

# Psychology 100: Foundations of Psychology

Haverford College • Fall 2017 • Gest 101

Section 1: T/Th 10:00-11:30 AM

**Instructor:** Elizabeth A. Gordon, Ph.D. (Office: Sharpless 412)

**Office Hours:** Monday 10am-12pm or by appointment

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## Course Description

Why do humans feel, act, and think the way they do? How are we similar and different from other animal species? The course focuses on the scientific study of human behavior, thought, and emotion. We will integrate a variety of theoretical perspectives in this effort including evolutionary psychology, neuroscience, behaviorism, developmental and cognitive psychology, and multicultural approaches. Across the course we will pay close attention to the methods, ethics, rationale, and principles guiding the systematic examination of behavior. The end of the course will focus on applications of psychology including clinical treatments and policy implications.

## Goals and Objectives

This course is intended to introduce students to the field of psychology and its sub-disciplines. Full engagement with the course material should enable students to:

- Describe the fundamentals of psychological research design and methodology
- Explain the key findings across the major domains of psychology
- Demonstrate critical thinking and healthy skepticism about research findings

**Moodle:** Our Moodle site will function as a “live syllabus”. It will be updated to accommodate the pace of this semester. Moodle is the place to submit most homework assignments and to find readings, video links, supplementary materials, and discussion forums. Lecture slides will be posted, typically 24-48 hours following the end of a given topic. Taking your own notes is recommended, however, as this will help you process the information best.

## Readings and Media Content

- Required text: *Okami, Paul (2013). Psychology: Contemporary Perspectives*. ISBN: 9780199349821. Oxford University Press. Available at student bookstore and on reserve in science library.
- Additional readings and media content available on Moodle. Where a single topic spans over two class periods the reading has been divided such that the more basic material is “due” the first class period with more complex material due the second. That said, these are merely suggestions and material from the first class will be relevant to the second.
- The current syllabus may be updated with additional articles but changes will be kept to a minimum. Additional videos or news stories may be assigned as they become available.

**Examinations (2 midterms; 1 semi-cumulative final):** Exams include a combination of multiple choice, short answer, and short essay questions. Midterm exams cover just material since the last exam; the final exam focuses on material from the last third of the course with some overarching content.

Exams are distributed in hardcopy, self-administered and self-timed, and to be returned to my office by **noon** on the day of the exam. Make-up exams will be considered under unusual circumstances, with supported documentation as necessary. In such an instance, please contact me immediately.

**Homework Assignments:** There are 8 assignments to be completed between classes. One type of assignment is the Community Post. These posts should be submitted online via Moodle. This is a chance to share with the class your questions and reactions to course materials on a given topic. Posts are organized by thread; feel free to start a new one or respond to commentary made by someone else (this is encouraged so we can go deeper!). Submissions should be at least 5-6 sentences in length. If a commentary is sensitive or personal, feel free to email your submission directly to me in lieu of posting. Posts are due by 3pm the day before class to allow time for my review prior to lecture. There are a few additional homework assignments that should be typed and submitted in hardcopy at the beginning of class the day they are due. Assignment instructions are included on Moodle under the subject heading corresponding to the due date.

Full credit (10 of 10 points) is assigned for homework as long as it meets the basic requirements of the assignment (i.e., a complete and thoughtful answer) and is submitted on time. I will provide feedback/comments on hardcopy assignments and return to you in class (if you are absent when I return your homework, feel free to follow up with me and ask for it). I do not typically provide individual feedback on community posts, but I do read and value them! Main points are often integrated into lecture and I sometimes ask posters to clarify or expand on their points. It is your responsibility to stay on top of homework assignments.

**Media Report and Journal Article Assignment (4-5-page paper; Due last day of class):** This is a short paper reviewing media coverage of a scientific study and the journal article on which it is based. You will be asked to use the critical thinking skills promoted in class to provide a critique of the media coverage and journal article. Additional instructions can be found on Moodle under *Course Overview and Materials* and will be reviewed in class.

**Research Credits (3):** All Introductory Psychology students are required to participate in three psychology research studies or complete alternative assignments. Sign-up for studies through SONA systems. Additional instructions can be found on Moodle under *Course Overview and Materials*.

**Attendance and Participation:** It goes without saying that you are expected to come to class, pay attention, and participate meaningfully in class activities and discussions. You are a valued part of this community and help make the class a great learning experience for us all. Since this is college, I do not take attendance by class, but I will notice if there is a pattern of not coming to class. A pattern of absence will result in a low participation grade as will disrupting class by talking or engaging in social media or other distractions. If you need to miss a single class (for whatever legitimate reason, as you determine it), you do not need to contact me. If there is an ongoing issue that requires you to miss multiple classes, I need to know about it.

**Late Policy:** All assignments are subject to reduction of 10% per 24-hour period late, starting immediately after the due date/time (e.g., an exam submitted 5 minutes late will lose 10%; if submitted 24 hours and 5 min late, it will lose 20%). Speak with me if there are extenuating circumstances that should be considered (in advance is best).

