



**Foundations of Psychology (PSYC 100)**  
**Fall 2021 Course Syllabus**  
*Tues/Thurs 10:00am-11:30am, 430 Sharpless Hall*

**Instructor:** Shu-wen Wang, PhD, Associate Professor  
Pronouns: she/her/hers  
Feel free to call me: Shu-wen, Dr. Wang, or Prof. Wang

**Contact:** [swang1@haverford.edu](mailto:swang1@haverford.edu)

**Office:** 410 Sharpless Hall

**Student Hours:** Wed 1:00-2:20 via Zoom (see Zoom link on Moodle).  
Catch me right before class Tu/Th 9:30-10:00 (in S430).  
Or email to make a separate appointment with me.

**A Note About the Challenges of 2021-2022**

I'm excited you're here and ready to learn about psychology! I am aware that the past couple of years have been incredibly challenging due to Covid-19 and other events, and that many of us have experienced pain and loss and may be hurting and anxious. I recognize that we are still in the midst of a pandemic and that we are all (myself included) just trying to do our best. These are not "normal" times and we should not act as if they are. But I'm still hopeful we'll have a positive experience learning and growing together, and I will do everything I can towards that goal. In our classroom, I ask that we be understanding, supportive, and flexible (!) as we navigate the uncertainties of the year. Please feel free to discuss any specific concerns you have with me.

**Course Description and Objectives**

Why do people think, feel, and act the way they do? How do we best understand, explain, and predict human thought and behavior through psychological science? This course addresses these questions and provides an introduction to the scientific study of mind, brain, and behavior that prepares students for more advanced coursework in the department. We will take a variety of theoretical perspectives on psychological processes, including biological, cognitive, developmental, personality, and social-cultural perspectives. We will focus on the empirical approach to the study of mind and behavior. We will end with a consideration of how these various perspectives contribute to understanding health processes, psychological disorders, and treatment.

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

- 1) Describe fundamentals of psychological research design and methodology
- 2) Comprehend and explain key findings and landmark studies
- 3) Demonstrate critical thinking and healthy skepticism about research findings
- 4) Explore the ways in which psychologists apply their training and expertise

## **Course Readings and Materials**

- 1) *Essentials of Psychology* (6th edition) by Stephen Franzoi.  
Various book versions available for purchase in the College Bookstore and online.
  - Lab-book (~\$25) is viewed on the internet and not downloadable.
  - Looseleaf (~\$65) is on paper and unbound.
  - Textbook (~\$75) is the traditional textbook, on paper and bound.Three textbook copies are on reserve in the Science Library (3<sup>rd</sup> floor Hilles).  
Feel free to come during library hours to check out a copy; 2 hour limit on borrowing.
  
- 2) We will be watching the film *Three Identical Strangers* (~90 min) in class together on the Tuesday before Thanksgiving. If you are not able to be in class that day, or you would prefer to watch the film on your own time, you have the following options:
  - There is a streaming version of the film posted to Moodle.
  - If you have a subscription to Hulu, the film is available there.
  - The DVD is on reserve in the Science Library (3<sup>rd</sup> floor Hilles). Feel free to come during library hours to view the film; 3 hour limit on borrowing.
  
- 3) All additional readings and media materials are available on the course Moodle site.

## **Tips on Preparing for the Course**

It is absolutely imperative and to your benefit to keep up with the reading load on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material will 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 enhance comprehension and retention.

- Take notes during lecture.
- Participate in class discussions, ask questions, see me during student hours.
- Have a study partner or group to compare notes with and discuss material.
- Write outlines/summaries of readings (don't rely on underlining/highlighting).
- Quiz yourself as you read; ask yourself questions and answer them.

**Slides** -- Slides will be posted on Moodle for your reference AFTER the class lecture.

## **Grading Scale**

<b>Grade</b>	<b>Points</b>	<b>Grade</b>	<b>Points</b>
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

## Course Requirements

Grades are determined based on the following course requirements:

1. Exams (2 exams, in-class, non-cumulative; worth 25% each)	50%
2. Media Paper (Final assignment)	25%
3. Film Response Paper	20%
4. Research Participation	5%
5. Attendance and participation	--

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TOTAL = 100%

- 1) Exams (two exams; 50% total):** There are TWO non-cumulative in-class exams. Exam #1 (25%) will cover material from the first third of the course, Exam #2 (25%) will cover material from the second third. Exam material will be drawn from the textbook, other course readings, and lectures. Exams include multiple choice and short answer.
- 2) Final – Media Paper (5-6 pages; 25%):** This assignment will increase your familiarity with finding and comprehending journal articles, and evaluating media write-ups of scientific work. You will review a media write-up of a scientific study and the journal article on which it was based, and evaluate the media coverage. See further instructions on Moodle.
- 3) Film Response Paper (5 pages; 20%):** You will view *Three Identical Strangers*, a 2018 documentary on the experiences of a set of triplets who were raised by three different families. You will write a 5-page response paper relating course material to themes in the film. See further instructions on Moodle.
- 4) Research Participation (5%):** You are required to complete 3 research credits. Research credit can be obtained by any combination of the following; each example is worth 1 credit: (1) participating in a research study, (2) writing a 2-page response paper about the IRB, or (3) attending a scholarly talk in psychology (must be approved by me). See further instructions on Moodle.
- 5) Attendance and participation:** No points are formally assigned for attendance and participation. I understand that we all run late every once in a while and that unforeseen events happen. However, generally, I expect that you will be on time and arrive ready to participate. Active engagement in class is crucial to your mastery of the material. *At my discretion, I may adjust your final grade depending on your attendance and participation.*

