Psychology 100
Foundations of Psychology
Haverford College
Fall, 2020

Marilyn Boltz
Contact Information: HYPERLINK "mailto:mboltz@haverford.edu" mboltz@haverford.edu
Class Hours: Monday/Thursday 9:30-11:00 am
Office Hours: Before class and by appointment.

Course Description and Objectives: Psychology is the study of mind, brain, and behavior and, over the past century, has gained tremendous insight into how the mind works and why people behave in the ways that they do. The intent of this course is to examine some of the different facets of human behavior that comprise the self relative to the world in which we live.

As is true of all disciplines, behavior is multidimensional in nature and can be addressed from several different perspectives. The five focused upon here, namely, the biological, cognitive, social, personality, and clinical approaches, can be argued to represent the core dimensions of human behavior. In the outline which follows, the set of issues addressed within each topic area have been highlighted. The course ends with a discussion of stress and health to illustrate the collective influence of these different dimensions on a given behavior.

By the end of the course, students are expected to:

1) Describe the fundamental techniques of psychological research design and methodology.
2) Discuss the ways in which psychologists apply their training and expertise.
3) Explain key findings and landmark studies across the major domains of Psychology.
4) Demonstrate critical thinking and healthy skepticism about research findings.
5) Be appreciative of and able to understand the viewpoints of others, including those that differ from one’s own.
6) Conduct literature searches using databases to locate relevant research publications.

Course Readings: All readings and other material for the course are posted on Moodle for PSYCH100A01.F20. Moodle is maintained by IITS and functions as the central online hub for all courses at Haverford. It can be accessed through moodle.haverford.edu. In addition, you should consult the document entitled “Psy 100 Teaching Plan 20-21 for Students” that is also posted on Moodle.

Grading Criterion:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Exam One</td>
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<td>Exam Two</td>
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<td>Exam Three</td>
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<tr>
<td>Paper</td>
<td>50 points</td>
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<td>Moodle Forum Postings</td>
<td>50 points</td>
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<td>Course Evaluation</td>
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TOTAL POSSIBLE POINTS 405 points

Exams: The 3 exams weigh most heavily toward your grade and primarily consist of short essay questions along with some multiple-choice and fill-in-the-blank. Each exam is non-cumulative and only covers material since the previous exam. Extensions are granted only under extreme circumstances or bona fide medical emergencies, and must be requested prior to the exam.

Paper: The purpose of this assignment is to introduce you to the process of writing and learning how to critically evaluate published research in Psychology. It is due Wednesday, September 30. Details for this assignment can be found on Moodle and at the end of this syllabus.

Moodle Forum Postings. Beyond class sessions, our discussion of course material will extend to postings on a Forum I've established within Moodle. These may consist of personal thoughts, reflections, reactions to ideas encountered in the lectures or other class material; news stories, TED talks, films or videos you've encountered related to the field of psychology. In any case, I'd like each of us to make at least five contributions throughout the course of the semester. If you feel uncomfortable posting material in a public venue that will be read by other class members, that's fine, you can keep a personal document of such contributions on your own, and later share them with me alone.
**Academic Support and Disability:** Haverford College is committed to supporting the learning process for all students, and providing equal access to students with a disability. 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), the [Writing Center](https://www.haverford.edu/writing-center), and the [Office of Access and Disability Services](https://www.haverford.edu/access-and-disability-services).

If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment - please contact the [Office of Access and Disability Services](https://www.haverford.edu/access-and-disability-services). The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

**Tips on Preparing for the Course:** This course contains a substantial amount of reading, and it is therefore imperative and to your benefit to keep up with the reading on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material may be presented in lecture that doesn’t appear in the course readings. You are responsible for all material (lecture and readings). Studies have found that active learning strategies, such as the following, enhance comprehension and retention:
- Participate in class discussions, ask questions, come zoom with me during office hours.
- Have a study partner or group with whom to compare notes with and discuss material.
- Write your own outlines or summaries of readings (mere underlining is less effective).
- Quiz yourself as you read; ask yourself questions and answer them.

**Academic Integrity.** Please remember that all of your work for this course is subject to Haverford’s Honor Code: [http://honorcouncil.haverford.edu/the-code/](http://honorcouncil.haverford.edu/the-code/) In addition, all the work you turn in, whether for a grade or not, must be your own work, and all sources in all media must be accurately documented. Lastly, you should not turn in writing that you have submitted or will submit in another course.