## Course Requirements

Midterms 1 & 2: 20% each

Final exam: 20%

Short paper: 15%

Homework: 10%

Attendance and participation: 10%

Research Participation: 5%

**TOTAL 100**

*Final letter grade distribution ranges:*

Grading System					
100-93.00%	4.0/A	82.99-80.00%	2.7/B-	69.99-67.00%	1.3/D+
92.99-90.00%	3.7/A-	79.99-77.00%	2.3/C+	66.99-60.00%	1.0/D
89.99-87.00%	3.3/B+	76.99-73.00%	2.0/C	↓ 59.99%	0.0/F
86.99-83.00%	3.0/B	72.99-70.00%	1.7/C-		

**Academic Integrity:** This refers to the extent to which you take responsibility for and control of your own learning. Be there when class begins and stay until it is over. If you miss a class, please make sure you get notes and/or handouts from someone else in the class. Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones; not reading, checking your e-mail, or texting during class.

**Controversial and Sensitive Subject Matter.** The material covered in this course may be considered controversial or may trigger strong emotional reactions in some students. Our purpose is to explore challenging subject matter and consider multiple perspectives in a way that is respectful and methodical. I will give some notice before discussing topics that may be particularly sensitive in nature. I tend not to use trigger warnings explicitly for a few reasons which I am happy to discuss on an individual basis. Please refrain from discussing confidential information in class as maintaining confidentiality cannot be guaranteed.

**Disability Statement:** 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 (<https://www.haverford.edu/oar/>) and the Office of Access and Disabilities Services (<https://www.haverford.edu/ads/>). If you think you may need accommodations because of a disability, please contact Sherrie Borowsky, Coordinator of Accommodations, Office of Access and Disability Services at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). 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 (*within the first two weeks if possible*) with your verification letter.

**Academic Honesty Policy:** You are expected to abide by Haverford's Honor code. Suspected violations of the Honor Code will be referred to Honor Council.

## Schedule of Topics, Reading, and Assignments

Date	Topic	Reading/Assignments <i>Community Posts are due the <u>day before class by 3PM</u>. Other HW assignments should be submitted to me in hardcopy by start of class.</i>
Sept 5	Course Overview	
Sept 7	The Science of Psychology I	<ul style="list-style-type: none"> <li>○ Okami Chapter 1</li> <li>○ Watch: John Oliver on Scientific Studies</li> <li>○ <b>HW#1 due in class:</b> Why Psychology?</li> </ul>
Sept 12	The Science of Psychology II ♦ Small group discussion on study design and science literacy	<ul style="list-style-type: none"> <li>○ Willingham (2012) Reading Science News</li> <li>○ Herzog, Hall (2010). <u>The Moral Status of Mice: The Use of Animals in Science</u>. In <i>Some we Love, Some we Eat, Some we Hate</i>.</li> <li>○ Watch: The Small Sample Fallacy</li> <li>○ <b>HW #2 due in class:</b> Study Design</li> </ul>
Sept 14	Brain, Body & Behavior I	<ul style="list-style-type: none"> <li>○ Okami Chapter 2</li> <li>○</li> </ul>
Sept 19	Brain, Body & Behavior I ♦ Small group discussion on extending the fault line	<ul style="list-style-type: none"> <li>○ Watch: Daniel Dennet Explains Consciousness and Free Will</li> <li>○ Did Your Brain Make You Do It? (Optional)</li> <li>○ Listen: RadioLab: <u>Extending the fault line</u>.</li> </ul>
Sept 21 (short class)	Carol Howe, Science Librarian ♦ Presentation on short paper assignment, library resources, and APA style.	<ul style="list-style-type: none"> <li>○ Review Short Paper Assignment description and browse APA format resources (see Moodle).</li> </ul>
Sept 26	Nature & Nurture	<ul style="list-style-type: none"> <li>○ Okami Chapter 3</li> <li>○ Economist “Baby Blues”</li> <li>○ Browse Website <u>Evolutionary Psychology FAQ</u> (see recommended sections on Moodle)</li> <li>○ Listen: Talk of the Nation’s <u>Geography of Thought</u> on Richard Nisbett’s work on Culture and Cognition</li> <li>○ Optional resource <i>Lick Your Rats</i></li> </ul>
Sept 28 (and part of Oct 3)	Attachment & Early Development	<ul style="list-style-type: none"> <li>○ Okami Chapter 4 pp. 156-157; 160-187</li> <li>○ Hrdy, Sarah Blaffer <u>Meeting the Eyes of Love, Mother Nature</u></li> <li>○ <b>HW #3:</b> Community Post (due Sept 27 @3pm)</li> </ul>
October 3	Sensation & Perception I	<ul style="list-style-type: none"> <li>○ Okami Chapter 5 (exclude pp. 230-240)</li> </ul>
October 5	Sensation & Perception II	<ul style="list-style-type: none"> <li>○ Barrett, Lisa Feldman (2017) <u>Concepts, Goals and Words</u> from <i>How Emotions are Made</i>. *</li> </ul>

