

Syllabus

Classes meet on Mondays, Wednesdays and Fridays, 11:00 - 11:50am in Taylor Science Center, room 1004

Professor: Lok-Kin Yeung

Email: lyeung@hamilton.edu

Office Hours: Tuesdays 11am – noon, 1pm – 2pm, and Wednesdays, 10-11am, 3-4pm (Taylor Science Center, room 3058) or by appointment (via email)

Feel free to email me if you have any questions related to the class or psychology in general. I will do my best to respond to email in a timely fashion during working hours (Monday - Friday, 9am – 5 pm, excluding holidays); note that I may not necessarily see your email until the next working day if you contact me in the evenings or over the weekend. Please include “Psych 101” in the subject line if your email is about this class.

Teaching Assistant: Emma Grace Sachar

Email: esachar@hamilton.edu

Office Hours: Tuesdays 6:00pm – 7:30pm, & Sundays, 7:00pm - 8:30pm (Taylor Science Center, room 3060)

Course Details

Course Materials

Gross, J., Schmader, T., Martin Hard, B. & Anderson, A. (2023). *Interactive Psychology: People in Perspective* (2nd edition). Other readings will be available through the class Blackboard site.

Course Description

This course will provide a broad introduction to the field of psychology, the scientific study of mental processes and behavior. By the end of the semester, you will (1) have a general understanding of psychology as a scientific discipline; (2) have a foundation to address psychological questions with appropriate research methods; and (3) develop the ability to critically and constructively evaluate psychological findings reported in both scientific publications and the popular press.

The course is divided into three units:

1. Biological Bases of Behavior (genetics, evolution, the nervous system, the brain, and emotion)
2. Sensation, Cognition, & Development (perception, learning, memory, decision making, development)
3. Social, Personality, and Clinical Psychology (social cognition, social influence, personality, and psychopathology).

This course will expose you to many of the subfields, theoretical perspectives, and methodologies of psychology. Because the field of psychology is vast, this course is necessarily selective in its content. I hope it will stimulate your intellectual curiosity and inspire you to pursue further study in your specific areas of interest in psychology.

Blackboard

You will be using the course Blackboard site to obtain assignment details and instructions, to access course materials (e.g., syllabus, lecture slides, readings, lab materials, helpful links for APA formatting), and to submit assignments. Your grades will also be posted on Blackboard. Announcements will be emailed through and posted on Blackboard—it is your responsibility to check your email regularly so that you do not miss any communication from me. You are expected to check Blackboard and your email daily. If you are not familiar with Blackboard, please get help early (i.e., don't wait until the deadline to ask).

Course Goals

This course has been developed to support your progress in achieving Hamilton's educational goals (www.hamilton.edu/academics/catalogue/educational-goals-and-curriculum) that include but are not limited to:

Analytic Discernment. Evaluating scientific findings presented in class material and practicing data collection, analysis, and interpretation in your lab assignments will develop your ability to form arguments based on quantitative information.

Intellectual Curiosity and Flexibility. As human beings, we have intuitive beliefs about why people think and behave the way they do. Yet, scientific evidence frequently contradicts these assumptions. This course will provide you with the tools to critically explore human behavior using the scientific method, and, in the process, may challenge your beliefs and expectations.

Understanding Cultural Diversity. In this course, you will learn about the myriad differences and commonalities between people. By learning how gender, race, age, ethnicity, culture, sexuality, social class, disability, and other memberships influence perception and behavior, you will increase your understanding of psychology and see its application to social issues and policies.

Ethical, Informed, and Engaged Citizenship. Psychology can help us understand why people think, feel, and act the way they do. If we want to address a societal problem, understanding the underlying psychology behind the behavior in question can help us to best design effective interventions and bring about the desired change.

