

# INTRO PSYCHOLOGY

**Class Times:** Tu/Th 10:10-11:30am in *Olin 205* | **Office Hours:** W 2:15-3:15pm/F 4-5pm/by appointment

## Instructor

Dr. Justin Hulbert  
*office:* Preston 108  
*phone:* x4390  
*e-mail:* [jhulbert@bard.edu](mailto:jhulbert@bard.edu)  
 (preferred contact)

## Course Materials

Gazzaniga, Heatherton, & Halpern (2015).  
*Psychological Science* (5th ed.).  
 New York, NY:  
 W. W. Norton & Company.



Additional materials will be posted on **Moodle2** (see footer for URL & access code).

## Prerequisites

A scientific interest in what makes humans tick.

## Assessment

- Exams (3): **300pts**
- Papers (3): **150pts**
- Class participation: **70pts**
- Quizzes (top 5/6): **50pts**
- Exp. participation: **30pts**



## Course Overview

How does the mind create the reality we perceive? How do experiences shape the brain, and how do processes in the brain influence thought, emotion, and behavior? This course investigates these and related questions by studying the science of the human mind and behavior. The course covers topics such as memory, perception, development, psychopathology, personality, and social behavior. A particular emphasis will be given to the biological, cognitive, and social/cultural roots that give rise to human experience. In so doing, we consider how behavior differs among people and across situations.

### *Joint Responsibilities*

Achieving the broad aims of this course requires commitments from instructor and students alike. Below you will find an outline of some of those responsibilities.

- **Your instructor agrees to...**
  - a) Make himself available outside of class during posted office hours (and by appointment, as



## Learning Objectives

Coming out of this course, you should have:

- A critical understanding of how it is that human beings think, feel, and behave, including biological and environmental influences.
  - Developed a basic appreciation for the primary research methods and theories used to empirically study human psychology.
  - Honed your written, visual, and verbal communication skills.
  - Improved your ability to make connections between topics within psychology and across disciplines (e.g., biology and sociology).
  - Established a solid foundation for further study of psychology (e.g., moderation, upper-level courses, and Senior Projects) or other courses in the sciences.
- b) Respond in a timely fashion (typically by the end of the next school day) to email queries. In the event that more time is required to fully address the student query, the instructor will acknowledge receipt of the email and provide the student with an estimated response time or suggest meeting in person.
  - c) Facilitate a thoughtful, considerate, and engaging learning environment.
  - d) Make available on Moodle a skeleton of lecture slides, suitable for downloading/printing prior to class (typically on or before the night prior to the relevant meeting). Note that these skeletons are intended to supplement note taking (e.g., by providing important/complicated figures) but are *not a replacement for attending class*, as they will lack critical information presented only in class.
  - e) Provide adequate time to complete assignments, minimize changes to the published schedule/ assignments, and immediately notify students about any such changes.
  - f) Provide comprehensive and fair assessments of materials presented or assigned. Assignments, with a level of feedback commensurate with the nature and aims of the task, will be returned to students in a timely fashion.
  - g) Create and welcome opportunities for students to provide feedback on the course/teaching throughout the semester.
- **You are responsible for...**
    - a) Showing up to class regularly, on time, and prepared. Your attendance is critical to your learning (and course grade), as the in-class demonstrations, activities, movie clips, and other outside materials won't necessarily be covered in your textbook or the posted lecture slides. While you will be responsible



## Best Practices

To make the most of office hours, it is recommended that you:

- Avoid waiting until the last minute (before an exam/due date) to attend. Seeking help well in advance of deadlines will leave you plenty of time to act on advice discussed.
- Email the instructor in advance or bring with you a concise list of topics/questions you wish to discuss, if possible. Itemizing in this way helps ensure all your questions are addressed and saves you time in the long run. That said, *dropping by for a spontaneous, broader chat is also most welcome*. Tea and/or coffee will be available.

When emailing the instructor, keep in mind that:

- Taking time to draft a concise message with proper spelling/punctuation is expected and will be met with a similarly considered reply.

Writing/other academic help is available through [Bard Learning Commons](http://moodle2.bard.edu) ([lc@bard.edu](mailto:lc@bard.edu)).

for all assigned readings (even if the material is not directly covered in class), you can use the overlap (and the review guides offered before exams) to help focus your studying. Formal attendance will not be taken, but *no make-up quizzes will be offered*. Your lowest quiz score will be dropped, meaning that it is possible to miss one quiz without necessarily penalizing your grade. However, it should be noted that you are responsible for any and all material covered in classes missed.

