harvard.edu) or Associate Director of Undergraduate Studies Dr. Katie Powers (kpowers@fas.harvard.edu).

Course Schedule

Week	Topic	Assignments
1 Jan 27	Course Introduction	Welcome Survey due January 26 th at noon Read Articles before class (no Discussion Starter) Introductory Meeting with Dr. McCarter by 1/30
Unit 1: Learning & Memory		
2 Feb 3	Laptops & Learning	Discussion Starter due 2/1 at 9pm
3 Feb 10	Eyewitness Memory	Discussion Starter due 2/8 at 9pm Paper #1 due 2/13 at 9pm
4 Feb 17	Sleep & Memory	Discussion Starter due 2/15 at 9pm Paper #2 due 2/20 at 9pm
5 Feb 24	Writing Workshop #1	Discussion Starter due 2/22 at 9pm Proposal Meeting with Dr. McCarter by 2/27 Proposal due at 9pm two days after your meeting
Unit 2: Impact of Others		
6 Mar 3	Stereotype Threat	Discussion Starter due 3/1 at 9pm Paper #3 due 3/6 at 9pm
7 Mar 10	Social Media	Discussion Starter due 3/8 at 9pm Annotated Bibliography due 3/9 at 9pm
8	SPRING BREAK	None – Enjoy break :)
9 Mar 24	Social Support	Discussion Starter due 3/22 at 9pm Outline due 3/27 at 9pm
10 Mar 31	Writing Workshop #2	Discussion Starter due 3/29 at 9pm
Unit 3: Emotions		
11 Apr 7	Emotions Across Cultures	Discussion Starter due 4/5 at 9pm Partial Draft due 4/10 at 9pm
12 Apr 14	Handling Stress	Discussion Starter due 4/12 at 9pm
13 Apr 21	Boosting Happiness	Discussion Starter due 4/19 at 9pm Full Draft due 4/24 at 9pm
14 Apr 28	End-of-Semester Celebration	Presentation uploaded by 9pm on 4/27 Read Articles before class (no Discussion Starter) Full Draft Meeting with Dr. McCarter by 5/1
15	Finals	Sophomore Essay & Tutor Evaluation due by 4pm on 5/4

Course Reading List

Week 1 – Course Introduction

Kosslyn, S.M. & Rosenberg, R.S. (2001). How to read, critically evaluate, and write research papers. In *Psychology: The brain, the person, the world* (Appendix B, pp. 605-610). Allyn & Bacon.

Gray, K. & Wegner, D.M. (2008). The sting of intentional pain. *Psychological Science*, 19(12), 1260-1261. <https://doi.org/10.1111/j.1467-9280.2008.02208.x> (I, G) *Use the Kosslyn chapter to guide your reading of this paper

Hollander, J. A. (2002). Learning to discuss: Strategies for improving the quality of class discussion. *Teaching Sociology*, 30(3), 317-327. <https://doi.org/10.2307/3211480>

Unit 1: Learning and Memory

Week 2 – Laptops & Learning

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24–31. <https://doi.org/10.1016/j.compedu.2012.10.003> (I, G)

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168. <https://doi.org/10.1177/0956797614524581> (I)

Loh, K. K., & Kanai, R. (2014). Higher media multi-tasking activity is associated with smaller gray-matter density in the anterior cingulate cortex. *Plos one*, 9(9), Article e106698. <https://doi.org/10.1371/journal.pone.0106698> (B, I)

Week 3 – Eyewitness Memory

Pezdek, K., Blandon-Gitlin, I., & Moore, C. (2003). Children's face recognition memory: more evidence for the cross-race effect. *Journal of Applied Psychology*, 88(4), 760-763. <http://doi.org/10.1037/0021-9010.88.4.760> (I,G)

Loftus, E. F. (1975). Leading questions and the eyewitness report. *Cognitive psychology*, 7(4), 560-572. [https://doi.org/10.1016/0010-0285\(75\)90023-7](https://doi.org/10.1016/0010-0285(75)90023-7) (I,G)

Flin, R., Boon, J., Knox, A., & Bull, R. (1992). The effect of a five-month delay on children's and adults' eyewitness memory. *British Journal of Psychology*, 83(3), 323-336. <https://doi.org/10.1111/j.2044-8295.1992.tb02444.x> (I)

