

The Science of Psychology
Psych W1001
Fall 2009
Syllabus

General Information

Instructor	Patricia Lindemann
Course Hours	Tues/Thurs 1:10-2:25
Course Location	501 Schermerhorn
Office Hours	Tues/Thurs 2:30-3:30, or by appointment
Office Location	354 Schermerhorn Extension
E-mail (preferred)	PGL2@columbia.edu
Phone	212-854-8285

Course Web-site on courseworks

Textbook website at www.worthpublishers.com/gray

Teaching Assistants

Chris Crew
Office hours: TBD
Office: TBD
e-mail: cmc2225@columbia.edu

Katherine Thompson
Office hours: TBD
Office: TBD
e-mail: kjt2111@columbia.edu

Jennifer Velloza
Office hours: TBD
Office: 318C Schermerhorn
e-mail: jev2110@columbia.edu

Maxwell Bertolero
Office hours: TBD
Office: 318C Schermerhorn
e-mail: mb3152@columbia.edu

Julina Guo
Office hours: TBD
Office: 318C Schermerhorn
e-mail: julina.guo@gmail.com

Please feel free to stop by during any of our office hours. If you would like to make an appointment with any of us, it is usually best to contact us by e-mail, or you can try to check in with us before or after class.

Course Description

This is a survey course, providing an overview of many topics within the discipline of psychology, including the biological bases for behavior, perceptual processes, learning, memory, development, social interaction, psychopathology and several others. You can get a fuller sense of the topics that will be covered by looking through this syllabus, exploring the course web site and/or by examining the textbook. Topics will be presented in class through lectures, demonstrations, and videos.

Readings

The following items will be available for purchase at the Columbia University bookstore.

- Gray, P., (2006). *Psychology* (5th ed.). Worth Publishers (Required)
- iClicker (not a “Reading”, but required for class, see below) (Required)

- Study Guide to accompany Gray’s Psychology text (Optional)
- Annual Editions Psychology 09/10 (Optional)

Important tips for the reading:

- Keep up with the textbook reading. It is challenging and will probably take more time than you expect. You will not be happy (and you will probably not do as well) if you try to read several chapters just before an exam.
- You are expected to read all of the assigned material, including accompanying figures.
- Much of the material in the textbook will not be covered in class. The exams will cover ALL of the assigned textbook material INCLUDING TOPICS NOT COVERED IN CLASS.
- A few required readings are not in the text (most are taken from the Annual Editions book). These readings will be available on-line at the course website on courseworks.
- Take a look at the Study Guide to see if you think it will be useful for you. Some students find it useful. Others do not.
- Optional reading is optional. It will not be covered on exams. These are articles that are easy to read and may be of interest to you. Some of these articles will be on the list of focus articles for the short written assignments.

Course Requirements

Class Attendance

Regular class attendance is an important part of this course. In addition to lecture material, classroom presentations will include videos and demonstrations. Much of this material will not be presented in the text. Lecture notes will be available on-line (usually on the day following the related lecture), but these notes will not be a substitute for classroom attendance.

iClickers

iClickers are required for this course. You can purchase a clicker at the university bookstore. Bring them to class every day. In order to receive credit for your classroom participation with the iClicker, you will need to register it. To register your iClicker, follow the following steps:

1. Go to <http://www.iclicker.com/registration/>
2. Enter your first and last names as they appear on your Columbia ID
3. For “student id” enter your uni
4. Enter the security code as it appears on the screen and press Enter.

You must register your iClicker by the second week of class (by class time on Tues. Sept. 15). Your class participation grade will be assessed by your use of the clickers in class.

Exams

There will be three exams. Each exam will cover 1/3 of the course material. The third exam will be administered during the final exam period scheduled by the Columbia University registrar. It will cover the last third of the course material. Each exam will have two parts. Part One will be made up of multiple choice questions covering the textbook readings. Part Two will be made up of short answer questions covering the material presented in class. Each part is worth 50% of the exam grade.

Exam 1 – Tuesday, October 6

Exam 2 – Tuesday, November 30

Exam 3 – Tuesday, December 22, 1:10-4:00

If you will be unable to attend any of the exams, please let me know as soon as possible. Vacation travel plans are not an acceptable reason for missing an exam. If you miss an exam due to illness, you will be permitted to take a make-up exam with permission from me and your dean. You must contact me with your intention to take a make-up exam as soon as possible (preferably on the day

of the exam). In any case, you MUST notify me within one week of your absence from the exam to be eligible for a make-up exam.

Written Assignments

There will be three short written assignments. These assignments will be 2-page written analyses of supplemental readings (the readings taken from sources other than the text). The details for these assignments will be included in a separate handout.

Tentative due dates for written assignments:

Reading Analysis 1 – Thursday, Oct. 1
Reading Analysis 2 – Thursday, Nov. 5
Reading Analysis 3 – Thursday, Dec. 10

Experimental Participation

In this course, we will focus on psychology as an active scientific discipline with a growing body of knowledge. An important element of the course will be learning about the ways that psychologists conduct research – both by learning about long-established research paradigms and by learning about current investigations.