- Checking your [College email](#) regularly for important messages about the course.
- Keeping up with the assignments and readings. *I'll make the first few chapters available on Moodle, for those still shopping around for the textbook*. Please bring your textbook and printed copies of any additional assigned readings to class. Certain in-class activities (and possibly quizzes) may require these materials. Your textbook may come with an access code to **Zaps** online psychology labs and **InQuizitive** study support. While you may benefit from these tools, they are not required.
- Substantively participating in class discussions (in class and/or online via Moodle). This could, for instance, involve asking/answering questions related to the offered course materials. If you participate online, your identity should, at the very least, be visible to the instructor in order for you to receive credit. Note that a top-notch level of participation *does not necessitate responding to every question* raised in class or online; active or passive efforts to welcome contributions from everyone in the class are also looked upon favorably. Though you are welcome to challenge your fellow students' or your instructor's thoughts and conclusions, always do so in a fashion that is respectful. Challenge ideas, not the person responsible for them.
- Keeping distractions to a minimum in class. Phones



should be turned off or set on vibrate (and kept out of sight unless they're being used for a designated class activity). *Written permission to use laptops in class for note taking must be obtained in advance through the instructor.*

- f) Submitting assignments on time, digitally via Moodle (unless prior arrangements have been made with the instructor). *A late assignment will immediately be subject to a 10% penalty, with an additional 10% penalty leveled against that assignment's score for every 24 hours it remains late. The only extensions/make-up exams that will be granted involve documented cases of medical or family emergency.* Students requiring alternative testing or course accommodations (e.g., due to disability) should contact the instructor privately as early as possible after the first class meeting.
- g) Upholding academic integrity. Plagiarism (e.g., copying other's words or ideas without proper citation) will not be tolerated. You are expected to work independently on each graded assignment, unless explicitly instructed otherwise. When in doubt as to what constitutes plagiarism within the confines of this course, you are encouraged both to consult the student handbook (<http://www.bard.edu/dosa/handbook/index.php?aid=1201&sid=705>) and to contact the instructor for further guidance. There is absolutely no penalty for asking for clarification; however, failing to abide by Bard's standards for academic integrity can result in failing the course.

## Assessment Details

- **Exams** (3 in-class exams, each worth 100 points for 300 points in total) will involve some combination of multiple-choice, fill-in-the-blank, matching, and short-answer questions. The second exam will assess your handling of material introduced after the first exam. The final exam will be cumulative, but the majority of the tested material (~75%) will come from topics introduced after the second exam. Study guides will be posted on Moodle in advance of each exam.

- **Observation-to-Experience Papers** (3 individual papers, each worth 50 points for 150 points in total) take you through designing, implementing, and reporting psychological research. For the first paper, you'll observe and describe a pattern in individuals' behavior. For the second paper, you'll perform a literature review related to the pattern you described in your first paper. Finally, your third paper will consist of an experiment proposal designed to test your theory about the observed phenomenon. Further details about these papers will be posted on Moodle and discussed in class.
- **Class participation** (70 points) is essential to our collective learning and enjoyment of the course. Plan to contribute to class discussions both through thoughtful speaking and active listening. Being prepared for class also constitutes participation. Please have read any assigned material and bring it with you to class (in the form of a textbook or printout) unless instructed otherwise.
- **Quizzes** (your top 5 quiz scores, each worth 10 points for 50 points in total) assessing comprehension of material covered previously (along with the associated readings) will be administered during class, with advanced warning. These quizzes (each consisting of a combination of about 5 multiple choice, matching, or true/false questions) are cumulative, though questions will be heavily weighted towards recently covered material. The reasoning for this is threefold. Repeated testing of studied information improves long-term retention (Karpicke & Roediger, 2008). The testing schedule promotes consistent and effective reading/study habits (Ruscio, 2001), along with regular class attendance. Moreover, the results of the quizzes will serve to highlight gaps in understanding that could benefit from additional attention in class, office hours, or during private study. In other words, these quizzes are designed to maximize your memory for course material. They are *not* designed to be punitive, lengthy, or particularly picky/difficult, provided you've been keeping up with the readings and attending class. Only your 5 best quiz scores will count towards your grade (i.e., your worst quiz score will be completely ignored, including a quiz that may have been missed due to absence). No makeups for quizzes will be offered.
- **Research Participation** (2 credit hours for 30 points in total) offers a great way to experience first hand what psychological science is all about. A lot of exciting research is happening right here at Bard, and much of it involves the participation of college students (i.e., you). For full credit, you will need to participate two hours worth of approved psychology experiments offered through our online experiment booking system (called "SONA," see below for further instructions). This could mean participating in four half-hour experiments or a single two-hour experiment, for example. If you are ineligible (e.g., <18 years of age) or do not wish to participate, you may ask the instructor for one or more alternate assignments designed to take