**Lecture Outline**
Biological Bases of Behavior

Psychology as a Science
- Experimental vs. nonexperimental techniques
- The scientific method; Anatomy of an experiment

Reading:
Gray, P. Chapter 2: Methods of Psychology. From Psychology. Worth Press.

Levels of Analysis within the Biological Approach
- Ultimate: Evolutionary – universals of human nature; emotions as an example; snake phobias
- Mind/Body Relationship
- Proximate: Physiological – neural substrates of behavior
Some basic neuroanatomy
Split brain studies

Reading:


Gray, P. Chapter 5. The Neural Control of Behavior. From Psychology. Worth Press.

Video Clips - Required:
John Stossel – The Science Around Male vs. Female Brains HYPERLINK "https://www.youtube.com/watch?v=GLptT1u8LWI" https://www.youtube.com/watch?v=GLptT1u8LWI 6:17 m

For the proximate approach, watch these three videos in advance of our class discussion of the neural substrates of behavior:
The Brain HYPERLINK "https://www.youtube.com/watch?v=kMKc8n PATI" https://www.youtube.com/watch?v=kMKc8n PATI 14 min

Supplemental (but not required) Video Clips:
Expressive (Broca’s) Aphasia - Sarah Scott - Teenage Stroke Survivor - 7 m HYPERLINK "https://www.youtube.com/watch?v=lapTvE06ew" https://www.youtube.com/watch?v=lapTvE06ew
Wernicke’s Aphasia – 4.14 m HYPERLINK "https://www.youtube.com/watch?v=aVhYN7NTIKU" https://www.youtube.com/watch?v=aVhYN7NTIKU

Cognition: The Study of Knowing

Historical Origins of the Cognitive Approach:
British Associationists
Behaviorists: John Watson; Ivan Pavlov; B.F. Skinner
Assumptions of the Cognitive Paradigm

Video Clips:
Classical Conditioning from The Office HYPERLINK "https://www.youtube.com/watch?v=11zR19bWY_A" https://www.youtube.com/watch?v=11zR19bWY_A 2:30 m
Attending to Environmental Events
Different types of attending
Resource Allocation Theory
What determines what we selectively attend to?
What determines our ability to successfully divide attending?

Reading:

Video Clips:
Inside Nova: Change Blindness  HYPERLINK "https://www.youtube.com/watch?v=VkrrVozZR2c"
https://www.youtube.com/watch?v=VkrrVozZR2c  4:07 m

Perceiving Information From the World Around Us
The Perception of Structure and Organization
Bottom-Up Processing
- Notion of invariants and affordances
- Gestalt laws of organization
Top-Down Processing
Innate vs. Learned Perceptual Abilities
Restored vision in the blind
Infant development
Individual Differences in Perception
Evidence for a Pollyanna effect
Gender differences

Reading:
Read pp. 291-300; pp. 306-313

Turnbull – Size Constancy: “Witchcraft or Lack of Experience?”
HYPERLINK "https://zhanttycastro.wordpress.com/2013/03/21/witchcraft-or-lack-of-experience/"
https://zhanttycastro.wordpress.com/2013/03/21/witchcraft-or-lack-of-experience/  

Video Clips:
Gestalt Psychology: HYPERLINK "https://www.youtube.com/watch?v=dk7cXdjX2Ys" https://www.youtube.com/watch?v=dk7cXdjX2Ys  2 m
Audio Illusion: Masking and Phonemic Restoration: HYPERLINK "https://www.youtube.com/watch?v=KiKQxaFLN38"
https://www.youtube.com/watch?v=KiKQxaFLN38 1:25 m
Why Do We See Faces in Clouds?  2:48 m

Memory
Distinction Between Short-Term and Long-Term Memory
Characteristics of Short-Term Memory
Characteristics of Long-Term Memory
What Determines How Well Events are Remembered?
Distinctiveness
Elaboration
Visual Imagery
Retrieval, Forgetting, and Distortions
The Seven Sins of Memory
Different Types of Memory Systems
Episodic (Autobiographical) Memory
Semantic Memory
Schemas
Implicit Memory

**Reading:**


Loftus, E. Creating false memories. *Scientific American*, 70-75.

