INTRO PSYCHOLOGY

Class Times: M/W 11:50-1:10pm in *HEG 102* | **Office Hours:** W 4:30-5:30pm/Thu 3-4pm/by appointment

Instructor

Dr. Justin Hulbert
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   (preferred contact)

Course Materials

CogBooks™
Adaptive Learning

brightspace™
by D2L

bardcollege.brightspace.com

Prerequisites

A scientific interest in what makes individuals tick.

Assessment

- Exams (3x20%): **60%**
- CogBook assessments: **20%**
- Personality assignment: **10%**
- Research experience: **5%**
- Final reflection: **5%**
- Extra credit

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 attention, memory, perception, development, psychopathology, and social behavior. A particular emphasis will be given to the biological, cognitive, and socio-cultural roots that give rise to human experience. In so doing, we consider how behavior differs among people and across situations. Even if you do not intend to pursue the academic discipline further, the scientific literacy skills modeled throughout the course are designed to support your ability to think critically and transfer knowledge effectively, no matter where life takes you.
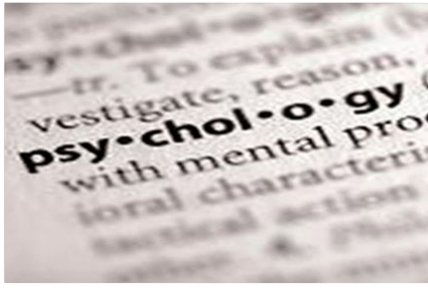
Learning Objectives

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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 psychology.

- Honed your written, visual, and verbal communication skills, supporting the ability to work effectively both individually and in groups.

- Improved your ability to make connections between topics within psychology, across disciplines, and to everyday life.

- Established a solid foundation for further study of psychology (e.g., moderation, upper-level courses, and Senior Projects) or other courses in the sciences.

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. Did I leave something out? Let me know—we can discuss additional responsibilities/group norms as a class.

- **Your instructor agrees to…**
    a) Make himself available outside of class during posted office hours (and by appointment, as necessary) to answer questions, provide extra help, and discuss matters related to the course of study.
    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 Brightspace a skeleton of lecture slides, suitable for downloading/printing prior to class. 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.

Best Practices

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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 (pandemic permitting).

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 (lc@bard.edu).

- **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 readings or the posted lecture slides. Formal attendance will not be taken; however, you are responsible for any and all material covered in classes missed. Note also that any and all material contained in the assigned readings would be considered fair game on exams (even if it had not been covered directly in class). Your outside readings are intended to provide a solid foundation for class discussions, activities, and advanced lectures. For that reason, it is critical you keep up with the readings and ask (your peers and/ or your instructor) if something from the readings is unclear. Review guides will be offered before exams to help focus your studying.

    b) Giving your participation, readings, and assignments the time and effort they deserve. As the required text is now completely digital, you can access the material on your computer or smart device from anywhere with an internet connection. But keep in mind that there is no substitute for a deep and focused consideration of the material, spaced out over time and considered actively.

    c) Checking your **Bard email** and **Brightspace** course site regularly for important announcements about the course. Adapting to the pandemic has made keeping in regular contact more important than ever. By clicking "Announcements" and then "Notifications" on the Brightspace landing page, you can request text and/or email alerts to be sent to you for a variety of course-related happenings.

    d) Substantively participating in class discussions (in class and/or online via Brightspace). This could, for instance, involve asking/answering questions related

to the offered course materials. 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, please do so in a fashion that is respectful. Challenge ideas, not the person raising them.

e) Submitting assignments on time, digitally via Brightspace and CogBooks. To promote equity and acknowledge life's challenging circumstances, I am granting everyone in the class an automatic **"S#!t Happens" extension** for one assignment (see below section on Extra Credit for more). Otherwise, any 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. Make-up exams will be considered *only* for documented cases of medical or family emergency. Students requiring alternative testing or other accommodations (e.g., due to disability) should provide the relevant accommodation letter as soon as possible after the first class meeting.

f) Maintaining connectivity. There are many benefits to taking handwritten notes (Mueller & Oppenheimer, 2014). However, some activities will require access to an internet-connected device during and between class meetings. As such, it is strongly recommended that you bring a fully charged laptop or tablet with you to class. Smartphones are another option, though some features may be limited on such a tiny device. You will have to be diligent in avoiding potential distractions that these devices invite (e.g., surfing the web or checking social media) for yourself and those around you. Please only use

devices in class for expressly course-related activities.