This course meets the College's expectations for the QSR-Intensive designation. Therefore, this class will:

- Include material in at least one of the following three categories:
 - Statistical Analysis. The use of statistical analysis to describe data and make inferences.
 - Mathematical Representation. The use of mathematical models such as those based on graphs, equations, and geometric objects to represent patterns, relationships, and forms.
 - Logic and Symbolic Reasoning. The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.
- Include four or more graded assignments (tests, quizzes, problem sets, labs, oral presentations, exhibits) in at least one of the three categories described above. QSR projects will be substantial and will be distributed across the semester.
- Provide explicit instruction in problem solving or data analysis techniques and strategies specific to the level and content of the course.

Course Structure and Grading

This class will consist of a mix of lectures, demonstrations, group activities, and discussions. You are expected to be engaged in the course (i.e. not be distracted by electronics) and are responsible for all readings (completed prior to class) in addition to materials presented in class. You will be assessed in your ability to understand, critique, and apply this information rather than strictly recall it. You will have five opportunities for assessment during this course, described in detail below. Each assessment is weighed to a specific proportion of your overall grade. Your grade will be a culmination of the points earned throughout the semester on these assignments. This is an absolute scoring system and is not based on a curve. You are not in competition with each other.

Grading System

<u>Assignment</u>	<u>% of Grade</u>	<u>Points</u>
Exams (2)	30%	2 x 15%
Final Exam	25%	1 x 25%
Lab Activities	15%	3 x 5%
Debate	10%	1 x 10%
Quizzes (12)	10%	10 x 1%
Participation	10%	1 x 10%
Total	100%	

Grading Scheme

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
98-100	A+	78-80	C+
94-97	A	74-77	C
91-93	A-	71-73	C-
88-90	B+	68-70	D+
84-87	B	64-67	D
81-83	B-	61-63	D-
		≤ 60	F

Exams

There will be two non-cumulative exams, each taken at the end of the corresponding unit. Exams may include fill-in-the-blank, matching, short answer, and essay questions, and will assess your understanding of the concepts, principles, theories, controversies, terms, and findings of the field, as well as your ability to apply your knowledge. In addition to recognizing and recalling course material, you will be expected to demonstrate a level of critical thinking in your responses and may be asked to apply what you know to new information. Lateness Policy: If an extreme circumstance (e.g., family or medical emergency, pre-approved university-sanctioned activity) prevents you from attending an exam, you **must** contact me via email or in-person (preferably as early as possible prior to the exam date) to schedule an alternative time to take the exam. Written documentation will be required. When permission is granted, make-up exams must be completed within one week of the scheduled exam. Students who miss an exam without a documented excuse will receive a score of zero.

Final Exam

The final exam is currently scheduled for **Friday, May 15th at 2:00 pm**. The final exam will take place in the same classroom that lectures are held in. There will be two parts to the final exam. The first part will be a non-cumulative exam covering the class and text material from the third unit only (equivalent to the midterm exams). The second section will be cumulative and will require you to integrate material from the entire semester.

Lateness Policy: Students who miss the final exam will receive a score of zero. No make-up finals will be offered, so please plan accordingly. Final exams cannot be moved for reasons other than illness or once-in-a-lifetime events (please contact me about this as early as possible).

Lab Activities

We will complete three graded in-class lab activities, that will teach you how to read and understand a scientific paper, how to analyze and interpret data, and how to contextualize results with the scientific literature. These lab activities will include preparatory readings and quizzes, which should be completed prior to class in addition to in-class activities. *Lateness Policy: You must be present in class during the lab activity days to receive credit for completing them. If you will be away from class during those days for a family/medical emergency or for a pre-approved university-sanctioned activity, please let me know ahead of time to make alternate arrangements. Otherwise, you will receive a score of zero for the lab activity.*

Debate

In this assignment, you will work in small groups to conduct library research on a topic relevant to Psychology. You will develop a compelling argument and presentation for a class debate. The debate assignment will be covered in greater detail during class. *Lateness Policy: You must be present during your assigned presentation date, or you will receive a score of zero on this assignment. If you cannot make any debate presentation date, please contact me as early as possible to make alternative arrangements.*

