

INTRO PSYCHOLOGY

Class Times: M/W 3:30-4:50pm in HEG 102 | Office Hours: Tu 12:30-1:30pm/Th 2:30-3:30pm/by appointment

Instructor

Dr. Justin Hulbert
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phone: x4390
e-mail: jhulbert@bard.edu
(preferred contact)

Course Materials



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Prerequisites

A scientific interest in what makes individuals tick.

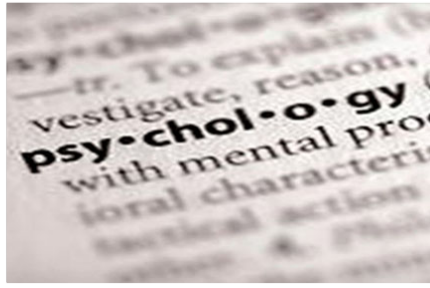
Assessment

- Exams (3x20%): **60%**
- Soomo learning: **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

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

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 \(lc@bard.edu\)](https://bardlearningcommons.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. 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 Soomo. To promote equity and acknowledge life's challenging circumstances, I am granting everyone in the class an automatic **"Something 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. Note that your work in the Soomo webtext are handled differently: You may submit your work for Soomo up to 3 days after the assigned deadline for partial credit; however, it will be subject to a 30% penalty, no matter when in this grace period you submit it. Soomo work won't receive any credit after this date unless you use your token to extend the deadline. Note also that all work must be submitted by the end of Completion Week for credit, even with a token. 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., using the words or ideas from another person without proper citation) will *not* be tolerated. Similarly, using text written by a generation system (e.g., entering a prompt into an artificial intelligence tool like [ChatGPT](#) and using the output in a paper directly or with minor changes and no citation) is *not* acceptable here. 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. Moreover, cheating in this way (even without getting caught) cheats the offenders out of opportunities to build and practice their knowledge/skills, backfiring on their graded in-class exams and activities.

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 Soomo 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 web text, 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.

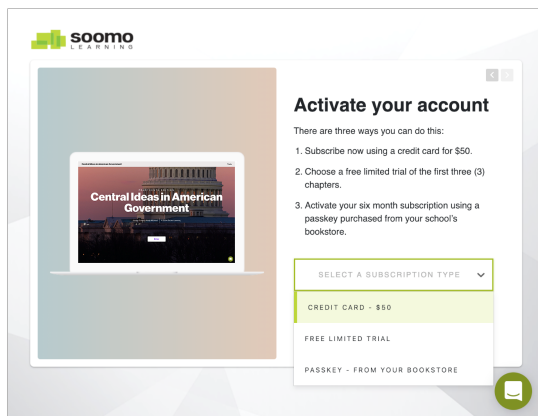
- **Soomo Learning Webtext** (20% of your final grade) is a digital, active learning platform built to work on your computer, tablet, or phone so you can study whenever and wherever you'd like. Replacing a printed textbook, your webtext (written by Dr. Jennifer Harper, pictured to the right) provides formative activities on every page that serve to reinforce your understanding between formal assessments (like low-stake quizzes and higher-stake exams) and help us identify areas that may require additional attention. As the readings and activities take time, you'll want to plan accordingly. If you have a busy week coming up, for instance, there's no reason you can't get started early on a chapter, even if nothing is due for awhile. Regardless, you can access and complete assignments offline with our mobile app available for iOS and Android. Contents and tools are developed in line with WCAG 2.0 AA standards to ensure universal access. And everyone can utilize the **"Read to Me" tool**, which instantly creates an audio version of each page. If something goes wrong, help is available (even on weekends!) through a messenger, phone, and email services. Soomo reports that 88% of students surveyed prefer using Soomo over a traditional textbook, with 92% of students indicating that they either "like" or "love" using Soomo. Will you be one of those students?
 - 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, Soomo's chapter-end quizzes can be completed from anywhere that has internet access (and at any time before they're due).
 - You have unlimited opportunities (prior to the deadline) to complete activities/answer questions that appear throughout the chapter and up to **two attempts** to answer the questions on the end-of-chapter quizzes. These extra chances to boost your score are



designed to help build your understanding for subsequent exams, not simply measure your understanding in the moment. The important part is that you give them your best shot, pay attention, and learn in the process. More than anything else, your **Soomo score** (out of 100 points for each assignment/chapter, combining your performance on the in-chapter activities and the end-of-chapter quizzes) is a way of encouraging you to keep learning and identify areas for growth.