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.

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Matt Groening
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Assessment Details

- **Exams** (3 *in-class exams, each worth 20%, together accounting for 60% of your final grade*) may involve a combination of multiple-choice, matching, fill-in-the-blank, and short-answer/essay questions. Not only will you be responsible for demonstrating your mastery of the core terminology and concepts introduced during class, experiment demonstrations, and in the assigned readings, you will be asked to apply this learning to draw sound conclusions from (and highlight limitations of) sample experiments/data using your understanding of relevant theories/models of human cognition. The assigned CogBooks readings/activities are considered foundational for the work we do during class meetings. As such, you will be responsible for (and may be tested on) the foundational material presented in the textbook, even if it was not explicitly covered in class. Study guides also will be posted on Brightspace in advance of each exam. The second exam will assess your handling of material introduced after the first exam. The final exam will be cumulative, covering material presented since the very beginning of the course but with a particular focus on the material introduced since the second exam.

- **CogBooks Modules** (*20% of your final grade*) is a digital, adaptive learning platform built to work on your laptop, tablet, or phone so you can study whenever and wherever you'd like. Replacing a

CogBooks

printed "one-size-fits-all" textbook, CogBooks integrates videos, images, text, activities, and more to support your individualized learning for the course. By answering questions and honestly rating your confidence, the platform will automatically tailor a sequence of learning for you. If you've already fully grasped some of the more foundational content, you will have the opportunity to progress and tackle more advanced material. If you encounter some challenging

material, the platform will provide feedback, offer you the opportunity to ask questions, and may point you to some supplementary resources to enhance your learning (and further prepare you for later assessments). No matter your starting point (e.g., if you've previously taken AP or IB Psychology or are completely new to the field), CogBooks promises to dynamically deliver the most effective learning path for you. It does so by combining clever algorithms, interactive "formative assessment" activities that serve to reinforce your understanding between formal assessments (i.e., exams), and help us identify areas that may require additional attention. The flexibility gives you a major say in your learning, allowing you to self-assess your understanding and choose to dig deeper into a particular topic, even if the algorithm suggests another course of action. As these activities take time, you'll want to plan accordingly. There's no reason you can't get started early on a CogBooks module, even if nothing is due for a particular class meeting, if you know you have a busy week coming up or something.

- Research from cognitive psychology indicates that repeated testing of studied information improves long-term retention (Karpicke & Roediger, 2008). That's right: Tests and quizzes can be so much more than a stressful final evaluation of your abilities; they can be used as a powerful study technique, pacing learning, cementing your understanding, and (yes) likely improving grades on formal assessments. Rather than take up class time with stressful pop quizzes to achieve these aims, CogBook formative assessments can be completed from anywhere that has internet access (and at any time before they're due). Given that you are able to complete the readings/activities at any point prior to the due date (from the first day of class) and because there are lots of activities sprinkled throughout the course, there will be no make-ups or extensions (but see the "Extra Credit" section below for some caveats). So just plan ahead, and there'd be no reason to miss out on earning credit for these CogBooks modules. There's another benefit: Because you will be prompted to complete the readings and assigned activities regularly, as we move through the course, you won't find yourself needing to cram in all your reading and studying right before an exam. That means less stress and better mastery of the material!

- To get started with CogBooks:
    1. You'll first need to link your Brightspace account with CogBooks. Simply log on to bardspace.brightspace.com (Google Chrome is the recommended browser), navigate to our course site ("Introduction to Psychological Science") under the tab for the current semester, click through to the "Week 2" module, and select "CogBooks 1.1 - Introduction to Psychology."
        - Note that the Brightspace links to the CogBooks assignments are found under the submodule for the week the assignment is due. So, for
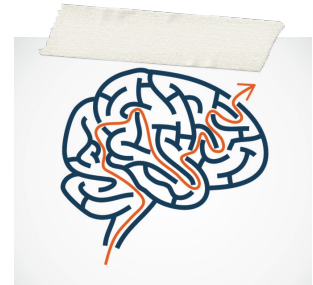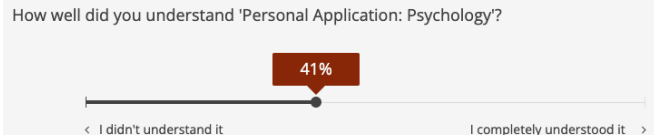
example, the first assignment (CogBooks 1.1 - Introduction to Psychology is due on 2/7, which falls under the "Week 2 (2/7-2/11" module). You can also easily find (and access) the upcoming assignments (aka "events") in the Calendar widget that appears on the righthand side of the main Brightspace course page.