Week (Dates)	Topic	Reading
Wk 1 – 8/31 9/2	Course Introduction; Science of Psychology Research Methods	Ch 1.1-1.3
Wk 2 – 9/7 9/9	Research Ethics Biology and Behavior I	#1, #2 Ch 2.1-2.2
Wk 3 – 9/14 9/16	Biology and Behavior II Sensation & Perception I	Ch 2.3 Ch 4.1-4.2, 4.5
Wk 4 – 9/21 9/23	Sensation & Perception II Learning	Ch 4.3-4.4 Ch 6.1-6.3
Wk 5 – 9/28 9/30	<b>EXAM 1</b> Attention and Memory I	Ch 7.1-7.2
Wk 6 – 10/5 10/7	Attention and Memory II Motivation	Ch. 7.3-7.5 Ch 9.1, 9.4 #3
Wk 7 – 10/8-15	<b>***Fall Break – No Class***</b>	
Wk 8 – 10/19 10/21	Human Development I Human Development II	Ch 3.1-3.3 Ch 3.4-3.6
Wk 9 – 10/26 10/28	Personality Culture and WEIRD Samples	Ch 10.1-10.5 #4, #5
Wk 10 – 11/2 11/4	Social Psychology I Social Psychology II	Ch 14.1-14.3 Ch 14.4-14.5
Wk 11 – 11/9 11/11	Replication Crisis <b>EXAM 2</b>	#6, #7
Wk 12 – 11/16 11/18	Emotion, Stress, and Health <i>Library Workshop</i> ; How to read a journal article	Ch 13.1-13.3 #8
Wk 13 – 11/23 11/25	<i>Three Identical Strangers</i> film screening (or watch on your own) <b>***Thanksgiving – No Class***</b>	
Wk 14 – 11/30 12/2	Psychological Disorders I Psychological Disorders II	Ch 11.1 Ch 11.2
Wk 15 – 12/7 12/9	Psychological Interventions Final Thoughts; Psychology at Haverford; Careers in Psychology <b>Film Response Paper &amp; Research Participation due in class</b>	Ch 12.1-12.7
<b>Final Media Paper due Fri 12/17 12pm (Moodle)</b>		

#	Additional Readings (available on Moodle)
1	IRB Reading from <i>Psychological Science</i> by Gazzaniga, Heatherton, & Halpern
2	NPR Podcast on Facebook's newsfeed study on emotion contagion
3	Calarco, J. M. (2018, June 1). Why rich kids are so good at the Marshmallow Test. <i>The Atlantic</i> . <a href="https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/">https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/</a>
4	Markus, H. R., & Kitayama, S. (2010). Culture and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i> , 5, 420-430.
5	Rad, M. S., Martingano, A. J., & Ginges, J. (2018). Toward a psychology of Homo sapiens: Making psychological science more representative of the human population. <i>PNAS</i> , 115, 11401-5.
6	Blum, B. (2018, June 7). The Lifespan of a life. <i>Medium</i> . <a href="https://gen.medium.com/the-lifespan-of-a-lie-d869212b1f62">https://gen.medium.com/the-lifespan-of-a-lie-d869212b1f62</a>
7	Resnick, B. (2016, March 25) What psychology's crisis means for the future of science. Vox. <a href="https://www.vox.com/2016/3/14/11219446/psychology-replication-crisis">https://www.vox.com/2016/3/14/11219446/psychology-replication-crisis</a>
8	To Be Assigned

## **Class Policies**

- 1) **Academic Integrity:** You are expected to generate your own unique, and unless otherwise noted, independent work. Avoid plagiarism, that is, using another person's work, words, or ideas without properly crediting them. Obviously, do not cheat on exams by providing or benefiting from assistance. Follow the Haverford College Honor Code and consult the APA Publication Manual for proper citation practice.
- 2) **Technology Etiquette:** Please turn off or silence your phones. No texting permitted. I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a need for laptop use, please restrict your use to class activities. Violations of this policy are rude to myself and your peers, and will result in your being asked to leave. This will be reflected in your grade.
- 3) **Emails:** I will try to respond to emails within 24 hours. The more specific and clear your question, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to meet instead.
- 4) **Student Hours:** I highly encourage you to see me in student hours. These are ideal times to ask me questions you have or to discuss your thoughts and ideas.
- 5) **Missed exams and late papers:**
  - If you miss an exam without a legitimate reason, you will receive a 0.
    - a. If you miss an exam for a legitimate reason (serious illness, personal emergency), we will reschedule your make-up exam. You must email me within 24 hours of the missed class.
    - b. If you know in advance about a conflict with an exam, you must email me as soon as possible. I will consider alternative arrangements on a case-by-case basis; note that you may be asked to take the exam at an earlier date. You may wish to drop the course if I do not view the conflict as warranting an alternative arrangement. Legitimate reasons for a conflict may include, for example, attending funerals and job interviews.
  - Requests for extensions on late papers are given at my discretion and on a case-by-case basis for situations involving serious illness or personal emergency. Otherwise, my policy is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.7 would now become a 3.3. If you submit the paper Tues 6pm (past 24 hours), your original 3.7 would now become a 3.0.
- 6) **Grade Disputes:** If you believe that you did not receive a fair grade on an exam or paper, you may submit a written grade dispute to me. The typed grade dispute should include the reason why you believe your work/answer is correct including references to readings or lecture material for support, and the number of points you feel you should have received. The dispute should be submitted to me within 1 week after the exam or the date the paper was returned to you. I will consider your case and make any adjustments at my discretion.

## **Support, Access, and Disability**

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. 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 [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

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

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

*It is a state law in Pennsylvania that individuals must be given advance notice that they may 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 Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.*

## **Title IX**

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>