Week 4 – Sleep & Memory

Aly, M., & Moscovitch, M. (2010). The effects of sleep on episodic memory in older and younger adults. *Memory*, 18(3), 327-334. <https://doi.org/10.1080/09658211003601548> (I)

Tucker, M. A., Hirota, Y., Wamsley, E. J., Lau, H., Chaklader, A., & Fishbein, W. (2006). A daytime nap containing solely non-REM sleep enhances declarative but not procedural memory. *Neurobiology of learning and memory*, 86(2), 241-247. <https://doi.org/10.1016/j.nlm.2006.03.005> (B, I)

Okano, K., Kaczmarzyk, J. R., Dave, N., Gabrieli, J. D., & Grossman, J. C. (2019). Sleep quality, duration, and consistency are associated with better academic performance in college students. *NPJ Science of Learning*, 4, Article 16. <https://doi.org/10.1038/s41539-019-0055-z> (B, I, G)

Week 5 – Writing Workshop #1

Carson, S. H, Fama, J.M., & Clancy, K., Ebert, J., & Tierney, A. (2012). *Writing for psychology at Harvard: A guide for psychology concentrators*. The President and Fellows of Harvard University. [[PDF Link](#)]

Olson, K., & Meyersburg, C. A. (2008). *Brief guide to writing the psychology paper*. Harvard College Writing Center. [[PDF Link](#)]

Robinson, O., Wilson, A. (2022) Rituals and self care when writing. In *Practicing and presenting social research*. Pressbooks. <https://pressbooks.bccampus.ca/undergradresearch/chapter/rituals-and-self-care-when-writing/>

UNIT 2: Impact of Others

Week 6 – Stereotype Threat

Tomasetto, C., Alparone, F. R., & Cadinu, M. (2011). Girls' math performance under stereotype threat: The moderating role of mothers' gender stereotypes. *Developmental Psychology*, 47(4), 943–949. <https://doi.org/10.1037/a0024047> (I, G)

Hively, K., & El-Alayli, A. (2014). “You throw like a girl:” The effect of stereotype threat on women's athletic performance and gender stereotypes. *Psychology of Sport and Exercise*, 15(1), 48-55. <https://doi.org/10.1016/j.psychsport.2013.09.001> (I, G)

Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of applied developmental psychology*, 24(6), 645-662. <https://doi.org/10.1016/j.appdev.2003.09.002> (I, G)

Week 7 – Social Media

Maza, M. T., Fox, K. A., Kwon, S. J., Flannery, J. E., Lindquist, K. A., Prinstein, M. J., & Telzer, E. H. (2023). Association of habitual checking behaviors on social media with longitudinal functional brain development. *JAMA pediatrics*, 177(2), 160-167. <https://doi.org/10.1001/jamapediatrics.2022.4924> (B, I)

Wallace, E., & Buil, I. (2021). Hiding Instagram Likes: Effects on negative affect and loneliness. *Personality and Individual Differences*, 170, Article 110509. <https://doi.org/10.1016/j.paid.2020.110509> (I, G)

Stein, J.-P., Scheufen, S., & Appel, M. (2023). Recognizing the beauty in diversity: Exposure to body-positive content on social media broadens women's concept of ideal body weight. *Journal of Experimental Psychology: General*, 153(11), 2642–2656. <https://doi.org/10.1037/xge0001397> (I, G)

Week 8 – Spring Break

NO READINGS – ENJOY BREAK :)

Week 9 – Social Support

Dungan, J. A., Munguia Gomez, D. M., & Epley, N. (2022). Too reluctant to reach out: Receiving social support is more positive than expressers expect. *Psychological Science*, 33(8), 1300–1312. <https://doi.org/10.1177/09567976221082942> (I, G)

Hooker, E. D., Campos, B., Zoccola, P. M., & Dickerson, S. S. (2017). Subjective socioeconomic status matters less when perceived social support is high: A study of cortisol responses to stress. *Social Psychological and Personality Science*, 9(8), 981–989. <https://doi.org/10.1177/1948550617732387> (B, I, G)

Fredrick, S.S., Demaray, M.K., Malecki, C.K. & Dorio, N.B. (2018). Can social support buffer the association between depression and suicidal ideation in adolescent boys and girls? *Psychology in Schools*, 55(5). 490–505. <https://doi.org/10.1002/pits.22125> (I, G)

Week 10 – Writing Workshop #2

Bem, D. J. (2004). Writing the empirical journal article. In J. Darley, M. Zanna, & H. Roediger, III (Eds.), *The complete academic: A career guide* (2nd ed., pp. 185–219). American Psychological Association.