2. When you first attempt to access CogBooks through Brightspace, you will be asked to pay for access ($39.95 for the semester) or start the 14-day free trial period (after which you will then be prompted to pay when next accessing CogBooks). Note that you will need access starting the first week of class and continuing through the rest of the semester so that you can learn the material (and earn the 20% of your course grade).

    • A short video guide for the payment process can be found here: https://youtu.be/o0dcjOv0pfw

3. Be sure to check out these short (approximately 1-minute long) videos walking you through how to complete activities and track progress in CogBooks:

    • Student Dashboard: https://youtu.be/RsaLv6KxXQ8
    • Learning Activities: https://youtu.be/PIHAN93Kykw
    • Assessments: https://youtu.be/GvCvCaGawf8
    • Grade Center: https://youtu.be/hzQZ3PPTLiQ

4. When completing learning activities, you should use the "metacognitive slider" to rate your understanding honestly. Doing so will provide you the information to prepare you for the assessments, which are graded. Thus, if you indicate that you don't understand something well, you will *not* be penalized—in fact, your scores on the CogBooks "Check Your Understanding" assessments (aka quizzes) and in-class exams (both of which do count towards your course grade) are likely to improve because you will be offered additional learning materials (e.g., videos) based on your slider rating, which will provide you with the foundational information you will need. And, if you're not happy with one of the "Check Your Understanding" CogBooks assessments, you can re-take them to improve your score (and better prepare for the exam). You are strongly encouraged to re-attempt assessments until you truly understand the material. Your subsequent attempts will be factored into your CogBooks grade, as your best (highest scoring) attempt will be the one that "counts." Of course, this takes time—so all the more reason to plan ahead!

5. If you encounter any problems accessing or using CogBooks throughout the course, first try accessing it using a different web browser (e.g., Google Chrome). For technical support, contact: support@cogbooks.com. They aim to respond within one business day.

- **Personality Assignment** (*10% of your final grade)*
    - Many people are drawn to the study of psychology because they're interested in better understanding themselves and others. This assignment is designed to get you thinking even more deeply about how we can use the tools of psychological science to assess personality in a manner that is both reliable and otherwise valid. You will do this in two steps: through some preliminary profiles and then in a longer paper.
        - Step 1: Personality Profiles
            - The APA defines personality as "the enduring configuration of characteristics and behavior that comprises an individual's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns." Before formally covering the topic of personality in class and in your assigned readings, you will be asked to informally profile (i.e., characterize) both yourself and your instructor. Use the whatever *labels, comparisons, or descriptions* you feel best capture each subject's (i.e., your and, separately, your instructor's) essence, as defined above, and provide at least some *evidence* (e.g., example behaviors) that led you to these conclusions. In addition to the description and evidence, you should rate the *confidence* in your assessment's accuracy for each subject on a 1-5 scale, on which a 1 represents not at all confident and 5 represents your being completely sure that your assessment accurately and completely describes the subject's personality. You may write out your profiles or you can record audio/video files in which you address these required components: your descriptions, evidence, and confidence levels. Either way, you are to submit your profiles to Brightspace by the deadline noted in the course schedule below. While you will not receive a separate grade for this step, failure to submit your profiles will negatively impact your grade on the Personality Paper.
        - Step 2: Personality Paper
            - In the first few weeks of the semester, we'll cover the empirical approach to psychology, basic research methods, as well as formal psychological theories and assessments of personality (among other topics). Based on your growing grasp of psychological science, you will next be asked to look back at your personality profiles and consider the ways in which

your assessments might have been limited or suffered from biases/other issues limiting the validity of your conclusions. In a 3-4 page (double-spaced, 11-or 12-point font) paper with reasonable margins that you submit to Brightspace by the indicated deadline, you should (1) *address the aforementioned issues* and (2) *propose a more scientifically rigorous method* one might go about using to assess personalities in the general population. You could summarize one or more existing approaches for doing so based on your coursework and independent research and/or you could devise your own method. In any case, be sure to identify the (3) *relative benefits* of this more rigorous approach, as well as any remaining (4) *limitations*. In doing so, your paper should clearly discuss why an empirical approach to personality can be useful/important (i.e., under what circumstances might relying on less formal/scientific personality assessments or our intuition cause problems in everyday life?). Of course, you may also argue that there is still a place for more informal assessments under certain circumstances—such as your intuition or star charts—but you'll need to substantiate those claims, too.

