Psychology: 100:04   **Foundations of Psychology**

Location	SHA412
Haverford College	T/Th 2:30 – 4:00
Department of Psychology	Fall 2015

Instructor: Jake Kurczek, PhD
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Office Hours: By Appointment

Textbook: Gazzaniga, M.S., Heatherton, T.F., & Halpern, D.F. (2012). *Psychological Science* (4th Ed), New York: W.W. Norton and Publishers.

Class Website: You will be able to find PDFs of the lectures and discussions posted on - moodle.

Course Goals and Overview

From the Course Catalogue:
An introduction to the study of mind and behavior. Topics include biological, cognitive, personality, abnormal, and social psychology, as well as a general consideration of the empirical approach to the study of behavior.

Additional Notes:
While the study of the brain and mind has occurred for thousands of years, only with the advent of various techniques in the past few hundred years has our ability to understand human cognition from a biological perspective matched our ability to question the human brain and mind. Psychology as a discipline was only coined 300 years ago, while experimental psychology began just over 100 years ago, meaning that psychology is a relatively new and developing field. The goals of the coarse are:

- To provide students with an appreciation of the scientific study of human behavior.

- To pique the interest of students who are planning to major in the psychology or are undecided.

- To provide an understanding of the methods and principles of the scientific process for investigating human cognition and behavior.

- To provide a strong preparation for the upper level courses in psychology. We will investigate human cognition and behavior from a variety of theoretical perspectives and consider the history and methodology of the science of psychology.

Course Requirements and Policies

Course web page. Lecture slides, assignments and readings are available on the course web page - moodle.

Lecture Attendance. Students are required –and expected - to attend all of the classes for this course. While I will not enforce a daily attendance policy, a failure to attend will reflect poorly in your participation/question portion of your final grade. A portion of this grade is reflected in the critical thinking journals, which are randomly distributed throughout the course. If you are going to miss a lecture, please do your best to let me know *before* class.

Absences and Make-ups. It is expected that you will take each examination at the scheduled time. A make-up exam can be taken only for excused absences. Unless highly unusual circumstances prevail, approval for excused absences must be obtained prior to the scheduled exam. If you fail to take an examination (an unexcused absence), you will receive a score of zero for that exam.

Posting of Lectures. PDF's of the lectures will be posted on the Moodle page for your reference. I will do my best to post lectures within 24 hours **after** the lecture. Please note that these PDFs are not comprehensive in their information as much of what we study in class is through discussion and activities.

Academic Integrity. At Haverford College, the Honor Code is a defining aspect of life both inside and outside of the classroom. You can find the code here and read about how it interfaces with your academic conduct.

Cell phones, etc. Please turn off or silence all electronic devices during class. I will remember to do the same. Feel free to use a computer/tablet for taking notes in class. If you want to record a lecture for personal use, please get my permission and do not post or share it publically.

Students with disabilities. Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources and the Office of Access and Disability Services. If you think you may need accommodations because of a disability, you should contact Access and Disability Services. If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

Getting Help. If you find that you are having difficulties with the any of the material please contact me as soon as possible! Do not wait until late in the course. It is difficult to significantly improve your grade if there are only a few weeks left in the course. I am happy to help you. If you are not able to see me during office hours we can make other arrangements. You can also find resources at various centers including the Library, Writing Center, Office of Academic Resources and Student Counseling Center.

Assignments.
- *Chapter.* As a class, we will create a web-based resource for students and adults to learn about science literacy. While much of the public enjoys the fruits of scientific endeavors, public support is generally tenuous at best. The issues in the relationship between science and society can be traced back to both scientists and society. In our book we will explore concepts and activities in science that are poorly explained by science and misunderstood by the public in order to better communicate the actual practice of science.

- *Digital Storytelling*. As a class, we will create a web-based resource for students and adults to learn about how psychology interfaces with life. My thinking is that this resource will help understand the applications and misapplications of psychology to our lives. Others who are eager to learn about psychology and science should have access to this material for teaching and learning alike. A digital storybook of the psychology topic of your choice should be designed for a general audience.
  This digital storybook should include the following aspects
  o An introduction to the topic
  o How it relates to psychology
  o Why it is important
  o Activities that can teach you more about the topic (e.g. data visualization, games, demonstrations, other resources)

- **Digital Storytelling Presentation**. Psychology conferences typically host symposium sessions, in which researchers construct talks to present their research findings from a recent study or studies. The last few days of class will consist of an academic symposium. During the session, each student will present their digital story that they have developed over the course of the semester. Each presentation should be 5 minutes with a minute for questions.

