

# Principles of Psychology (Psyc 110)

Olin 141, Winter 2017

Monday & Wednesday 1:50-3:00 pm and Friday 2:20-3:20 pm

**Professor:** Adam Putnam

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**Office Hours:** Tuesday, 11:00 am - 12:00 noon; Wednesday, 3:00 pm - 4:00 pm or by appointment

**Course Prefect:** Violet Brown, [brownv@carleton.edu](mailto:brownv@carleton.edu)

## COURSE DESCRIPTION

Welcome to Principles of Psychology! In this course we will take a 10-week whirlwind tour of psychological science. We will explore how the mind and human behavior can be understood through scientific research. To do so we will look at three guiding questions over the course of the term: 1) What is the relationship between the mind and brain? 2) How is behavior determined by personality, the environment, and past experiences? 3) How do we think and process information? In exploring these questions we will look at different approaches that psychologists use to learn more about the human experience. By the end of the term you should be able to propose some tentative answers to the three guiding questions, be familiar with the main sub-fields of psychology (e.g., social psychology, cognitive, etc.), and be able to ask and answer a question like a psychological scientist.

### *Format Overview*

On Mondays and Wednesdays class will generally consist of lectures, interaction, and small group exercises.

On Fridays we will spend most of class time discussing a reading and occasionally working on projects.

Evaluation will consist of three exams, two short papers, and a daily homework assignment (either a low-stakes quiz or submitting a discussion question).

### *Course Website*

This syllabus and other important course materials including readings, topic schedule, and assignment details are available on Moodle. Lecture slides and other materials will be posted on Moodle after the lecture in which they are presented.

### *Textbook & Readings*

The textbook is *Psychology* (8th Edition) by Gleitman, Reisberg, and Gross. We will also read the paperback, *Darkness Visible* by Styron. Both texts are available at the bookstore or online. Additional assigned readings will be posted as PDFs on Moodle. Note that readings should be completed *before* each class; we won't always cover everything in the textbook in class (and likewise the textbook won't cover everything from class), but the readings provide critical background for the lectures and discussion.

### *Classroom Etiquette*

To ensure an optimal learning environment, it is important to treat each other with mutual respect and honesty. I will work diligently to prepare for class, to respect everyone's contributions, to grade work in a fair and unbiased manner, and to return work in a timely fashion. In return, I expect that you will treat your classmates and me with respect. This includes showing up on time, turning off or silencing cell phones, and listening carefully to other people's ideas. Be respectful of the diverse opinions and values of your classmates. If you choose to bring your laptop to class, please only use it for course related activities – surfing the web, checking email, etc. can be detrimental for you and your classmates.

### *Help With Class*

My office hours are listed at the top of the syllabus – please stop by and visit! You can also contact me via email if you want to set up another time to chat outside of office hours. I'm happy to talk about any specific questions or concerns that you have with class, or to just talk about psychology. The course prefect, Violet Brown, will be

hosting optional bi-weekly study sessions, which are a great place to get additional help. Violet will email the class to announce when the prefect sessions will be held.

### *Special Accommodations and Student Educational Services*

The Writing Center, located in 420 4th floor Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#).

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have (or think you have) a disability, please contact Chris Dallager, by calling 507-222-5250 or sending an email to [cdallager@carleton.edu](mailto:cdallager@carleton.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

### *Academic Honesty*

Carleton's Academic Standing Committee wants you to remember the following: "All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own. Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to a F in this course."

## **Evaluation**

### *Participation 10%*

During class students will be asked to contribute to discussion, answer (and ask!) questions, participate in mini-experiments, and complete other activities. Students who receive the highest grades for participation are present and engaged during class, contribute to group discussions, ask questions, and show clear verbal and written evidence of having read, prepared, and thought deeply about the material. Unexcused absences will hurt your participation grade (plus you'll miss out on the fun things we do in class!). Visiting Adam's office hours is also expected.

### *Homework Assignments: Low Stakes Quizzes and Discussion Questions 10%*

Research has shown that spacing (studying over a period of time, rather than cramming the night before an exam) and practice testing are two of the most effective ways to learn something. In an effort to encourage both spacing and practice testing there will be a short quiz (4-5 questions) posted on Moodle after each class. The questions will be multiple-choice, true/false, and short answer, and will cover material from the reading and that day's class. The quiz will be available for you to take from right after class until Midnight that night.

On class days that are discussion-oriented (most Fridays) there will be no daily quiz. Instead, you will write a short comment to a Moodle discussion forum about the reading for that day—the Moodle post should be submitted by 9:00 am the day of class (i.e., *before* class starts). The Moodle posts are informal writing – they serve as a chance for you to think deeply and critically about the reading and to explore some of the ideas that we have been discussing in class. You can read more about the discussion post assignment on Moodle.