One way to learn about current research is by participating in ongoing research conducted by faculty, graduate students and advanced undergraduates in the Columbia psychology department. Experimental participation is a part of this course. Your participation is both a learning experience for you and a tremendous help to the faculty and graduate students who could not complete their research without your assistance.

A member of the psychology department will be visiting our class to explain the details of the Columbia University Introductory Psychology subject participation requirement.

NOTE: If anyone enrolled in this course is a minor (under 18), please speak with me about this requirement as you are not legally eligible to participate in these research studies until your 18th birthday.

Grading

Your average for this course will be calculated as follows:

Exams – 75%
Written Assignments – 15%
Experimental Participation – 5%
Class Participation (clickers) – 5%

In this course, approximately 35% of students will receive A's and approximately 45% of students will receive B's.

Extra Credit

Throughout the semester, I will be providing you with brief assignments that are designed to reinforce important concepts and/or to provide you with an opportunity to explore some concepts in greater depth. Turning in these assignments in written form is optional – though you are strongly urged to look at these materials as you do your reading and to review them before exams. Questions similar to those on some of the assignments will appear on the exams.

The extra credit assignments will be used to determine grade adjustments for students whose final averages fall on the borderline between two letter grades. About ¼ of the students in the course will have borderline grades. Students with borderline grades who have completed the extra credit will be “bumped up” to the higher letter grade. To receive extra credit, you will need to complete 6 of the extra credit assignments in written form. A good way to do this is to complete two assignments from each segment of the course. There will be 3 extra credit assignments for each segment of the course. A separate handout will provide more details about this extra credit option.

Classroom Decorum

It is important to maintain a classroom environment that is respectful and conducive to learning. To this end, it is useful to set out some basic policies for classroom behavior:

- Arrive on time and stay for the duration of the lecture.
- Cell phones must be turned off during class.
- Laptops may be used only for note-taking. Though you may be able to multitask, other uses are distracting to those around you.

Policy on Cheating/Plagiarism

Cheating and plagiarism are both very serious violations within the academic community. Students are expected to do their own work on all tests and written assignments. On each exam, you will sign an honors pledge stating that your work is yours alone. Any student found cheating or plagiarizing will be reported to the university for academic discipline.

Students with Disabilities:

Students with disabilities who will be taking this course and may need disability related classroom accommodations are encouraged to make an appointment to see me as soon as possible. Also, stop by the Office of Disability Services (ODS) in Lerner Hall, Suite 802 to register for support services, if you have not done so already. Students who are eligible for extra exam time, should be certain to fill out the appropriate paperwork at the Office of Disability Services. Once I have received confirmation of your status, I will be able to make arrangements for additional exam time. Note that ODS often requires 2 weeks to process an application, so don't wait until midterm week to get in touch with them.

Schedule of Classes/Readings

Required readings are listed in conjunction with related lecture topics. Sometimes we will cover much of the material from the reading in class. Other times, we will cover little, if any. Keep up with the reading! Required supplementary readings are available on the course web-site. Most of the required supplemental readings are taken from the Annual Editions Psychology book which will be available at the Columbia bookstore soon.

Optional readings focus on topics that are of high interest to some students. These readings are not likely to be discussed in class. They are included here for your interest and will not be covered on the exams.

Gray = textbook

AE = Annual Editions supplementary readings. These can also be found in the Annual Editions text and on-line on the course web-site.

All other readings can be found on the course web-site. There is a folder for readings in the “Files” section.

Class 1 (Sept. 8) – Introduction – Research in Psychology

Reading: Gray, Chapter 2 – Methods of Psychology
Mind Games: Psychological Warfare Between Therapists and Scientists,
Carol Tavris, *The Chronicle of Higher Education*, February 28, 2003

Gray, Chapter 1 – The History and Scope of Psychology (Chapter 1 will not be covered in class, but provides an important overview. It will be covered on the first exam.)

Optional
Reading: AE #2 – **Does Psychology Make a Significant Difference in Our Lives?**
Phillip G. Zimbardo, *American Psychologist*, July/August 2004.

Class 2 & 3 (Sept. 10 and 15) – Learning

Reading: Gray, Chapter 4 – Basic Processes of Learning

Optional
Reading: **New Evidence for the Benefits of Never Spanking**, Murray A. Strauss,
Society, September/October 2001
The Verdict on Media Violence: It's Ugly...and Getting Uglier, Daphne
Lavers, *Insight*, May 13, 2002.

Class 4 & 5 (Sept. 17 and 22) – Neuropsychology

Reading: Gray, Chapter 5 – The Nervous System

Optional
Reading: AE#6 – **The Threatened Brain**, Stephen Maren, *Science*, August 24, 2007.
AE#7 – **Phantom Pain and the Brain**, Sadie F. Dingfelder, *Monitor on
Psychology*, January 2007.
AE#9 - **Extreme States**, Steven Koller, *Discover*, July 2005.

Class 6, 7 & 8 (Sept. 24, 29 and Oct. 1) – Sensation and Perception

Reading: Gray, Chapter 7 – Smell, Taste, Pain, Hearing and Psychophysics
Gray, Chapter 8 – Vision
NOTE: These chapters are LONG. Leave plenty of time!