- *Reflection Paper.* Students are asked to write a 3 page, double-spaced reflection paper reacting to the experience of researching a topic and what the process was like. Also, discuss why the topic is significant to people in general.

- *News Updates*. Students will be asked to give a presentation of 2-4 minute each on topics of their choice across the semester. These presentations will give students an opportunity to summarize either a current event or research finding and discuss how it relates to psychology.

- *Participation*

  o *Questions*. Students should post any questions from the assigned reading before class in the moodle discussion forum (Pre-Class Qs). *These are due by 11:59PM the night before lecture.* This could also take the form of post about an article or study that you find interesting and related to psychology. I will do my best to look for themes and answer them in the lecture. Additionally, students should be aware that I will post questions to moodle each week. Each question will be open for one week and students are expected to answer *5* across the semester.
  o *Research Participation*. You are required to complete 3 research credits for our Foundations of Psychology course. Research credit can be obtained by: (1)

participating in a research study, (2) writing a 2-page response paper about a research study, or (3) attending a scholarly talk in psychology (must be approved by me).

- o **Critical Thinking Journal.** Over the course of the semester I will ask students to respond to questions in-class. You must be present in order to receive credit. If you will be absent any given day, make sure to send me an e-mail **before** class.
- o **In-Class Participation/Activities/Discussion.** I look forward to this being an active class where we discuss ideas and participate in a number of different activities. I will post questionnaires/surveys and other aids to facilitate in class experiments and inquiries, please do your best to fill them out on time.

• **Examinations**. There will be two exams. The exam questions may include the following question formats: multiple-choice; fill-in-the-blank; matching; true/false; and short-answer sections. Everything that is presented in lecture and in the chapter readings will be fair game for the exams. Note also, that some of the lecture material will be non-overlapping with the textbook, as lectures are designed to augment, or expand upon, the chapter readings.

• **Grading**. Grades will be based on the total points shown below.

A / 4.0	94% and above	B- / 2.7	80-82%	D+ / 1.3	67-69%
A- / 3.7	90-93%	C+ / 2.3	77-79%	D / 1.0	63-66%
B+ / 3.3	87-89%	C / 2.0	73-76%	D- / 0.7	60-62%
B / 3.0	83-86%	C- / 1.7	70-72%	F	59% and below

Late Work: Late assignments will be docked 10% for everyday after the assigned due date.

Exam 1	= 133 pts	16.7%
Exam 2	= 133 pts	16.7%
Participation/Qs	= 63 pts	7.9%
Research Participation	= 40 pts	5.0%
Critical Thinking Journal	= 30 pts	3.8%
News update	= 20 pts	2.5%
Chapter	= 133 pts	16.7%
Digital Story	= 145 pts	18.2%
Presentation	= 33 pts	4.1%
Reflection	= 66 pts	8.3%
	= 796 pts	100%

Schedule of Lecture Topics and Assigned Readings*

Unit	Date	Topic	Assignment
CH 1	9-1	Science of Psychology/Intro	
CH 2	9-3	How to Research	
	9-7	*NO CLASS*	*LABOR DAY*
CH 3	9-8	Biology and Behavior	
	9-10	Biology and Behavior	**Topic/Proposals Due**
CH 5	9-15	Sensation and Perception	
	9-17	Sensation and Perception	**Start Presentations**
CH 6	9-22	Learning	
	9-24	Learning	
CH 7	9-29	Memory	
	10-1	Memory	**Send Chapter to Partner**
	10-6	Memory	
CH 4/8	10-8	Consciousness and Cognition	**Send Chapter Feedback**
	10-13	*NO CLASS*	*FALL BREAK*
	10-15	*NO CLASS*	*FALL BREAK*
	10-20	Consciousness and Cognition	
	10-22	**EXAM 1**	
CH 9	10-27	Development	**Chapter Due**
	10-29	Development	**Send Digital Story to Partner**
	11-1		*DAYLIGHT SAVINGS*
CH 10	11-3	Emotion and Motivation	
	11-5	Emotion and Motivation	**Send Digital Story Feedback**
CH 11	11-10	Health and Well-Being	
	11-12	Health and Well-Being	
CH 12	11-17	Social Psychology	
	11-19	Social Psychology	
CH 13	11-24	Personality	
	11-26	*NO CLASS*	*THANKSGIVING*
	12-1	Personality	**Digital Story and Presentation Due**
CH 14	12-3	Psychological Disorders	
	12-8	Presentations	**Reflection Due**
	12/10	Presentations	**Course Evaluation**
	12/14-18	**EXAM 2**	