**Video Clips:**
- Neurological Distinction: The Case of Clive Wearing, Part 1a 9:45 min
  [Hyperlink](http://www.youtube.com/watch?v=OmkiMlvLKto)
- The Sins of Memory: [Hyperlink](https://www.youtube.com/watch?v=jLCOJzkn-Bc) 3:22 min
  Elizabeth Loftus – The fiction of memory – TED talk 17.36 m
  [Hyperlink](https://www.youtube.com/watch?v=PB2Oegl6wvl)
- Declarative and Non-declarative memory Explained 4:06
  [Hyperlink](https://www.youtube.com/watch?v=wJsBx3aHSw8)

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**Social Psychology**

**What is Social Psychology?**

**Reading:**

**Conformity and Obedience**
- Group size and conformity
- Social impact theory
- Milgram’s study
- Diffusion of responsibility

**Reading:**
Gazzaniga, et. al., Chapter 12. Focus on pp. 495-516.

**Video Clips:**
- Asch Conformity Experiment: [Hyperlink](https://www.youtube.com/watch?v=TYIh4MkcfJA) 4:10 m
- Milgram Experiment: [Hyperlink](https://www.youtube.com/watch?v=mOUEC5YXV8U&t=21s) 11:56 m
- The Bystander Effect: The Death of Kitty Genovese: [Hyperlink](https://www.youtube.com/watch?v=BdpdUbW8ybw) 6:43 m

**Attitudes and Persuasion**
- Structure of attitudes
- Attitude formation and change
- Variables related to persuasion
- Attitudes and behavior
- Applications to advertising

**Reading:**

**Video Clip:**
Elaboration Likelihood Model: Central and Peripheral Routes [Hyperlink](https://www.youtube.com/watch?v=3XNAPiZMgPQ) 2:26 m

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**Social Cognition**
- Person perception
- Attribution
- Perceiving the self
**Reading:**
Gazzaniga, et. al., Chapter 12. Focus especially on pp. 525-529.

**Video Clip:**
HYPERLINK "https://hawkeslearning.us10.list-manage.com/track/click?u=5859d6fa58606dde331ce1462&id=0efb3e4c9b&e=ea65f7c6a0" Fundamental Attribution Error

**Self-Justification**
Theory of cognitive dissonance
Evidence for dissonance
Applications

**Reading:**
Gazzaniga, et. al., Chapter 12. Focus on pp. 520-524.

**Video Clip:**
Cognitive Dissonance
HYPERLINK "https://www.youtube.com/watch?v=mICO2cBNts" https://www.youtube.com/watch?v=mICO2cBNts 5:56 min

**Stereotypes and Prejudice**
Definitions
Individual differences
Cognitive and social perspectives

**Reading:**
Gazzaniga, et. al., Chapter 12. Focus on pp. 530-534.

Gladwell, M. Chapter 3 from *Blink: The power of thinking without thinking.*

Taking the Implicit Association Test  (you are free to choose from many different types of stereotypes; your results are private and anonymous, and not linked to any identifying information): HYPERLINK "https://www.youtube.com/redirect?redir_token=qLzn2c3IT67_HttzeAI45bnLUBZ8MTU5MTIzMIymxNTkxMTQ1OTIy&q=https%3A%2F%2Fimplicit.harvard.edu%2FMjBc-xQ" https://implicit.harvard.edu/implicit...

**Video Clips:**
3D Morphing: Happy to Angry HYPERLINK "https://www.youtube.com/watch?v=fBlr_toDxho" https://www.youtube.com/watch?v=fBlr_toDxho 10 s
3D Morphing: Angry to Happy HYPERLINK "https://www.youtube.com/watch?v=kF06HUsbJp8" https://www.youtube.com/watch?v=kF06HUsbJp8 10 s
5 Minute History Lesson: Robber's Cave HYPERLINK "https://www.youtube.com/watch?v=8PRuxMprSDQ" https://www.youtube.com/watch?v=8PRuxMprSDQ 4:44 m
Implicit Association Test: Dateline: HYPERLINK "https://www.youtube.com/watch?v=n5Q5FQfXZag" https://www.youtube.com/watch?v=n5Q5FQfXZag 10:19 m
Stanford Prison Experiment: HYPERLINK "https://www.youtube.com/watch?v=760lwYmpXhc&t=1247s" https://www.youtube.com/watch?v=760lwYmpXhc&t=1247s 29 m

**Personality and Psychopathology**

**Personality**
Psychodynamic Theories – Freud
Psychosexual Stages of Development
Structural Model of the Personality
  -  Humanistic Approaches
Maslow's Hierarchy of Needs
Carl Rogers
  -  Social Cognitive Perspectives
  -  Trait Approaches to Personality
The Big Five
Personality Assessment
Social Influences
Biological Influences
Genetics
Birth Order
Temperaments
Gender Differences
Can Personality Change?