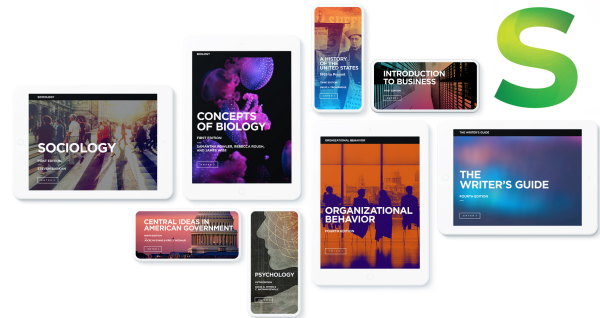
- You are able to complete the Soomo readings/activities at any point prior to the due date (from the first day of class). As such, your work in Soomo is not subject to the same late penalty as other assignments. Instead, you may submit your work for Soomo up to 3 days after the assigned deadline for partial credit—just note that it will be subject to a *30% penalty*, no matter when in this grace period you submit it. You won't receive any credit for Soomo assignments after this date unless you use your token to extend the deadline (see Extra Credit, below, for more information on the token). Just plan ahead, and there'd be no reason to miss out on earning credit for these assessments. There's another benefit: Because you will be required 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 Soomo (you'll need access before our second class meeting):
 - You'll first need to link your Brightspace account with Soomo. Simply log on to bardspace.brightspace.com, navigate to our course site ("Introduction to Psychological Science - Hulbert TF23") under the tab for the current semester, click through to the "Week 1" module, and click the "Soomo Webtext" link.
 - The first time you click this link, you will be asked to activate your account and link it to Brightspace. You will have three options at that point:
 1. Purchase access to the required webtext using a credit card for \$50.
 2. Choose a free limited trial of the *first three chapters for 21 days*. This

option is useful if you are considering dropping the class or if you're still waiting for financial aid--see the Financial Support section of the syllabus. Assuming you intend to complete the course, you will be required to get a paid subscription after the trial period is up (either 21 days have passed or you try to access a chapter beyond the first three). You'll be prompted to complete that purchase by a green banner at the top of Soomo throughout your trial period (don't worry, all your existing work will have been retained even after the trial expires). *But you don't want there to be a gap in access, as you may miss assignments/due dates.* Note

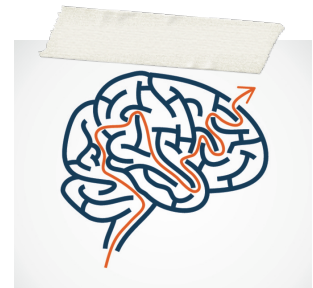


that features like “Get the App” will not appear in the Tools Menu during the trial period (i.e., until one has completed the purchase).

3. Activate a six-month subscription using a passkey purchased from the Bard College Bookstore. (Note that this usually costs more than buying access directly using the first method; however, some financial aid is dependent on purchasing the course material through the Bookstore, which is why I made it available there, as well.)
 - If you need help purchasing the webtext, you can contact support@soomolearning.com to speak with a Soomo Support representative.
- After you have activated your account, then you can use the Brightspace links for each assigned chapter (e.g., "Soomo Chapter 1: Introduction to Psychology") pick up where you left off in your work. These links can be found in the Brightspace Week/modules for which that chapter is due. E.g., Since Chapter 2 is due on 9/25 (Week 4), you can find the link in the Week 4 (9/25-9/29) module on Brightspace. Of course, once you've logged in, then you can just navigate to the relevant chapter from the Soomo table of contents.
- Be sure to **disable your browser's pop-up blocker** (for the soomolearning.com and webtexts.com domains), otherwise you may have problems accessing content.
- Once you have full account access (i.e., not a trial account), then you can get the **Soomo Reader app** for your phone/tablet. Just click on “Tools” in the upper-right corner of the Soomo screen and select “Get the App.” This will send you to a page with a link to Soomo Reader on the App Store/Google Play Store and (importantly) a login/temporary password to link your app to your coursework. That password will expire in about 23 hours. So be ready to install the app and log in when you click this link.
 - While you will be able to access most of the Soomo material on the app even if your phone/tablet is offline (excluding the end-of-chapter quizzes), you will need to connect the device to the internet in order to synchronize and receive credit for your work. So be sure to do this every so often (and in advance of a due date).
- Check out these short (approximately 2-minute long) videos walking you through how to take full advantage of Soomo:
 - <https://www.youtube.com/playlist?list=PLWTu5FnGrEiw8yjbU4iX6mtBJnRACbee>



- If you encounter any problems accessing or using Soomo throughout the course, check out the help center at <https://help.soomolearning.com/en/> or use Soomo Messenger (the green button in the corner of any page) and leave a message—they'll reply within 24 hours (but usually a lot sooner). Or you can call (888) 240-0314 from 9am-9pm Eastern time on weekdays or 1pm-9pm on weekends. You may also contact support@soomolearning.com (they check their inbox during the days/hours listed above).
 - Soomo is designed to be accessible to as many students as possible. Check out their accessibility page (<https://www.soomolearning.com/accessibility>) for their accessibility standards and feel free to reach out to their Assistive Technology Specialist at support@soomolearning.com.
- **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 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 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 deadline (see Course Schedule below). 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 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 5% of your course grade entirely. So get started early! Additional SONA credit hours (or alternative assignments) will be considered for extra credit (see below).