Pinker, S. (2014). Chapter 3: The curse of knowledge. In *The sense of style: The thinking person's guide to writing in the 21st century* (pp. 57-76). Penguin Group.

Weinberger, C. J., Evans, J. A., & Allesina, S. (2015). Ten simple (empirical) rules for writing science. *PLoS Computational Biology*, 11(4), Article e1004205. <https://doi.org/10.1371/journal.pcbi.1004205>

UNIT 3: Emotions

Week 11 – Emotions Across Cultures

Sauter, D., Eisner, F., Ekman, P., & Scott, S. (2010). Cross-cultural recognition of basic emotions through nonverbal emotional vocalizations. *Proceedings of the National Academy of Sciences*, 107(6), 2408–2412. <https://doi.org/10.1073/pnas.0908239106> (I, G)

Takahashi, K., Oishi, T., & Shimada, M. (2017). Is ☺ smiling? Cross-cultural study on recognition of emoticon's emotion. *Journal of Cross-Cultural Psychology*, 48(10), 1578–1586. <https://doi.org/10.1177/0022022117734372> (I, G)

Shiota, M. N., Campos, B., Gonzaga, G. C., Keltner, D., & Peng, K. (2010). I love you but...: Cultural differences in complexity of emotional experience during interaction with a romantic partner. *Cognition and Emotion*, 24(5), 786-799. <https://doi.org/10.1080/02699930902990480> (I, G)

Week 12 – Handling Stress

Kidorf, M., & Lang, A. R. (1999). Effects of social anxiety and alcohol expectancies on stress-induced drinking. *Psychology of Addictive Behaviors*, 13(2), 134. <https://doi.org/10.1037/0893-164X.13.2.134> (I, G)

Maddux, R. E., Daukantaitė, D., & Tellhed, U. (2018). The effects of yoga on stress and psychological health among employees: an 8-and 16-week intervention study. *Anxiety, Stress, & Coping*, 31(2), 121-134. <https://doi.org/10.1080/10615806.2017.1405261> (I)

Perciavalle, V., Blandini, M., Fecarotta, P., Buscemi, A., Di Corrado, D., Bertolo, L., ... & Coco, M. (2017). The role of deep breathing on stress. *Neurological Sciences*, 38(3), 451-458. <https://doi.org/10.1007/s10072-016-2790-8> (B, I)

Week 13 – Boosting Happiness

Chang, J., Zhang, M., Hitchman, G., Qiu, J., & Liu, Y. (2014). When you smile, you become happy: Evidence from resting state task-based fMRI. *Biological Psychology*, 103, 100-106. <https://doi.org/10.1016/j.biopsycho.2014.08.003> (B, I)

White, M. W., Khan, N., Deren, J. S., Sim, J. J., & Majka, E. A. (2022). Give a dog a bone: Spending money on pets promotes happiness. *The Journal of Positive Psychology*, 17(4), 589–595. <https://doi.org/10.1080/17439760.2021.1897871> (I)

Ferguson, Y. L., & Sheldon, K. M. (2013). Trying to be happier really can work: Two experimental studies. *The Journal of Positive Psychology*, 8(1), 23–33. <https://doi.org/10.1080/17439760.2012.747000> (I, G)

Week 14 – End-of-Semester Celebration

Lee, K. (2017). 10 tips for speaking like a Ted Talk pro: Advice from the experts on how to make any presentation sing. *Monitor on Psychology*, 48(2), 64. www.apa.org/monitor/2017/02/tips-speaking

Fleming, N. (2018). How to give a great scientific talk. *Nature*, 564, S84–S85. doi.org/10.1038/d41586-018-07780-5