- Your paper will be graded on the way you have:
    - Effectively addressed the four enumerated points listed above in a well-reasoned and comprehensive manner
    - Considered relevant psychological theory, empirical methods, and data (citing sources as appropriate, with references)
    - Clearly defined your terms
    - Made a persuasive argument
    - Employed proper spelling and grammar
    - Submitted your Personality Profiles and Paper on time via Brightspace

- **Research Experience** (*5% of your final grade*) offers a great way to get an insider's look at the foundation of psychological science. A lot of exciting research is happening right here at Bard, and much of it involves the participation of college students (i.e., you). To complete the first half of this requirement, you can participate in one hour worth of approved psychology experiments (aka "1.0 credits" offered through our online experiment booking system, called "SONA," see below for further instructions) *and* submit a brief (one paragraph) summary of the experience to Brightspace by the first deadline (3/16). This could mean participating in two half-hour experiments or a single one-hour experiment, for example. If, however, you are ineligible (e.g., you are <18 years of age) for all the available studies or or do not wish to participate directly, you may complete an alternative writing assignment designed to take approximately the same length of time to complete—specifically, you would be asked to summarize a short research

article and submit the approximately 1-page summary to the "Research Experience Report(s)" assignment found under the "Alternative Writing Assignments For Research Experience" submodule in the "Course Introduction" module on Brightspace. Each article you summarize would fulfill the equivalent of 1 SONA credit. If you wait until the last minute, there might not be many (or any) experiment appointments available on SONA, and you'll either need to rush to complete the alternative writing assignment or forego the 2.5% of your course grade entirely. So get started early! Again: Failure to complete either 1.0 credits of direct research participation or the alternative assignment by that first deadline (3/16 by 11pm) will result in a forfeiture of 2.5% of your final grade. After the first deadline, your instructor will announce details regarding how you will be asked to complete the second half of your research experience assignment (due by 5/23).

- Here's how to complete your research participation through the SONA system:
  - Visit http://bardresearch.sona-systems.com/ and click on "Bard Account Log In" (in green on the left side of the screen) and use your Bard sign-in credentials.
    - Using the "Bard Account Log In" should allow you to bypass needing to request an account separately (so you can safely ignore the red "Request Account" button to the right side unless you have a complicated situation—e.g., if you are also a researcher running an experiment on SONA). If you have any problems, just email your instructor or the SONA administrator, Prof. Hutcheon (thutcheo@bard.edu).
  - Once you're logged in, select a study in which you are both ELIGIBLE and interested, noting that some studies have special restrictions.
  - Show up at the scheduled time and place to participate (if it's an in-person study; there may be online study options as well)—please do not be late or miss your appointment, unless there is an emergency; let the designated experimenter know if there are any questions/issues prior to your scheduled appointment.
  - 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 "Research Experience Report(s)" assignment on Brightspace* (found under the "Course Introduction" module) as soon as possible after participating. All summaries (and/or

alternative writing assignments) must be turned in via Brightspace by the deadline. Late submissions will receive zero credit (even if you participated but simply failed to submit the summary).

- **Final Reflection** *(5% of your final course grade)* provides a thoughtful reflection of what you learned in this course. Your reflection should be organized, go beyond simply parroting back course material verbatim, and include how some of the big lessons from this course could be applied to your education, personal life, and/or career going forward. While your submission should be a polished product, having been fine-turned through careful editing, you are welcome to adopt a format that reflects your own preferred style. You could, of course, format this as a standard written term paper, but you could instead produce a video, animation, comic book, podcast, website, or interpretive dance… OK, maybe not an interpretive dance. But you do have pretty wide latitude here. If you're unsure as to whether your plan is appropriate, check with me. To give you a general guideline, your submission should be roughly equivalent to a 2-3 page (double-spaced, 11-or 12-point font) paper with reasonable margins. Your reflection is due (via Brightspace) by 11pm on 5/3. It is OK to submit a link to your reflection (if, e.g., you posted a video to Youtube or created a website); however, you should not continue to edit the material after the deadline (at least until I've had a chance to grade it).