*Tentative schedule subject to change without notice as instructor deems necessary

Book Chapter - (Mis)Understanding Science

You will be asked to create a book chapter for a book that we will create as a class about the (mis)understanding of science. "Science" is often presented as an ethical pursuit of knowledge that is governed by the scientific method in the search for "truth." However, in practice, science becomes much more murky, complicated and altogether much less "holy" than depicted. This discrepancy between the depiction and practice of science causes a number of problems when findings in science are presented to the public. So by compiling a book of these concepts explained both as they normally are understood and in their more complicated version, I hope that we can increase public understanding of the practice of science. By revealing the more complicated version of these concepts/practices the public should be able to more critically approach scientific findings and claims.

Through your chapter, you will have the opportunity to explore a topic of your interest in science in general in greater depth. I want you to be able to explore an area that *you* are interested in, so I am giving you some freedom in selecting your topics.

Things to include in your chapter:
1) Background information – how is your topic generally presented to the public
2) The complication – how is your topic generally viewed in the community of science
3) Examples or discussion of where the misunderstanding has occurred (this could include figures/pictures)
4) Suggestions for how the public should approach the issue/topic as they are faced with scientific information or discoveries in the future

Chapters should be supported with scientific research using a *minimum of 6* scientific sources to support your conclusions. Avoid simply stating what each source contributes individually, rather discuss how the article helps answer your topic, how the sources agree or disagree with one another, and how they agree or disagree with your own initial response. Additionally, for the complication you may need to visit blogs, forums and other sources of anecdotal information. Parsing these for quality information will be necessary. Make sure to also include a reference section in APA format.

I will not assign a minimum nor a maximum length for your chapter. However, while your goal is to be as comprehensive as possible, you should aim to do so as succinctly as possible. In practice this likely means that you will spend less time on your background information than your complications, examples and suggestions.

* By September 10th at 8:00PM, please post to the forum with your name and topic in the subject and a paragraph in the message with the reason you chose the topic and why it may be misunderstood by the general public.
*You are also asked to send your chapter to a classmate on October 1st, they will provide feedback on your chapter by October 8th.
*The chapter will be due on October 27th, 2015.

Book Chapter Topics

I'm providing a number of topics loosely organized by subject area, **but please feel free to suggest your own topic.** It should be a topic that is focused, but applicable across science and research. I hope that everyone can find a topic here or propose their own so that there are not two people choosing the same topic.

Scientific Publishing
Publication Bias
Peer-review
Replication/Reproducibility
Impact Factor
Citation
Open Access
Science Journalism – Sensationalized headlines

Scientific Method
Hypothesis
Theory
Operational definition

Science Funding - Conflicts of Interest
Gold Standard
Statistical Difference
Statistical Insignificance
Reliable and valid
Statistically reliable
Interaction
Reductionism
Scientific Proof
Scientific Consensus
Sample size
Fair sampling
Surveys and loaded questions
False causality (correlation implies causality)
Correlational Studies

Empirical Data
Experimental Control
WEIRD populations / unrepresentative samples
Confounds

Proof of the null hypothesis
Overgeneralization
Data dredging (data mining)/ P-hacking
Individuals follow the group (inferencing)
A correlation of zero implies independence

 "Cherry-picked" results
Confirmation Bias
Speculative language
Expert Opinion/Appeal to authority
Blind testing
Politics of Prestige – jobs/promotions, grants, awards
Unpopular data/opinions – political motivations for funding
Retraction

Digital Storytelling Project
The Psychology of …

You will be asked to create a digital story. The digital story topic choice and proposal will be due by September 10th. The digital story will be due on December 1st, 2015.

Through your digital story, you will have the opportunity to explore a topic of your interest in psychology in greater depth. I want you to be able to explore an area that *you* are interested in, so I am giving you some freedom in selecting your topics. You may decide to expand topic discussed in class or in the book, create a variation of a topic from one of these sources, or choose a completely different topic. The purpose of these digital stories is to take an either controversial, folk or "common sense" topic in psychology and explore the ambiguity, myth or misunderstanding of the topic.