approximately the same length of time to complete. If you wait until the last minute, there might not be many (or any) study appointments available. So get started early!

- How to sign up for research studies through SONA:
  - Visit <http://bardresearch.sona-systems.com/> and click on "Request Account"
  - Complete the form using the following required information (entering the wrong information could mean you don't get credit for participating):
    - Your Bard email address (you must use your @bard.edu address)
    - Link your SONA account to the appropriate course so that you get credit (i.e., Psy 141 B- Intro to Psych Science with Prof. Hulbert)
    - You will receive your login information via email
    - Back on the SONA home page, log in with your new credentials
    - Select a study in which you are both ELIGIBLE and interested; note that some studies have special restrictions
    - Show up at the scheduled time and place to participate--please do not be late or miss your appointment, unless there is an emergency
    - Your instructor will automatically be alerted as to whether you attended your appointment or not
    - Finally, *submit a brief (paragraph-long) description of the experiment to the "Experiment Participation Summaries" section of Moodle as soon as possible after participating*
- **Extra Credit** Over the course of the semester, there will be a number of psychology-sponsored colloquia (see <http://psychology.bard.edu> and posters for dates and locations). Attending these talks is a great way to hear from interesting people in the field of psychology (and mingle over some snacks afterwards). It is also a way of earning up to 5 extra course points. To receive credit, attend a talk and submit one original question you would have for the speaker (it can't be a question someone else in the audience asked) to Moodle *within 48 hours of the talk* (see the "Extra Credit Submissions" link at the top of our Moodle site). Attendance and question submission will earn you a total of 2.5 course points for each talk up to the maximum.

## Planning

Take the time to review all the deadlines and scheduled quiz/exam dates. Transfer them to your personal calendar immediately. Doing so will help you avoid scheduling conflicts and allow you to carve out the necessary time to perform your best. Remember, the only extensions/make-up exams that will be granted involve documented cases of medical or family emergency. For your convenience, below you will find a summary of some important dates (this list is not exhaustive):

<b>9/28 (Th)</b>	Exam #1
<b>10/19 (Th)</b>	Observation paper due
<b>10/31 (Tu)</b>	Exam #2
<b>11/16 (Th)</b>	Literature review due
<b>12/7 (Th)</b>	In-class peer review (bring copies of your final paper draft)
<b>12/15 (F)</b>	All experiment participation credit hours & summaries due
<b>12/19 (Tu)</b>	Exam #3
<b>12/21 (Th)</b>	Final paper due