Quizzes

You will have a quiz every week (except for the weeks when we have exams). Quizzes will be posted on Blackboard and will be available from Friday to Sunday night. The quizzes will be open-book, and you must do them by yourself. Your lowest quiz grade will be dropped. The quizzes are aimed at bolstering your foundational understanding of the material and target the building blocks you'll need to excel on the higher-level thinking questions found on your exams. *Lateness Policy: Because your lowest quiz grade is dropped, the quizzes are due by their posted deadline without exception.*

Participation

Your active, focused, and respectful engagement in the learning experience will enhance your mastery of the subject and benefit our class as a whole. Your participation will be evaluated based on your effort (e.g., attendance, punctuality, clear class preparation, attempts to contribute to class discussion) and the quality of your participation (e.g., insightfulness of comments made in class, demonstrated respect for your classmates' contributions). Please note that if you are feeling shy about speaking up in class, there are alternative ways to earn participation credit (i.e. attending office hours, sending questions for exam review, etc.)

Extra Credit Opportunities

You may earn up to 2% of the course grade in extra credit through the semester. All extra credit is due on the last day of classes (Monday, May 11th) at 4 PM. Note that extra credit will not allow you to boost your grade from an A to an A+, nor will it shift a failing to a passing grade. You may earn extra credit in the following three ways:

1) Participating in Psychology Department-sponsored Research Studies. You may earn extra credit by participating in research studies conducted by faculty and students in the Psychology Department. Note that you must be 18 years of age or older to participate in research studies. For every half hour of participation, you will be awarded 0.2% extra credit. Study participation is tracked using Hamilton's web-based experiment interface (<http://hamilton.sona-systems.com>). You are responsible for making sure your participation tally is accurate. If your tally is inaccurate or you are having difficulty accessing the web-based interface, please contact the SONA Administrator (sona@hamilton.edu). You may cancel a study appointment at any time without penalty. However, we ask that if you plan to cancel, please be considerate of the researchers' time and cancel as early as possible (24 hours recommended). There is no penalty or deduction if you do not attend a session that you have signed up for. However, *failure to attend two study sessions without proper cancellation will result in removal from the SONA system* and you will not be able to earn any additional extra credit points for any course by participating in research studies for the remainder of the semester. I highly encourage you to participate in research to learn more about the empirical science of psychology.

2) Attending Departmental Lectures/Colloquia. You may earn extra credit by attending talks by visiting speakers organized by the Psychology Department. These opportunities are not guaranteed to occur, but if available they will be announced during class. To earn extra credit, email me two paragraphs – the first summarizing the talk, and the second describing what you found most interesting about it. This will only be accepted within two weeks of the departmental lecture/colloquia. Each talk will boost your grade by 0.2%.

3) Reading Journal Articles. You may earn extra credit by reading original psychological research in an area of interest to you and writing a summary of the article(s). To receive extra credit, you must turn in a PDF copy of the article along with a one-page typed summary of the article that includes more information than what was presented in the abstract, and your thoughts about the findings. Each write-up that demonstrates in-depth understanding of an article can earn up to 0.2% extra credit. The article must come from a peer-reviewed psychology journal and not from popular media or web sites. If you are uncertain about a particular article, run it by me before writing the extra credit assignment. You are only allowed to submit one such journal article summary per week.

4) Other Extra Credit Opportunities may come up during the semester and will be announced in class. Each such opportunity will earn you up to 0.2% extra credit.

Course Policies

Please refer to the Hamilton College student handbook for general rules and expectations not covered here: www.hamilton.edu/student-handbook.