Things to include in your digital story:

1) Background information.
2) The formal question or purpose for your digital story. This should relate to why your topic is controversial, folk or "common sense."
3) Your own response/motivation for choosing the topic. Why is this topic important public understanding.
4) An organized and informed response to the question using a *minimum of 10* psychology journal articles (7 must be empirical – meaning they include actual research studies with a methods section) to support your conclusions. Avoid simply stating what each article contributes individually, rather discuss how the article helps answer your question, how the articles agree or disagree with one another, and how they agree or disagree with your own initial response. Also include a reference section in APA format.
5) A minimum of 6 multimedia resources. These could include pictures, graphs/tables or videos.
6) An activity (e.g. games, demonstrations, other resources, etc.) that helps people learn about your topic.
7) What conclusion would you draw after considering all of the sources thoughtfully and in an integrated way? What should be done or addressed in the future? Why is the topic significant?

* By September 10th at 8:00PM, please post to the forum with your name and topic in the subject and a paragraph with the reason you chose the topic, how it relates to psychology and why it may be misunderstood by the general public in the message.
*You are also asked to send your digital story to a classmate on October 29th, they will provide feedback on your digital story by November 5th.
*Your digital story is due December 1st, 2015.

Potential Project Topics

I'm providing a number of topics organized by subject area, **but please feel free to suggest your own topic.** It should be a topic that is focused and outside the list general topics to avoid list. I suggest a topic that you might find surprising and not necessarily associated with the study of psychology. I hope that everyone can find a topic here or propose their own so that there are not two people choosing the same topic.

Brains
We only use 10% of our brains
People are either left- or right-brained
Extrasensory Perception is another sense
Subliminal messages work
Losing one sense improves others
Brain damage is permanent
Brain training actually improves cognition
Neuromarketing is more effective than non brain-based marketing techniques

Development
Playing classical music can boost infants' intelligence
Angst filled times: Adolescence is a time of psychological turmoil
Most people experience a mid (or quarter-) life crisis
Get off my lawn: Old age is associated with increased dissatisfaction and senility
Apples don't fall from the tree: Parents and children have similar personalities
Inherited traits are difficult to change

Memory
Human memory works like a video camera
Hypnosis is useful for recovering forgotten memories
Individuals repress traumatic experiences
Most people with amnesia forget all details of their earlier lives

Learning
Intelligence (IQ) tests are biased against certain groups of people
Its best to stick with your initial (gut) hunch
Students learn best when teaching styles are matched to their learning styles

Altered States
Hyponosis is a unique "trance" state differing in kind from wakefulness
Dreams have symbolic meaning
People can learn information while asleep
Out of body experiences are when the consciousness leaves the body

Feelings
Its better to express anger than to hold it in
Low self-esteem is a major cause of psychological problems

The polygraph test is an accurate means of detecting lies
Happiness is determined by external circumstances
Ulcers are caused by stress and why don't zebras get them
Positive thinking improves the outcome of terminal disease diagnoses

Social

Opposites attract
Shared responsibility: The more people, the better the outcome, the helpful witness
Men are from Mars, women are from Venus, sex differences in communication
The power of independence (Asch studies)
Attitude-Behavior Gap: Saying one thing and doing another
Money can buy happiness

Therapy/Psychiatry

Psychiatric labels cause harm by stigmatizing people
Projective tests can tell us a great deal about someone
Handwriting analysis can reveal our personalities
Only deeply depressed people commit suicide

Crime and Psychology

Most mentally ill people are violent
Criminal Profiling is helpful in solving cases
Full moons cause crimes and craziness
The insanity defense is a commonly and successfully used
Eyewitness ID is a reliable source of evidence
Virtually all people who confess to a crime are guilty
Police interview techniques help people recover the most accurate memory of past events

Decision-making, Belief, and Behavioral Biases

Anchoring (focalism)
Availability heuristic
Backfire effect
Bandwagon effect
Base rate fallacy
Clustering illusion
Confirmation bias
Curse of knowledge
Endowment effect
Framing effect
Illusory correlation
Mere exposure effect
Post-purchase rationalization
Risk compensation (Peltzman effect)
Semmelweis reflex