	◆ <i>Midterm Distributed</i>	this chapter will also be relevant to our sections on cognition, and emotion, as everything is tied together.
<b>Oct 10</b>	<b>NO CLASS; self-administer MIDTERM #1</b> <i>Midterm due by Noon in Sharpless 412</i>	
Oct 12	Learning Part I	○ Okami Chapter 7
Oct 17 & 19	<b>Fall Break (No Class)</b>	
Oct 24	Learning Part II	○ Ohman & Mineka (2003) ○ Browse Supplemental Materials (See Moodle) ○ <b>HW #4 due in class:</b> Learning
Oct 26	Memory I	○ Okami Chapter 8 ○ <u>Listen:</u> H.M.'s Brain & the History of Memory
October 31	Memory II ◆ Small group discussion: memory and the judicial system	○ <u>Watch:</u> Elizabeth Loftus' TED Talk
Nov 2	Thinking I	○ Okami Chapter 9 ○ Browse <i>You are Not So Smart Website</i> ○ Refer back to Barrett, Lisa Feldman (2017) <u>Concepts, Goals and Words</u> from <i>How Emotions are Made</i> .
Nov 7	Thinking II ◆ Small group discussion, topic TBD	○ Stulman, Andrew (2017) <u>Why We Get the World Wrong in Science Blind</u> ○ <u>Believe</u> from <i>The Oatmeal</i> ○ <b>HW #5:</b> Community Post due Nov 6 by 3PM.
Nov 9	Motivation <i>Midterm distributed</i>	○ Okami Chapter 10 ○ De Wall (1995) <i>Bonobo Sex and Society</i> ○ The Silent Treatment
<b>Nov 14</b>	<b>NO CLASS; self-administer MIDTERM #2</b> <i>Midterm due by noon in Sharpless 412</i>	
Nov 16	Emotions, Stress & Health I	○ Okami Chapter 11 ○
Nov 21	Emotions, Stress & Health II ◆ Small group discussion: different models of emotion and their implications	○ Barrett, Lisa Feldman (2017) Introduction: <u>The Two-Thousand Year Old Assumption</u> in <i>How Emotions are Made</i> . ○ <u>Listen:</u> Invisibilia: Emotions (Part I) ○ Sapolsky (2000) ○ <b>HW #6:</b> Community Post (due Nov 20 <sup>h</sup> by 3pm)

Nov 23rd	<b>No Class (Thanksgiving)</b>	
Nov 28	Social Psychology I	<ul style="list-style-type: none"> <li>○ Okami Chapter 15</li> <li>○ Excerpt from NPR's Morning Edition <a href="#">How the Hidden Brain Does the Thinking for Us</a></li> <li>○ See additional optional resources on Moodle</li> </ul>
Nov 30	Social Psychology II ♦ Small group discussion: are evolutionary theories of mate choice helpful?	<ul style="list-style-type: none"> <li>○ Buss (1994)</li> <li>○ <b>HW #7:</b> Community Post (due Nov 29<sup>th</sup> by 3pm)</li> </ul>
Dec 5	Personality	<ul style="list-style-type: none"> <li>○ Okami Chapter 12</li> <li>○ McAdams, Dan (2016) <a href="#">The Mind of Donald Trump</a> from <i>The Atlantic</i>.</li> </ul>
Dec 7	Psychological Disorders ♦ Small group discussion: pros and cons of diagnosing mental illness	<ul style="list-style-type: none"> <li>○ Okami Chapter 13</li> <li>○ Rosenhan (1973) On being sane in insane places</li> <li>○ Deacon, Brett <a href="#">House on Fire: A 'Mental Health Literacy' Parable</a> from Mad in America website</li> </ul>
Dec 12	Treatment of Psychological Disorders	<ul style="list-style-type: none"> <li>○ Okami Chapter 14</li> <li>○ <u>Watch:</u> Sybil: A Brilliant Hysteric</li> <li>○ Are all psychological therapies equally effective? Don't ask the Dodo</li> <li>○ <a href="#">The Placebo Effect Explained</a></li> <li>○ <b>HW #8:</b> Community Post (due Dec 11<sup>th</sup> by 3pm)</li> </ul>
Dec 14	Course Wrap-Up ♦ <i>Final exam distributed</i>	<ul style="list-style-type: none"> <li>○ <b>DUE:</b> Short Paper (Media Assignment)</li> <li>○ <b>DUE:</b> All research credits (if you completed alternative assignments OR if there is reason to suspect that SONA is inaccurate, submit a summary sheet to me).</li> </ul>
<b><i>Final examinations due Friday December 22<sup>th</sup> at noon.</i></b>		