Attendance

You are expected to arrive on time, remain in the classroom for the duration of the class, and to be prepared to actively and respectfully participate in every class. Sharing your comments, questions, ideas, and thoughts is highly encouraged. You are expected to attend every class; missing class will make it difficult to succeed because you will not participate in the activities designed to support and enhance your learning. There are legitimate reasons to miss class (e.g. illness), and if you have one, I would appreciate it if you told me (beforehand if possible). Per Hamilton guidelines, students who will be absent from class for medical or family emergencies should notify the Office of the Dean of Students and all course instructors as soon as possible. Please notify me in advance and/or as soon as possible regarding absences on exam days or assignment due dates. I trust that

you will request special arrangements with honesty and integrity, but I may ask you to provide documentation for certain absences.

Academic Integrity

All students are expected to be familiar with and follow the Hamilton College Honor Code (<http://www.hamilton.edu/student-handbook/studentconduct/honor-code>). Any instance of academic dishonesty is unacceptable and will be referred to the Honor Court. If you have any doubts, please ask me before engaging in questionable behavior. All submissions should be the original work of those named as authors (and therefore, use of large language models, such as ChatGPT, are not permitted).

Use of Technology

To encourage active listening and note-taking during class, the use of electronic devices such as phones or laptop computers during class is not allowed, unless you have official accommodations for their use. You are not allowed to make audio or video recordings during class. You are allowed to take notes on a tablet computer. Note that the use of technology during exams is prohibited and is a violation of academic integrity.

Regrade Requests

If I mark an exam/quiz response as incorrect, but you feel it is correct, you may submit a request for grade reconsideration. Any such request will be accepted only if it is submitted to me in writing within one week of receiving the grade in question. Such requests do not guarantee a grade change; you must present a strong and convincing argument for why you believe you deserve the point(s). Your written request should specify (a) what you believe an alternative correct answer could be, (b) the reason you think so, and (c) where you found evidence supporting your view (e.g., exact page in reading or date of class notes).

Incompletes

Only students who are prevented from completing the course due to special circumstances beyond their control (e.g., illness, accident) are eligible for an incomplete. The Committee on Academic Standing must grant approval for an incomplete grade. The work must be completed within six weeks of the end of the course, or the grade will automatically be converted to an F. See the Hamilton College catalogue for details.

Inclusivity and Respect for Others

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group, and should be treated with respect. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find there are aspects of course instruction, subject matter, or class environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Religious Observances

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please set up a meeting with me before the end of the second week of the term to discuss appropriate accommodation.

Support and Assistance

Students with Special Needs

I encourage anyone with a documented physical, visual, auditory, learning, or other disability to speak with me regarding any necessary accommodations. I am more than happy to make changes to the way I am teaching so that you can fully participate in class, but it may take a little planning, so be sure to talk to me as early as possible (ideally during the first two weeks of the semester). All conversations will remain confidential. You should also contact Dean Allen Harrison (aharriso@hamilton.edu, 315-859-4021) as he coordinates services for students with disabilities.

Academic Resources

- The Nesbitt-Johnston Writing Center is an excellent resource for students who wish to improve their writing, and I strongly suggest you take advantage of it. Whether you consider yourself a weak or strong writer, you can benefit from having a peer provide feedback on a written assignment. For details about services offered by the Writing Center and procedures for scheduling an appointment, see: <http://www.hamilton.edu/writing/about-the-writingcenter>.
- The Oral Communication Center may be useful to you as you prepare your debate presentation. Your group can schedule an appointment to practice and receive feedback on your presentation before giving it to the rest of the class. See: <http://www.hamilton.edu/OralCommunication>.
- The Quantitative and Symbolic Reasoning Center can provide tutoring for the quantitative aspects of this course. You may find this resource helpful if you are struggling with (or would just like to review) how to interpret data in graphical or summary format (e.g., for journal articles). See: <http://www.hamilton.edu/qsr>.

NOTE: Each of these centers gets very busy at peak times during the semester (e.g., midterms, end of semester). Aim to request appointments at least 7-10 days in advance. Appointments will be most useful if they take place early enough that you can effectively use the advice you receive, but also at a time when you know what specific tasks or issues you'd like to address.