- 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, Asa Kaplan (akaplan@bard.edu).

Bard College Current research at Bard Research Participation

RESEARCH PARTICIPATION

Bard Account Log In

User ID OR Password

[Use this button to log in](#)

Log In

REMEMBER, if you are a current Bard student, you must use your Bard email identifier as your User ID, but NOT your Bard email password (to protect the security of your account)—Click on "REQUEST ACCOUNT" below to get a Sona-specific password. If you are interested in Alternative Research Points, please log in and see Frequently Asked Questions (FAQ).

Thank you for supporting research at Bard!

Request Account

Forgot Password?

- When you first log in, you should be prompted to select your section of Introduction to Psychological Science. Be sure to select the option for **"Section A" with Prof. Hulbert**, otherwise you may not receive credit for your participation.
- 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. 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 *6 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.

- **Additional SONA research participation credit hours with reports** (or alternative assignments) above the required 1.0 will be considered for extra credit counted toward your Personality Assignment (up to a maximum of 4 additional percentage points, 2 for each additional credit hour+report).
- 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 inside of the "Course Introduction" of Brightspace.
- 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://libguides.bard.edu/psychology>
 - 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/ebooks/bookshelf/64>
 - 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](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.

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://cm.maxient.com/reportingform.php?BardCollege&layout_id=9&promptforauth=true.

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. Bard has put together a collection of resources available for students to reduce the extra costs associated with taking courses at Bard. This listing can be found at <https://docs.google.com/document/d/1um-m6vUYEUz7H0KnIisIjsprgGUDee0l/edit?usp=sharing&ouid=108170187445887963672&rtpof=true&sd=true> (note that, at the time of this writing, some of the links contained in that listing have not yet been updated for the new semester).

Notably, 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 (unfortunately, webtexts like ours aren't covered). Anyone can use this resource, but the Scale Project asks that you not use the Rental Program unless purchasing course materials represents a true financial burden for you (as Scale's resources are also limited). Currently, you may only request a rental for up to four books that are available at the Bard College Bookstore. Here's the link to the request form: <https://forms.gle/mPPTVn1SDqufbZVD7>. Check @thescaleproject on Instagram and emails from the Scale Project (scaleprojectbard@gmail.com) for further information on how to make use of this resource.

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. Funds are limited, so we ask that students who can access materials through their own means do not make requests through this mechanism. The good news is that this funding applies to our webtext! To make use of this resource, fill out this form **as soon as possible, but no later than October 4th**: <https://forms.gle/wWDnxGqR5TexdmUL7> or contact Megan Karcher (karcher@bard.edu) who will work with you to buy or rent the material you need or loan you a copy of the textbook that the Program has on hand. Please make this request at the very beginning of the semester (*directly after the first class*) to allow yourself enough time

to obtain the resources before deadlines come up. Note that this process allows students to request the funding without needing to inform the professor. Indeed, professors will not necessarily know which students make such requests. If there are likely to be any delays in obtaining access to the course resources, however, it is important to let your instructor know (either directly or going through Megan Karcher) so that you don't miss out on critical assignments (and corresponding grades). Note that Soomo offers a free trial period (for 3 chapters/21 days, whichever comes first) that will hopefully tide applicants over until they receive full access through this scheme. However, it's crucial that applicants submit the aforementioned form at the very beginning of the semester in order to have continuous access.

For this course, the required webtext is *Psychology in the Real World 2e* by Jennifer Harper (ISBN: 978-1-954890-65-7), which was selected in part because its relatively low cost (\$50 when purchased directly from Soomo) is far less than the standard Intro Psychology textbook costs. In addition to the aforementioned details, let Megan know that this is a digital text (not available through Amazon) and that the College Bookstore should have passkeys available for purchase.

