

**Psychology 100**  
**Foundations of Psychology**  
**Haverford College**  
**Fall, 2020**

**Marilyn Boltz**

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**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](http://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:**

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Paper	50 points
Moodle Forum Postings	50 points
Course Evaluation	<u>5 points</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>405 points</b>

**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 HYPERLINK "<https://www.haverford.edu/OAR>" Office of Academic Resources, the HYPERLINK "<https://www.haverford.edu/writing-center>" Writing Center, and the Office of HYPERLINK "<https://www.haverford.edu/access-and-disability-services>" 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 (ADS) at HYPERLINK "<https://www.haverford.edu/access-and-disability-services>" 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: HYPERLINK "<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 3: Genetic and Evolutionary Foundations of Behavior. From *Psychology*. Worth Press. **Read pp. 66 – 81.**

List of Human Universals by Don Brown: HYPERLINK "<https://condor.depaul.edu/mfiddler/hyphen/humunivers.htm>"  
<https://condor.depaul.edu/mfiddler/hyphen/humunivers.htm>

Ohman, A. & Mineka, S. The malicious serpent: Snakes as a prototypical stimulus for an evolved module of fear. *Current Directions in Psychological Science*, 12(1), 5-9.

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=kMKc8nfPATI>" <https://www.youtube.com/watch?v=kMKc8nfPATI> 14 min

Right Brain, Left Brain: 10:11 min HYPERLINK "<https://www.youtube.com/watch?reload=9&v=82tIVcq6E7A>" <https://www.youtube.com/watch?reload=9&v=82tIVcq6E7A> :// HYPERLINK "<https://www.youtube.com/watch?reload=9&v=82tIVcq6E7A>" [www.youtube.com/watch?reload=9&v=82tIVcq6E7A](https://www.youtube.com/watch?reload=9&v=82tIVcq6E7A)

Language and Speech: Broca's and Wernicke's Areas 7:41 min  
[HYPERLINK "https://www.learner.org/series/the-brain-teaching-modules/language-and-speech-brocas-and-wernickes-areas/"](https://www.learner.org/series/the-brain-teaching-modules/language-and-speech-brocas-and-wernickes-areas/) <https://www.learner.org/series/the-brain-teaching-modules/language-and-speech-brocas-and-wernickes-areas/>

### Supplemental (but not required) Video Clips:

Expressive (Broca's) Aphasia - Sarah Scott - Teenage Stroke Survivor - 7 m

[HYPERLINK "https://www.youtube.com/watch?v=1apITvEQ6ew"](https://www.youtube.com/watch?v=1apITvEQ6ew) <https://www.youtube.com/watch?v=1apITvEQ6ew>

Wernicke's Aphasia – 4.14 m

[HYPERLINK "https://www.youtube.com/watch?v=aVhYN7NTIKU"](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) [https://www.youtube.com/watch?v=11zR19bWY\\_A](https://www.youtube.com/watch?v=11zR19bWY_A)  
2:30 m

Operant Conditioning [HYPERLINK "https://hawkeslearning.us10.list-manage.com/track/click?u=5859d6fa58606dde331ce1462&id=6c6e343657&e=ea65f7c6a0"](https://hawkeslearning.us10.list-manage.com/track/click?u=5859d6fa58606dde331ce1462&id=6c6e343657&e=ea65f7c6a0) Operant Conditioning 4:19 m  
[HYPERLINK "https://hawkeslearning.us10.list-manage.com/track/click?u=5859d6fa58606dde331ce1462&id=f3a5088549&e=ea65f7c6a0"](https://hawkeslearning.us10.list-manage.com/track/click?u=5859d6fa58606dde331ce1462&id=f3a5088549&e=ea65f7c6a0) [Amy Sutherland's classic essay](#) on conditioning.

## 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:

Manhart, K. The limits of multitasking. *Scientific American Mind*, 62-67.

### Video Clips:

BBC: Can You Really Multitask? Finally, an Answer. [HYPERLINK "https://www.bbc.co.uk/ideas/videos/can-you-really-multitask-finally-an-answer/p07jstyl?playlist=the-extraordinary-human-brain"](https://www.bbc.co.uk/ideas/videos/can-you-really-multitask-finally-an-answer/p07jstyl?playlist=the-extraordinary-human-brain)  
<https://www.bbc.co.uk/ideas/videos/can-you-really-multitask-finally-an-answer/p07jstyl?playlist=the-extraordinary-human-brain> 3:15 m

Inside Nova: Change Blindness [HYPERLINK "https://www.youtube.com/watch?v=VkrVozZR2c"](https://www.youtube.com/watch?v=VkrVozZR2c)  
<https://www.youtube.com/watch?v=VkrVozZR2c> 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:

Gray, P. Chapter 8: The Psychology of Vision. From *Psychology*. Worth Press.