**Reading:**


**Video Clips:**
Identical Twins: Growing up Apart. [HYPERLINK](https://www.youtube.com/watch?v=NWjQN1dxN6U) 1:54 m
Jerome Kagan: On Temperament. [HYPERLINK](https://www.youtube.com/watch?v=CVJBzvayH8) 5:16 m
Are you a thrill seeker? A conversation with Professor Ken Carter. [HYPERLINK](https://www.youtube.com/watch?v=x1l8_bfPSdc) 2:40 m

**Psychopathology**
Definition and Categorization of Mental Illness
DSM-IV
Causes of Mental Disorders
Stigma and Legal Definition of Psychopathology
Anxiety Disorders
Phobias
Generalized Anxiety Disorder
Panic Disorder
Obsessive-Compulsive Disorder
Mood Disorders
Depression
Bipolar Disorder
Schizophrenia
Personality Disorders: Focus upon Borderline and Antisocial disorders

**Reading:**

**Video Clips:**
Therapists are Using Virtual Reality Headsets to Cure Phobias: [HYPERLINK](https://www.youtube.com/watch?v=GMttQHMjbJo) 4:58 m
Where Do Phobias Come From? 4:06 min [HYPERLINK](https://www.bbc.co.uk/ideas/videos/where-do-phobias-come-from/p07yc2gx?playlist=the-extraordinary-human-brain) 4:06 m
Recommended (but not required): *Treating Arachnophobia – From Scientific American Frontiers* [HYPERLINK](https://www.youtube.com/watch?v=co7BWwoF-5I) 9:29 min
A Personal Story of OCD [HYPERLINK](https://www.youtube.com/watch?v=x4sadYeLHKU) 8:09 m
Schizophrenia: Gerald, Part I [HYPERLINK](https://www.youtube.com/watch?v=gGnl8dqEoPO) 8:11 m

**Stress and Health**
What is Stress?
Sources of Stress
- Physiology of Stress: psychoneuroimmunology
Stress and Memory
Personality and Social Factors

**Reading:**
Paper Assignment: The purpose of this assignment is to introduce you to the process of writing and learning how to critically evaluate published research in Psychology.

On Moodle, I have posted several classic, often-cited papers from the psychological literature. Select one that interests you and carefully read the entire article. Your assignment is to write a paper that will allow readers to understand the purpose of this publication. In particular, your paper should address the following issues from the actual research article:

1. **Background:** Describe the questions or set of issues that motivated this research. What theoretical issues are of interest and more generally, why was the study done? What is the big picture that the article is a part of? (8 pts.)

2. **Study variables and hypotheses:** Describe the specific variables examined in the experiment. Identify the independent variables (the factors manipulated) and the dependent variables (the measurements taken). See Chapter 2 in the Gray text for a more detailed discussion of independent and dependent variables. What is the hypothesized relationship between the two sets of variables? (8 pts.)

3. **Methods:** What subjects were used? How were the variables manipulated and measured? Describe the relevant aspects of the procedure and methodology in enough detail so that one could replicate the study. (8 pts.)

4. **Results:** What was found? (8 pts.)

5. **Discussion:** How did the authors interpret their results? What conclusions and/or suggestions did they offer? (8 pts.)

6. **Personal Evaluation:** Are the authors’ conclusions warranted based on the data presented? If not, why not? Was the research well-conducted or are there certain limitations and shortcomings that may be problematical? Beyond those suggestions offered by the authors, what are some future research directions in this area? That is, what sorts of conceptual (big picture) issues may be useful to examine in any follow-up studies on this topic? Any practical applications of this research? This section asks you to think for yourself; notice that it is worth more points than the previous ones. (10 pts.)

When writing your paper, be sure to clearly indicate each of these subheadings in a **Bold font**. In addition, do not rely on quotes from the paper but, instead, state ideas in your own words. **Your paper is due Wednesday, September 30 at class-time.** Penalties for lateness will be assessed by 1/3 grade step for each 24 hour period that the paper is late (e.g., 3.3 to 3.0).