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 Fall, Thanksgiving, and Winter breaks, along with 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
9/4 (m)	1	COURSE INTRODUCTION: A MEETING OF THE MINDS <ul style="list-style-type: none"> ► In class: Getting-to-know-you survey (https://forms.gle/zDA9ZuJcoXsGQh3TA) ► In class: Sign up for SONA
9/6 (w)	2	PSYCHOLOGICAL ROOTS <ul style="list-style-type: none"> • Due by 3pm today (before class): Soomo - Introduction (not graded) • Due by class today: Read Putnam et al. (2016) article on optimizing your learning in college – .pdf available on Brightspace; have thoroughly read the syllabus and added course deadlines to your personal calendar ► In class: Syllabus gameshow ► In class: Introduce Personality Profiles assignment
9/11 (m)	3	PSYCHOLOGICAL SCIENCE
9/13 (w)	4	RESEARCH METHODS <ul style="list-style-type: none"> • Personality profiles submitted to Brightspace by 11pm
9/18 (m)	5	RESEARCH ETHICS <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 1 - Introduction to Psychology
9/20 (w)	6	YOU'VE GOT PERSONALITY <ul style="list-style-type: none"> • Due by class today: Read "The \$2 Billion Question of Who You Are at Work" (Emma Goldberg, NYT) – .pdf available on Brightspace
9/25 (m)	7	I'VE GOT A PERSONALITY ASSIGNMENT FOR YOU <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 2 - Personality and the Self ✓ <i>Study Guide for Exam #1 posted to Brightspace by Tuesday</i>
9/27 (w)	8	THIS IS YOUR BRAIN... <ul style="list-style-type: none"> • Optional reading: Wolman (2012)–available on Brightspace
10/2 (m)	9	YOU'VE GOT SOME NERVE <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 3 - The Brain and the Nervous System ► Post review questions to Brightspace's "Exam Review Forum" by 10/3 at noon
10/4 (w)	10	CATCH UP & REVIEW <ul style="list-style-type: none"> ► Use Brightspace's "Exam Review Forum" to post & answer each other's questions • Personality Paper submitted to Brightspace by 11pm
10/9 (m)	--	NO CLASS - FALL BREAK
10/11 (w)	11	EXAM #1
10/16 (m)	12	SENSATION & PERCEPTION: THE BASICS
10/18 (w)	13	A NEW SENSATION <ul style="list-style-type: none"> ► In class: Course feedback survey (online, anonymous)

Date (day)	#	Topic for Class Assignments
10/23 (m)	14	LEARNING ABOUT LEARNING <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 4 - Sensation and Perception ► In class: Review course feedback
10/25 (w)	15	RE-LEARNING WHAT WE DISCUSSED PREVIOUSLY <ul style="list-style-type: none"> • Due by class today: Read Siegel (2011)–available on Brightspace
10/30 (m)	16	AH, NOW I REMEMBER! <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 5 - Learning
11/1 (w)	17	MORE MEMORIES <ul style="list-style-type: none"> • Due by class today: Read Loftus (2004)–available on Brightspace ✓ <i>Study Guide for Exam #2 posted to Brightspace by Thursday</i>
11/6 (m)	18	UNDER DEVELOPMENT <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 6 - Memory
11/8 (w)	19	GROWING OLD IS GETTING OLD <ul style="list-style-type: none"> ► Post review questions to Brightspace's "Exam Review Forum" by 11/12 at noon
11/13 (m)	20	CATCH UP & REVIEW <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 7 - Development ► Use Brightspace's "Exam Review Forum" to post & answer each other's questions
11/15 (w)	21	EXAM #2
11/20 (m)	22	SEEKING ORDER IN DISORDERS
11/22 (w)	23	IN TREATMENT
11/27 (m)	24	THE SOCIAL PSYCH NETWORK <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 8 - Mental Health • Due by class today: Read Kassin & Kiechel (1996)–available on Brightspace
11/29 (w)	25	...WITH A LITTLE HELP FROM MY FRIENDS <ul style="list-style-type: none"> ✓ <i>Study Guide for Exam #3 posted to Brightspace by the end of the week</i>
12/4 (m)	26	I'M GETTING EMOTIONAL THE SEMESTER IS COMING TO AN END <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 9 - Social Psychology ► Post review questions to Brightspace's "Exam Review Forum" by 12/12 at noon
12/6 (w)	--	NO CLASS - ADVISING DAY
12/11 (m)	27	SURVEY SAYS... <ul style="list-style-type: none"> • Due by noon today: Soomo Ch. 10 - Emotion ► Post review questions to Brightspace's "Exam Review Forum" by 12/12 at noon
12/13 (w)	28	FINAL REVIEW SESSION <ul style="list-style-type: none"> ► Use Brightspace's "Exam Review Forum" to post & answer each other's questions
12/18 (m)	29	EXAM #3

Date (day)	#	Topic for Class Assignments
12/20 (w)	--	NO CLASS - COMPLETION WEEK <ul style="list-style-type: none">• Research Experience Report(s) (participation + summaries or alt. assignments) 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.