- **Extra Credit**
    - Over the course of the semester, there will be a number of **psychology-sponsored colloquium talks** (see http://psychology.bard.edu, the monthly Psychology Newsletter, and postings around campus 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, health restrictions permitting). It is also a way of earning up to *4 extra percentage points to be added to your final exam score*. 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 Brightspace *within 48 hours of the talk* (see the "Extra Credit: Attend Psych Colloquium & Submit Question" assignment in the "Course Introduction" module of our Brightspace site). Attendance at any one talk and question submission will earn you a total of 2 extra percentage points added to your final exam score for each talk up to the maximum. As the three exams are equally weighted, you could consider these extra points as being added to whichever exam you prefer. You may *not* receive extra credit in two different courses for attending the same talk.
    - Completing **CogBooks modules** that were not assigned is a way to explore other areas of Psychology that we didn't have time to cover this semester. Additionally, for each extra module you complete, you can earn up to 4 extra credit percentage points to be added to your end-of-semester CogBooks score (prorated, based on your CogBooks score on those extra modules). There are five extra credit modules to choose from, meaning that you could earn 20(!) extra credit points on if you choose to complete all five and earn

maximal credit (i.e., a raw CogBooks score of 80% would then become 100% with the extra credit applied; if you already had 100%, you could earn 120% with extra credit, boosting the rest of your course grade). Completing a module takes time, of course, so I would suggest working through them throughout the semester if you intend to go for the extra credit, rather than waiting until just before the deadline (see course schedule below). The available extra credit modules are as follows (and links to complete them can be found in the "Extra CogBooks Modules for Extra Credit" section of the "Course Introduction" section on Brightspace:

- *States of Consciousness*
- *Thinking and Intelligence*
- *Therapy and Treatment*
- *Industrial-Organizational Psychology*
- *Stress, Lifestyle, and Health*

- Not giving a s#!t about the class is a recipe for falling behind. But **_not using_ your "S#!t Happens" token** this semester will be met with *an extra 5 percentage points added to your final exam score.* Look, I get it. Life sometimes gets in the way of deadlines. Pets do sometimes eat homework. Emergencies happen (pandemic related or otherwise). And, as much as we try to avoid it, we occasionally might plain forget a deadline. In an effort to be flexible and fair to all students, I am offering everyone one "S#!T Happens" token. Think of it like a "get-out-of-a-deadline" free card. Just email me saying that you would like to use your S#!T Happens token on a particular class assignment (the token may *NOT* be used for exams), and I will grant what together we determine to be a reasonable extension, *no questions asked*. You don't have to explain why you are using the token. Just tell me that you are using it, so that we can set an extension (without any late penalty). While it is completely reasonable to use your token during the semester and there should be absolutely no shame in doing so, if you happen to be lucky enough not to need to use it, I will grant extra credit points. Of course, if you realize that something may prevent you from completing your contribution to a pending group assignment, please give your group members (and me) as much advanced warning as possible so that everyone can adjust accordingly.

Additional Resources

There are treasure troves of information about psychology sprinkled around the internet—much of it can be accessed for free. If you find yourself struggling to understand a concept, I'd encourage you to search around, carefully evaluate the quality of the sources, and share useful finds with the rest of the class (email it or, even better, post it to a discussion forum found under the "Course Introduction" module on Brightspace). Below are some resources I have identified:

- APA formatting and general reference:

- Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
  - I posted some additional reference materials inside the "APA Style/Scientific Paper Writing Tips" submodule found under Brightspace's "Course Introduction" module
- Middlebury Library: https://middlebury.libguides.com/citation/apa7
- ECU Library: https://libguides.ecu.edu/c.php?g=982594&p=7463742
- Video tutorials: https://apastyle.apa.org/instructional-aids/tutorials-webinars
- APA Dictionary of Psychology: https://dictionary.apa.org
- Searchable article databases (and tutorials):
  - Library: https://www.bard.edu/library/databases.php?searchtype=sub&subject=psyc
  - APA Database Tutorials: https://www.apa.org/pubs/databases/training/tutorials
  - Google Scholar: https://scholar.google.com
- Free textbooks & related resources (this could be useful for your other courses, too):
  - OpenStax Psychology: https://openstax.org/books/psychology/pages/1-introduction
  - Salor Foundation: https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf
  - Open Textbook Library: https://libguides.humboldt.edu/openedu/psyc
  - Project Gutenberg: https://www.gutenberg.org/wiki/Psychology_(Bookshelf)
  - BCcampus OpenEd: https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?subject=Psychology
  - NOBA Project: http://noba.to/d95jpvm7
  - Simply Psychology: https://www.simplypsychology.org
  - MERLOT Project: https://www.merlot.org/merlot/Psychology.htm (or to search more widely https://www.merlot.org/merlot/searchMaterials.htm)
  - National Institute of Open Schooling: https://nios.ac.in/online-course-material/sr-secondary-courses/Psychology-(328)/english-medium.aspx
  - DevPsy Directory: http://www.devpsy.org/links/open_source_textbooks
  - Neuroscience Online: https://nba.uth.tmc.edu/neuroscience/toc.htm
  - Neuroscience Open Text: http://neuroscience.openetext.utoronto.ca
  - Computational Cog Neuro: https://github.com/CompCogNeuro/ed4
- Videos:
  - Khan Academy: https://www.khanacademy.org/test-prep/mcat/behavior#concept-intro
  - Paul Bloom: http://videolectures.net/yalepsyc110s07_introduction_to_psychology/
  - JoVE Peer-Reviewed Scientific Videos: https://www.jove.com
- Use as an entry point (with caution):
  - Wikipedia: https://www.wikipedia.org
  - Youtube: https://www.youtube.com
- Participate in online experiments (or get ideas for what is possible, with suggested resources):
  - Bard Psychology: https://bardresearch.sona-systems.com

- Social Psychology: https://www.socialpsychology.org/expts.htm

Diversity and Access

Students at Bard come from a variety of backgrounds and viewpoints. It is very exciting to be able to benefit from these differences, and I anticipate a learning environment in which all approaches and backgrounds are respected and challenged in a way that promotes personal growth. To this end, I expect all members of the class to foster a climate of intellectual curiosity and enthusiasm by: (1) actively engaging in our activities and discussions; (2) being prepared to recognize the impact of bias, privilege, and histories of inequity; and (3) voicing opinions in a way that respects others. As a rule of thumb to encourage more voices to be heard, after you've contributed to a conversation in class, wait for three other people to speak before sharing more. You may notice that I pause between asking a question and accepting responses from the class. This is for a similar purpose.

You may also notice that assigned readings have been selected to highlight not only critical topics in the field but also the important work of historically underrepresented and marginalized scholars in the field.

Bard College is committed to providing equal access to all students. If you anticipate issues related to the format or requirements of this course, please schedule a meeting with me, as I would like us to discuss ways to ensure your full participation in the course. Together, we can plan how best to support your learning and coordinate your accommodations.

Have a learning difference or disability—including mental health, medical, or physical impairment—and are not yet registered? Please complete the Disability Registration Form found on the Student Disability Access Services website at https://www.bard.edu/accessibility/students/ and provide disability documentation to disabilityservices@bard.edu. The Director of Disability Resources and Accessibility, Erin Braselmann, or a member of her staff will confidentially discuss with you the process to establish reasonable accommodations. Please note that accommodations are *not* retroactive and require advance notice to implement (you should allow 2-3 business days for a response after completing the online Disability Registration Form and will then need to arrange a meeting with Disability Access Services to discuss potential accommodations). If you are already registered and have an existing accommodation plan with Disability and Access Services, you must additionally request that the office forward your accommodation letter to the appropriate faculty members (in this case, me) using the Accommodation Letter Request Form (this must be done each semester, for each faculty member you wish to notify): https://forms.gle/2whjHHvHnKW2sEnj6.

The Bard College Accessibility Converter (https://www.sensusaccess.com/web3/bard/) can be used to easily convert documents to a more accessible format. While not all assignments will be equally conducive to non-written submission formats, certain accommodations can be made for audio/video submissions as

necessary. Simply contact me with a concrete plan for how the novel format still captures the assignment's learning objectives.

Whether course material brings up challenging issues or you are facing another type of challenge, the Bard Counseling Service may be able to help. For more information, see: https://www.bard.edu/counseling/.

COVID-19 Adaptations

Community responsibility will continue to be especially critical to our daily lives. We all have a role to play in helping to keep others as safe as possible. Of course, no choices are risk free, but we can make choices that reduce risk for ourselves and others. Please heed federal, state, local, College, and classroom health and safety policies, realizing that they may change during the semester based on new evidence/circumstances.