**Read pp. 291-300; pp. 306-313**

Turnbull – Size Constancy: “Witchcraft or Lack of Experience?”

[HYPERLINK "https://zhanntycastro.wordpress.com/2013/03/21/witchcraft-or-lack-of-experience/"](https://zhanntycastro.wordpress.com/2013/03/21/witchcraft-or-lack-of-experience/)

<https://zhanntycastro.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) <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)  
<https://www.youtube.com/watch?v=KiKQxafLN38> 1:25 m

Why Do We See Faces in Clouds? 2:48 m

[HYPERLINK "https://www.bbc.co.uk/ideas/videos/why-we-see-faces-in-clouds/p07jsv05?playlist=the-extraordinary-human-brain"](https://www.bbc.co.uk/ideas/videos/why-we-see-faces-in-clouds/p07jsv05?playlist=the-extraordinary-human-brain)  
<https://www.bbc.co.uk/ideas/videos/why-we-see-faces-in-clouds/p07jsv05?playlist=the-extraordinary-human-brain>

## 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:**

Gazzaniga, Heatherton & Halpern. Chapter 7: Memory. From *Psychological Science*. Norton Press.

Schacter, D.L. The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, 54, 182-203.

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"](http://www.youtube.com/watch?v=OmkiMlvLKto) <http://www.youtube.com/watch?v=OmkiMlvLKto>

The 7 Sins of Memory: [HYPERLINK "https://www.youtube.com/watch?v=jLCOJzkn-Bc"](https://www.youtube.com/watch?v=jLCOJzkn-Bc) [https://](https://www.youtube.com/watch?v=jLCOJzkn-Bc) [HYPERLINK "https://www.youtube.com/watch?v=jLCOJzkn-Bc"](https://www.youtube.com/watch?v=jLCOJzkn-Bc) [www.youtube.com/watch?v=jLCOJzkn-Bc](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=PB2OegI6wvI"](https://www.youtube.com/watch?v=PB2OegI6wvI) <https://www.youtube.com/watch?v=PB2OegI6wvI>

Declarative and Non-declarative memory Explained 4:06

[HYPERLINK "https://www.youtube.com/watch?v=wJsBx3aHSw8"](https://www.youtube.com/watch?v=wJsBx3aHSw8) <https://www.youtube.com/watch?v=wJsBx3aHSw8>

## Social Psychology

### What is Social Psychology?

#### **Reading:**

Gazzaniga, Heatherton, & Halpern – Chapter 12: Social Psychology. From *Psychological Science*, Norton Press.

### 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"](https://www.youtube.com/watch?v=TYIh4MkcfJA) <https://www.youtube.com/watch?v=TYIh4MkcfJA> 4:10 m

Milgram Experiment: [HYPERLINK "https://www.youtube.com/watch?v=mOUEC5YXV8U&t=21s"](https://www.youtube.com/watch?v=mOUEC5YXV8U&t=21s) <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=BdpdUbW8vbw"](https://www.youtube.com/watch?v=BdpdUbW8vbw) <https://www.youtube.com/watch?v=BdpdUbW8vbw> 6:43 m

### Attitudes and Persuasion

Structure of attitudes

Attitude formation and change

Variables related to persuasion

Attitudes and behavior

Applications to advertising

#### **Reading:**

Petty, R., Cacioppo, J. & Schumann, D. Central and peripheral routes to advertising effectiveness. *Journal of Consumer Research*, 10, 135-146.

#### **Video Clip:**

Elaboration Likelihood Model: Central and Peripheral Routes [HYPERLINK "https://www.youtube.com/watch?v=3XNAPiZMgPQ"](https://www.youtube.com/watch?v=3XNAPiZMgPQ) <https://www.youtube.com/watch?v=3XNAPiZMgPQ> 2:26 m

### 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=m\\_ICO2cBNts](https://www.youtube.com/watch?v=m_ICO2cBNts)" [https://www.youtube.com/watch?v=m\\_ICO2cBNts](https://www.youtube.com/watch?v=m_ICO2cBNts) 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=qLn2c3IT67\\_HttzelAi45bnIUBZ8MTU5MTIzMjMyMkAxNTkxMTQ1OTly&q=https%3A%2F%2Fimplicit.harvard.edu/implicit..."](https://www.youtube.com/redirect?redir_token=qLn2c3IT67_HttzelAi45bnIUBZ8MTU5MTIzMjMyMkAxNTkxMTQ1OTly&q=https%3A%2F%2Fimplicit.harvard.edu/implicit...) <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) [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=kF06HU5bJp8"](https://www.youtube.com/watch?v=kF06HU5bJp8) <https://www.youtube.com/watch?v=kF06HU5bJp8> 10 s