Optional
Reading: **Sight Unseen**, Michael Abrams, *Discover*, June 2002
AE#10 - **A Matter of Taste**, Mary Beckman, *Smithsonian*, August 2004 (This is
an entertaining article about “supertasters”.)
Music and the Brain, Norman Weinberger, *Scientific American*, November
2004.
AE#12 – **About Face**, Eric Jaffe, *APS Observer*, February, 2008.
AE#14 – **Move Over, Mice**, Sadie F. Dingfelder, *Monitor on Psychology*,
March 2007.

Class 9 (Oct. 6) EXAM 1

Class 10 (Oct. 8) – Emotion

Reading: Gray, Chapter 6, Mechanisms of Motivation, Sleep and Emotion

Optional

Reading: AE#20 - **Feeling Smart: The Science of Emotional Intelligence**, Daisy Grewal and Peter Salovey, *American Scientist*, July/August 2005.
Mysteries of the Mind, Marianne Szegedy Maszak, *US News & World Report*, February 28, 2005.

Class 11 & 12 (Oct. 13 and 15) – Memory

Reading: Gray, Chapter 9, Memory and Consciousness
Memories of Things Unseen, Elizabeth Loftus, *Current Directions in Psychological Science*, August 2004.

Optional

Reading: **Memory Flexibility**, Sadie F. Dingfelder, *Monitor on Psychology*, September 2005.

Class 13, 14 & 15 (Oct.20, 22 and 27) – Higher Level Thought and Intelligence

Reading: Gray, Chapter 10, Reasoning and Intelligence
Gray, Chapter 3, Genetic and Evolutionary Foundations of Behavior
Gray, Statistical Appendix

Optional

Reading: **Can Animals Think?** Linden, Eugene. *Time*, September 6, 1999.
AE#15 – **The Perils and Promises of Praise**, Carol S. Dweck, *Educational Leadership*, October 2007.
AE#17 – **The Culture-Cognition Connection**, Les Winerman, *Monitor on Psychology*, February 2006.

Class 16 & 17 (Oct. 29 and Nov. 5) – Motor and Cognitive Development

Reading: Gray, Chapter 11, Development of Thought and Language

Optional

Reading: AE# 13 – **Conversing with Copycats**, Amy Oynkar, *Monitor on Psychology*, March 2007.
AE#18 – **Talk to the Hand**, Eric Wargo, *APS Observer*, May 2008.

Class 18 (Nov. 10) Exam 2

Class 19 (Nov. 12) – Social Development

Reading: Gray, Chapter 12, Social Development

Optional

Reading: **A Peaceful Adolescence**, Barbara Kantrowitz and Karen Springen, *Newsweek*, Apr. 25, 2005.
AE#27 – **A Question of Resilience**, Emily Bazelon, *The New York Times Magazine*, April 20, 2006.
AE#28 – **Growing Up On-line**, Bruce Bower, *Science News*, June 17, 2006.

Class 20, 21 & 22 (Nov. 17, 19 and 24) – Social Psychology

Reading: Gray, Chapter 13, Social Perception and Attitudes
Gray, Chapter 14, Social Influences on Behavior

Optional
Reading:

Mirror, Mirror: Seeing Yourself as Others See You, Carlin Flora,
Psychology Today, May/June 2005.
AE#34 – **Bad Apples or Bad Barrels?** Eric Wargo, *APS Observer*, August
2006.
AE#35 – **Young and Restless**, Afshin Molavi, *Smithsonian*, April 2006.

Class 23 (Dec. 1) – Personality

Reading: Gray, Chapter 15, Personality

Optional
Reading:

The Testing of America, Caroline Hsu, *U.S. News and World Report*,
September 20, 2004.
Culture and the Development of Self-Knowledge, Qi Wang, *Current
Directions in Psychological Science*, Vol 15, No. 4.
AE#31 – **Frisky, but More Risky**, Christopher Munsey, *Monitor on
Psychology*, July/August 2006.
Genetic Influences on Human Psychological Traits, Thomas J. Bouchard Jr.,
Current Directions in Psychological Science, August 2004

Class 24, 25 & 26 (Dec. 3, 8 and 10) – Disorders and Treatment

Reading: Gray, Chapter 16, Mental Disorders
Gray, Chapter 17, Treatment

Optional
Reading:

Offering Hope to the Emotionally Depressed, Norbert R. Myslinski, *The
World and I*, April 2004.
How We Get Labeled, John Cloud, *Time*, January 20, 2003.
AE#37 – **A New Approach to Attention Deficit Disorder**, Thomas E. Brown,
Educational Leadership, February 2007.
AE#40 - **We Love to be Scared on Halloween**, Richard Hebert, *APS Observer*,
October 2006.
AE#43 - **PTSD Treatments Grow in Evidence, Effectiveness**, Tori DeAngelis,
Monitor on Psychology, January 2008.
AE#44 – **When Do Meds Make the Difference?**, Tori DeAngeles, *Monitor on
Psychology*, February 2008.

December 22, 1:10-4:00 – EXAM 3