Financial Support

The pandemic has further exposed and exacerbated existing inequalities. The Scale Project is a student-led organization committed to increasing equity and access for lower-income students at Bard. They have produced a document entitled, "Being Not-Rich at Bard College" that provides additional tips for navigating some of these challenges. The Scale Project and I both welcome additional suggestions and other feedback.

The Scale Project also maintains a Bookstore Rental Program to provide access to selected learning materials. Anyone can use this resource, but the Scale Project asks that you do not use the Rental Program unless purchasing course materials represents a real financial burden for you (as Scale's resources are also limited). Currently you may only request a rental for up to three books that are available at the Bard College Bookstore. While the textbook for our particular course is not available at the bookstore (and therefore not eligible for the Bookstore Rental Program), I wanted to provide the information about it so that you may consider it in your other course work. If relevant, follow the steps below:

1. Fill out the Google form: https://docs.google.com/forms/d/e/
   1FAIpQLScL8TlMlTUeuKIRVgd9MHnnn3-l2PR3Ff2zBNH7VXU-YDhdJA/viewform
2. Your books should be ready for pickup at the Bard College Bookstore within 2-3 days. When at the Bookstore, ask for Merry Meyer and let her know you are picking up from the Scale Project's Book Rental Program.
3. Please note that when picking up your books, you will have to put a credit/debit card on file in case of a late-return fee.
4. The Scale Project will remind you to return your books at the end of the semester, but be mindful of late fees! This is a Barnes & Nobles policy, not a Scale Project policy.

In addition to the Scale Project's offerings, the Division of Science, Math, and Computing (of which the Psychology Program is a part) has a limited amount of funds to defray the cost of course materials (e.g.,

textbooks) for students who cannot afford them. Applicable courses include those listed under the Biology, Chemistry, Computer Science, Math, Physics, and Psychology, as well as SCI course designations. This includes our particular course. Funds are limited so we ask that students who can access materials through their own means do not make requests through this mechanism. If this describes your situation, here's how to access this resource:

1. Fill out the Google form: https://forms.gle/NsXQn8D9WYvxDzJt9
2. Megan Karcher, the SM&C Division's administrative assistant (karcher@bard.edu) will check to see if there are funds remaining for this purpose. If so, she should be able to help you arrange for the purchase/loan/rental.
3. Note that this process allows students to request the funding without needing to inform the professor. Indeed, professors will not know which students make such requests.

Land Acknowledgment

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Munsee and Muhheaconneok people, who are the original stewards of this land. Today, due to forced removal, the community resides in Northeast Wisconsin and is known as the Stockbridge-Munsee Community. We honor and pay respect to their ancestors past and present, as well as to Future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgement requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity, and that this ongoing and challenging work requires that we commit to real engagement with the Munsee and Mohican communities to build an inclusive and equitable space for all.

Course Planning

Prospective memory involves remembering to carry out some intended action in the future. You know, like turning in an assignment or preparing for an exam. There's no reason you can't take steps now to improve your ability to carry out the appropriate actions on time, even before we cover the topic. So please, please, please take the time to review all the deadlines and scheduled exam dates below. Transfer them to your personal calendar immediately. Doing so will help you avoid scheduling conflicts (e.g., around Spring Break and other travel) and allow you to carve out the necessary time to perform your best. And, remember, you may also use your "S#!T Happens" token, no questions asked, for one deadline extension (details can be found under "Extra Credit," above).