5 Minute History Lesson: Robber's Cave [HYPERLINK "https://www.youtube.com/watch?v=8PRuxMprSDQ"](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) <https://www.youtube.com/watch?v=n5Q5FQfXZag> 10:19 m

Stanford Prison Experiment: [HYPERLINK "https://www.youtube.com/watch?v=760lwYmpXbc&t=1247s"](https://www.youtube.com/watch?v=760lwYmpXbc&t=1247s) <https://www.youtube.com/watch?v=760lwYmpXbc&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:**

Gazzaniga, Heatherton, & Halpern – Chapter 13: Personality. From *Psychological Science*, Norton Press.  
John & Srivastava (1999). An Abridged Version of the Big Five Inventory (the reverse side explains how to score yourself).

Roberts, B., Walton, K. & Bogg, T. Conscientiousness and health across the life course. *Review of General Psychology*, 9, 156-168.

Kagan, J. Born to be shy. From *States of Mind: New Discoveries about How Our Brains Make Us Who We Are*. Edited by R. Conlan. New York: John Wiley and Associates.

### **Video Clips:**

Identical Twins: Growing up Apart. [HYPERLINK "https://www.youtube.com/watch?v=NWjQN1dxN6U"](https://www.youtube.com/watch?v=NWjQN1dxN6U)  
<https://www.youtube.com/watch?v=NWjQN1dxN6U> 1:54 m

Jerome Kagan: On Temperament. [HYPERLINK "https://www.youtube.com/watch?v=CVJBzvaylH8"](https://www.youtube.com/watch?v=CVJBzvaylH8)  
<https://www.youtube.com/watch?v=CVJBzvaylH8> 5:16 m

Are you a thrill seeker? A conversation with Professor Ken Carter [HYPERLINK "https://www.youtube.com/watch?v=x118\\_bfPSdc"](https://www.youtube.com/watch?v=x118_bfPSdc) [https://www.youtube.com/watch?v=x118\\_bfPSdc](https://www.youtube.com/watch?v=x118_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:**

Gazzaniga, Heatherton, & Halpern – Chapter 14: Psychological Disorders. From *Psychological Science*, Norton Press.

### **Video Clips:**

Therapists are Using Virtual Reality Headsets to Cure Phobias: [HYPERLINK "https://www.youtube.com/watch?v=GMttQHMjbJo"](https://www.youtube.com/watch?v=GMttQHMjbJo) <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"](https://www.bbc.co.uk/ideas/videos/where-do-phobias-come-from/p07yc2gx?playlist=the-extraordinary-human-brain)  
<https://www.bbc.co.uk/ideas/videos/where-do-phobias-come-from/p07yc2gx?playlist=the-extraordinary-human-brain>

Recommended (but not required): *Treating Arachnophobia – From Scientific American Frontiers* [HYPERLINK "https://www.youtube.com/watch?v=co7BWWoF-5I"](https://www.youtube.com/watch?v=co7BWWoF-5I) <https://www.youtube.com/watch?v=co7BWWoF-5I> 9:29 min

A Personal Story of OCD [HYPERLINK "https://www.youtube.com/watch?v=x4sadYeLHKU"](https://www.youtube.com/watch?v=x4sadYeLHKU)  
<https://www.youtube.com/watch?v=x4sadYeLHKU> 8:09 m

Schizophrenia: Gerald, Part I [HYPERLINK "https://www.youtube.com/watch?v=gGnl8dqEoPQ"](https://www.youtube.com/watch?v=gGnl8dqEoPQ)  
<https://www.youtube.com/watch?v=gGnl8dqEoPQ> 8:11 m

## Stress and Health

What is Stress?

Sources of Stress

- Physiology of Stress: psychoneuroimmunology

Stress and Memory

Personality and Social Factors

### **Reading:**

Gazzaniga, Heatherton, & Halpern – Chapter 11: Health and Well-Being. From *Psychological Science*, Norton Press.

**Video Clip:**

Stress: Portrait of a Killer – Robert Sapolsky – 29:27 m [HYPERLINK "https://www.youtube.com/watch?v=a58RrLU4YE"](https://www.youtube.com/watch?v=a58RrLU4YE)  
<https://www.youtube.com/watch?v=a58RrLU4YE>

**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).