## Tentative Course Schedule

Date (day)	#	Topic for Class   Assignments
9/5 (tu)	1	<b>INTRODUCTION</b> ▶ Discuss pop psychology myths/TOPKAM
9/7 (th)	2	<b>RESEARCH METHODS 1</b> • Have read: Text (Ch 1; 2.1-2.2); Putnam et al. (2016) ▶ In-class quiz about the syllabus
9/12 (tu)	3	<b>RESEARCH METHODS 2</b> • Have read: Text (Ch 2.3-2.4); Yong (2012); Neuroskeptic (2012) ▶ Discuss Observation-to-Experience paper assignments
9/14 (th)	4	<b>BIOLOGICAL BASIS OF BEHAVIOR 1</b> • Have read: Text (Ch 3.1)
9/19 (tu)	5	<b>BIOLOGICAL BASIS OF BEHAVIOR 2</b> • Have read: Text (Ch 3.2-3.5); Wolman (2012) ▶ In-class quiz on material up through Ch 3.1
9/21 (th)	6	<b>SENSATION &amp; PERCEPTION 1</b> • Have read: Text (Ch 5.1-5.2); Sacks (1985) ▶ Use Moodle's "Exam Review Forum" to post & answer each other's questions
9/26 (tu)	7	<b>SENSATION &amp; PERCEPTION 2</b> • Have read: Text (Ch 5.3-5.6) ▶ Use Moodle's "Exam Review Forum" to post & answer each other's questions
9/28 (th)	8	<b>EXAM #1</b>
10/3 (tu)	9	<b>LEARNING 1</b> • Have read: Text (Ch 6.1-6.2); Siegel (2011)
10/5 (th)	10	<b>LEARNING 2</b> • Have read: Text (Ch 6.3-6.4)
10/10 (tu)	--	NO CLASS - FALL BREAK
10/12 (th)	11	<b>MEMORY 1</b> • Have read: Text (Ch 7.1-7.3); Dittrich (2016) ▶ In-class quiz on material up through Ch 6.4
10/17 (tu)	12	<b>MEMORY 2</b> • Have read: Text (Ch 7.4-7.6); Loftus (2004) ▶ <u>After class</u> : Course feedback survey (online, anonymous)
10/19 (th)	13	<b>THINKING &amp; DECIDING</b> • Have read: Text (Ch 8.1-8.2) ▶ Observation paper due today (by 6pm via Moodle)

Date (day)	#	Topic for Class   Assignments
10/24 (tu)	14	<b>LANGUAGE &amp; INTELLIGENCE</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 8.3-8.4)</li> <li>▶ In-class quiz on material up through Ch 8.2</li> <li>▶ Use Moodle's "Exam Review Forum" to post &amp; answer each other's questions</li> </ul>
10/26 (th)	15	<b>REVIEW SESSION</b>
10/31 (tu)	16	<b>EXAM #2</b>
11/2 (th)	17	<b>HUMAN DEVELOPMENT 1</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 9.1-9.2)</li> </ul>
11/7 (tu)	18	<b>HUMAN DEVELOPMENT 2</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 9.3-9.4)</li> </ul>
11/9 (th)	19	<b>SOCIAL PSYCHOLOGY 1</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 12.1-12.2); Kassin &amp; Kiechel (1996)</li> <li>▶ In-class quiz on material up through Ch 9.4</li> </ul>
11/14 (tu)	20	<b>SOCIAL PSYCHOLOGY 2</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 12.3-12.4)</li> </ul>
11/16 (th)	21	<b>PERSONALITY</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 13.1-13.2; 13.4)</li> <li>▶ Literature review due today (by 6pm via Moodle)</li> </ul>
11/21 (tu)	22	<b>ABNORMAL PSYCHOLOGY 1</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 14.1-14.3); Bures (2008)</li> </ul>
11/23 (th)	--	NO CLASS - HAPPY THANKSGIVING!
11/28 (tu)	23	<b>ABNORMAL PSYCHOLOGY 2</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 15.1-15.2)</li> <li>▶ In-class quiz on material through Ch 14.3</li> </ul>
11/30 (th)	24	<b>STRESS &amp; POSITIVE PSYCHOLOGY</b> <ul style="list-style-type: none"> <li>• Have read: Text (Ch 11.2-11.4)</li> </ul>
12/5 (tu)	25	<b>TOPIC TBD</b>
12/7 (th)	26	<b>IN-CLASS PEER REVIEW OF YOUR PROPOSAL PAPER</b> <ul style="list-style-type: none"> <li>▶ You are required to read and provide written feedback on at least two other students' papers. Please bring two printed copies of your draft to class.</li> <li>▶ Use Moodle's "Exam Review Forum" to post &amp; answer each other's questions</li> </ul>
12/12 (tu)	27	<b>REVIEW SESSION</b>
12/14 (th)	--	NO CLASS - PSYCHOLOGY BOARDS <ul style="list-style-type: none"> <li>▶ All experiment participation credit hours &amp; summaries due by Friday, 12/15</li> </ul>
12/19 (tu)	28	<b>EXAM #3 - COMPLETION WEEK</b>

Date (day)	#	Topic for Class   Assignments
12/21 (th)	--	NO CLASS - COMPLETION WEEK ▶ Final paper due today (by 6pm via Moodle)

*Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather). For planning purposes, every effort will be made to maintain scheduled exam and due dates.*