Tentative Course Schedule

Date (day)	#	Topic for Class	Assignments
1/31 *(m)*	1	**COURSE INTRODUCTION: A MEETING OF THE MINDS** ▶In class: Getting-to-know-you survey (https://forms.gle/5KnT9hrG2V5cqM6S6)
2/2 *(w)*	2	**PSYCHOLOGICAL ROOTS** • Due before class: Have read the syllabus & Putnam et al. (2016)—available on Brightspace; add course deadlines to your personal calendar ▶In class: Syllabus gameshow ▶In class: Introduce Personality Profiles assignment
2/7 *(m)*	3	**PSYCHOLOGICAL SCIENCE** • Due by 11pm today: CogBooks 1.1 - Introduction to Psychology
2/9 *(w)*	4	**RESEARCH METHODS** • Personality profiles submitted to Brightspace by 11pm
2/14 *(m)*	5	**RESEARCH ETHICS** • Due by 11pm today: CogBooks 1.2 - Psychological Research
2/16 *(w)*	6	**YOU'VE GOT PERSONALITY**
2/21 *(m)*	7	**I'VE GOT A PERSONALITY ASSIGNMENT FOR YOU** • Due by 11pm today: CogBooks 5.3 - Personality
2/23 *(w)*	8	**THIS IS YOUR BRAIN…** • Due by 11pm today: Have read Wolman (2012)—available on Brightspace ✓*Study Guide for Exam #1 posted to Brightspace by the end of the week*
2/28 *(m)*	9	**YOU'VE GOT SOME NERVE** • Due by 11pm today: CogBooks 1.3 - Biopsychology ▶Post review questions to Brightspace's "Exam Review Forum" by 3/1 at noon
3/2 *(w)*	10	**CATCH UP & REVIEW** ▶Use Brightspace's "Exam Review Forum" to post & answer each other's questions • Personality Paper submitted to Brightspace by 11pm
3/7 *(m)*	11	**EXAM #1**
3/9 *(w)*	12	**SENSATION & PERCEPTION: THE BASICS**
3/14 *(m)*	13	**A NEW SENSATION** • Due by 11pm today: CogBooks 2.1 - Sensation and Perception ▶In class: Course feedback survey (online, anonymous)
3/16 *(w)*	14	**LEARNING ABOUT LEARNING** ▶In class: Review course feedback • First Research Experience Report(s) (participation + summaries or alt. assignments) submitted to Brightspace by 11pm

Date (day)	#	Topic for Class | Assignments
3/21 *(m)*	--	NO CLASS - SPRING BREAK
3/23 *(w)*	--	NO CLASS - SPRING BREAK
3/28 *(m)*	15	**RE-LEARNING WHAT WE DISCUSSED BEFORE BREAK** • Due by 11pm today: CogBooks 3.2 - Learning • Due before class: Have read Siegel (2011)–available on Brightspace ▶ In class: Discuss second part of the Research Experience requirement
3/30 *(w)*	16	**AH, NOW I REMEMBER! (AND OTHER MEMORY TOPICS)** • Due before class: Have read Loftus (2004)–available on Brightspace
4/4 *(m)*	17	**UNDER DEVELOPMENT** • Due by 11pm today: CogBooks 2.3 - Memory ✓*Study Guide for Exam #2 posted to Brightspace by Wednesday*
4/6 *(w)*	18	**GROWING OLD IS GETTING OLD** ▶ Post review questions to Brightspace's "Exam Review Forum" by 4/10 at noon
4/11 *(m)*	19	**CATCH UP & REVIEW** • Due by 11pm today: CogBooks 3.1 - Lifespan Development ▶ Use Brightspace's "Exam Review Forum" to post & answer each other's questions
4/13 *(w)*	20	**EXAM #2**
4/18 *(m)*	21	**SEEKING ORDER IN DISORDERS**
4/20 *(w)*	22	**IN TREATMENT** • Due by 11pm today: CogBooks 4.1 - Psychological Disorders
4/25 *(m)*	23	**THE SOCIAL PSYCH NETWORK** • Due before class: Have read Kassin & Kiechel (1996)–available on Brightspace
4/27 *(w)*	24	**…WITH A LITTLE HELP FROM MY FRIENDS** • Due by 11pm today: CogBooks 5.1 - Social Psychology ✓*Study Guide for Exam #3 posted to Brightspace by the end of the week*
5/2 *(m)*	--	NO CLASS - ADVISING DAY
5/4 *(w)*	25	**AN EMOTIONAL FAREWELL** • Due by 11pm today: CogBooks 6.1 - Emotion and Motivation ▶ Post review questions to Brightspace's "Exam Review Forum" by 5/8 at noon
5/9 *(m)*	26	**FINAL REVIEW SESSION** ▶ Use Brightspace's "Exam Review Forum" to post & answer each other's questions
5/11 *(w)*	--	NO CLASS - PSYCHOLOGY BOARD DAYS • **Extra Credit CogBook module(s)** due by 11pm (optional)
5/16 *(m)*	--	NO CLASS - PSYCHOLOGY BOARD DAYS

Date (day)	#	Topic for Class | Assignments
5/18 *(w)*	**27**	**EXAM #3**

5/23 *(m)*	--	NO CLASS - COMPLETION WEEK
		    • Second part of **Research Experience** submitted to Brightspace by 11pm
		    • **Final Reflection** submitted to Brightspace by 11pm

Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather, pandemic, alien abduction). Check announcements on Brightspace/over email.