There will be 24 homework assignments over the term. There are no make up assignments—if you miss a quiz or a discussion posting, your grade will be zero. However, you will be able to drop your 3 lowest scores on the assignments (so only your best 21 assignments will count towards your grade). We will have an additional practice quiz on the first day of class that won't count towards your grade.

### *Three Exams 60%*

There will be three in-class exams (20% each) over the course of the term. The third exam will be self-scheduled during finals period. The dates are listed in the schedule below. The exams are a combination of

multiple-choice, short-answer, and essay questions. The exams are not cumulative per se, but each exam will ask about some big ideas that may require drawing on material from across the entire class. Any special accommodations or requests for testing at an alternative time must be submitted to the instructor prior to the exam via email.

#### *Memory Paper 8%*

For the first paper you will conduct a short literature review of research on memory, and then use the results of that research to make some recommendations for how to best study for an Introduction to Psychology exam – in other words, the first paper is designed to help you do well on the exams! More details about this assignment can be found on Moodle.

#### *Research Proposal Paper 12%*

In the second paper you will design an experiment. You will pick an existing study and propose a theoretically driven novel extension or follow-up study. For this paper you will submit an outline and a final paper (see *Research Proposal Guidelines* on Moodle for more details). Late submissions (for both written assignments) will be penalized.

## **Topic and Reading Schedule**

Schedule subject to change. See Moodle for updates and links.

W 1/4 Introduction to Psychological Science and to Major Themes

F 1/6 Memory

Gleitman et al., *Psychology*, pp. 300-337.

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M 1/9 Memory Applied: Effective Study Habits; **Memory Paper Handout**

Carey, *How We Learn*, pp. 65-79, 80-103.

W 1/11 Brain Structure and Function

Gleitman et al., *Psychology*, pp. 105-130.

F 1/13 Brain, Mind, and Self

Sacks, *The Man Who Mistook His Wife for a Hat*, pp. 7-21.

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M 1/16 Neuropsychology

Gleitman et al., *Psychology*, pp. 85-105.

W 1/18 Psychopathology

Gleitman et al., *Psychology*, pp. 635-674.

F 1/20 Accounts of Depression, **Memory Paper due at start of class**

Styron, *Darkness Visible*, pp. 1-84.

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M 1/23 Psychopathology and its Evaluation

Gleitman et al., *Psychology*, pp. 677-713.

W 1/25 Schizophrenia

No reading today.

F 1/27 **Examination 1**: Memory, Biological Psychology and Psychopathology

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M 1/30 Personality in the Clinical Tradition

Gleitman et al., *Psychology*, pp. 605-622.

W 2/1 Personality in the Measurement Tradition

Gleitman et al., *Psychology*, pp. 591-605.

F 2/3 Social Psychology 1

Gleitman et al., *Psychology*, pp. 519-534.

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**M 2/6 Midterm Break**

W 2/8 Social Psychology 2

Gleitman et al., *Psychology*, pp. 534-541.

F 2/10 Obedience and the Holocaust

Sabini & Silver, On destroying the innocent with a clear conscience. *Moralities of Everyday Life*, pp. 55-87.

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M 2/13 Basic Models of Learning

Gleitman et al., *Psychology*, pp. 259-289.

W 2/15 Cognitive Learning

Gleitman et al., *Psychology*, pp. 289-298

F 2/17 Applied Learning Theory

Duhigg, C., *The Power of Habit*, pp. 3-30 and 127-153.

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M 2/20 **Examination 2**: Personality, Social Psychology, and Learning

W 2/22 Thinking and Decision Making, **Research Proposal Handout**

Gleitman et al., *Psychology*, pp. 341-375.

F 2/24 Applied Cognitive Psychology,

Ariely, *Predictably Irrational*, pp. xi-23, 75-102, 139-166.

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M 2/27 Social Cognition; **Research Proposal Outline Due at start of class**

Gleitman et al., *Psychology*, pp. 506-519.

Norenzayan & Nisbett, Culture and causal cognition, pp. 132-135.

M 3/1 Intelligence

Gleitman et al., *Psychology*, pp. 425-458.

F 3/3 Cognitive Testing and Society

Kuncel & Hezlett, Fact and fiction in cognitive ability testing for admissions and hiring decisions, pp. 339-345.

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M 3/6 Sensation and Perception, **Research Proposal Due at start of class**

Gleitman et al., *Psychology*, pp. 133-136, 142-153, 181-187.

W 3/8 Development and Change

Gleitman et al., *Psychology*, pp. 545-588.

F 3/10 Tentative Conclusions about Psychology

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**Examination 3: Self-scheduled during finals period:** Cognitive, Developmental, and Psychology in General