Social Biases

Actor-observer bias
Defensive attribution hypothesis
Dunning-Kruger effect
Egocentric bias
Extrinsic incentives bias
False consensus effect
Forer effect (Barnum effect)
Fundamental attribution error
Halo effect
Illusory superiority (Lake Wobegon effect)
Ingroup bias
Just-world hypothesis
Projection bias
System justification

Memory Bias
Choice-supportive bias
Change bias
Regressive Bias
Consistency bias
Cryptomnesia
Hindsight bias
Rosy retrospection

General Topics to Avoid
I put these topics here because they are very broad and are things that I've seen done many times before. That doesn't mean that if you can find an interesting interpretation of an aspect of one of these topics, that you can't propose it and we work together to figure out how to make it manageable, interesting and unique.

Psychological Disorders (e.g., schizophrenia, depression, eating disorders, anxiety, multiple personality disorder/dissociative identity disorder, psychopathy, bipolar disorder, addiction, etc.)
Drugs (e.g., alcohol, marijuana, etc.)
Miscellaneous (e.g., Dreams/sleep, concussions/TBI/sports)

Digital Story Presentation

Psychology conferences typically host symposium sessions, in which researchers construct talks to present their research findings from a recent study or studies. The last few days of class will consist of an academic symposium. During the session, each student will present their digital story topic that they have developed over the course of the semester. Each presentation should be 5 minutes with a minute for questions.

Please send an outline of what you are going to communicate and focus on from your project in your presentation since five minutes will not allow you to go through everything in your digital story. This outline is due on 12/1.

News Update Presentation

Students will be asked to give a presentation that is 2-4 minutes on a topic of their choice. The goal of this presentation is to get students comfortable with speaking to an audience of peers and preparing PowerPoint slides. Students will be asked to submit 2-4 slides to me via e-mail by 9:00PM the night before the presentation. Presentations should include a brief summary outlining the topic. You could also discuss anything that surprised you, the significance of the topic, or anything else that seems interesting in the *way the topic connects to psychology*.

Research Participation Credit

Option 1: Research Study
Sign up for a study using the SONA website. Studies typically offer credit proportional to the amount of time they take, with roughly one hour equaling one credit. For further instructions on how to view and sign up for studies, see "Setting up your SONA Systems Account" PDF on the Moodle site. Once you complete a study you will be given credit through the system, automatically.

Option 2: 2 page research study response paper
Please write a 2-page, double-spaced, 12-font response paper addressing your thoughts on: what the researchers study, why the investigation was important and where they should move their research forward.

Option 3: Attend a Talk (must be approved by me)
Opportunities to attend a talk will vary from semester to semester, and may include talks presented by visitors to campus, job candidates, or TriCo faculty. Acceptable talks are those sponsored by the Psychology Department (which I will announce in class). If you learn of another talk on campus that is substantially psychology-related, please consult with me and I will determine if it will be an option. You may not attend a talk you believe to be acceptable, and then request approval afterwards. Talks tend to be roughly one hour in length. To receive credit, sign in at the talk and give the speaker your full attention during the session. Because the number and timing of talks varies from semester to semester, it would not be wise to rely on this option to complete your research credit requirement.

Reflection Paper

Students are asked to write a 3 page, double-spaced, 12-font reflection paper reacting to the experience of researching a topic and what the process was like. Also, discuss why the topic is significant to people in general. Reflection papers should be uploaded to moodle by 12/8.

Experiential-learning must involve reflection in order to be an effective teaching technique. Students will engage in critical reflection about the connections between their experiences and the academic content. To be successful, students will apply concepts from the classroom to their experience/topic. The questions listed below are not meant to be covered comprehensively in your reflection, but rather to help you think about your experiences.

Reflection Questions

1. What have I learned about this issue or about life?
2. What have I learned about myself? What did the experience mean to me?
3. Did you make a difference? Why or why not?
4. How is this experience related to my studies?
5. What should society do about this issue?
6. What am I going to do about this issue?
7. How will this issue change the next week, month, or year of my life?
8. How has this experience affected my life goals?
9. What more needs to be done?
10. What is the identified problem or need?
11. What do you hope to gain from this experience?
12. What have you learned about yourself?
13. What values, opinions, beliefs of yours have changed?
14. What was the most important lesson learned?
15. How have you been challenged?
16. What should others do about this issue?