Mental Health Services

Life and school can be stressful, and sometimes depression and anxiety get the best of us all. Help is near: the Hamilton Counseling Center (www.hamilton.edu/offices/counselingcenter, 315-859-4340). If you need immediate assistance, phoning the Counseling Center and selecting option 2 will connect you with a counselor, 24 hours a day, 7 days a week. The Hamilton community cares and is available to help.

Course Schedule

I have made every effort to make the schedule as comprehensive as possible. However, throughout the semester some minor adjustments to lecture topics, readings, and deadlines may be necessary. I reserve the right to make changes to the schedule (and will inform you of such changes with ample warning) should the need arise. All readings designated solely by chapter number (e.g., "2.1") refer to the Gross et al. textbook. Additional readings listed can be accessed via Blackboard.

<u>Date</u>		<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
Unit 1: Biological Bases of Behavior				
W	21-Jan	Introduction	Syllabus	
F	23-Jan	Research Methods 1	2.1-2.5, 2.7-2.12, Stanovich	Quiz 1
M	26-Jan	Snow Day	N/A	
W	28-Jan	Research Methods 2	2.13-2.21, Steier	
F	30-Jan	Neurons & Synapses	3.2, 3.13-3.16	Quiz 2
M	2-Feb	Brain 1	3.3-3.7, 3.9-3.12	
W	4-Feb	Brain 2	3.8, 3.19, Gazzaniga	
F	6-Feb	Behavioral Genetics	3.17-3.18	Quiz 3
M	9-Feb	Evolutionary Psychology	Buss	
W	11-Feb	Emotion	9.14-15, 9.17-18, 9.21	
F	13-Feb	Lab Activity 1	TBA	Quiz 4
M	16-Feb	Lab Activity 2	TBA	
W	18-Feb	Exam 1 Review		
F	20-Feb	Exam 1		
Unit 2: Sensation, Cognition & Development				
M	23-Feb	Sensation & Perception	4.1-4.4	
W	25-Feb	Vision	4.5-4.12, 4.21-4.23	
F	27-Feb	Other Senses	4.13-4.20, 4.25	Quiz 5
M	2-Mar	Lab Activity 3		
W	4-Mar	Motivation	9.1, 9.3, 9.13, 9.20, Bhatia & Lowenstein	
F	6-Mar	Learning: Classical Conditioning	6.1-6.7	Quiz 6
M	9-Mar	Learning: Operant Conditioning	6.8-6.13	
W	11-Mar	Memory 1	7.1-7.8, Sacks	
F	13-Mar	Memory 2	7.9, 7.12-7.18, Loftus	Quiz 7
Spring Break				
M	30-Mar	Judgement & Decision Making	8.4-8.9	
W	1-Apr	Intelligence	8.16-8.22	
F	3-Apr	Cognitive Development	11.2, 11.7-11.8, 11.12-11.15, 11.19, 12.15	Quiz 8
M	6-Apr	Social Development	11.10-11.11, 11.17, Harlow	
W	8-Apr	Exam 2 Review		
F	10-Apr	Exam 2		
Unit 3: Social, Personality & Clinical Psychology				
M	13-Apr	Social Perception 1: Attribution	15.1-15.7	
W	15-Apr	Social Perception 2: Groups	15.15-15.18	IAT
F	17-Apr	Social Influence 1: Conformity	15.8-15.10	Quiz 9
M	20-Apr	Social Influence 2: Obedience	15.11, Milgram	
W	22-Apr	Lab Activity 4		
F	24-Apr	Debate: Library Instruction		

M	27-Apr	Friendship	15.19	
W	29-Apr	Personality	12.1-12.9, 12.14	
F	1-May	Mental Disorders 1	13.1-13.11	Quiz 10, Debate Articles
M	4-May	Mental Disorders 2	13.12-13.23	
W	6-May	Treatment	14.2-14.18	
F	8-May	Debate: Presentations		Quiz 11
M	11-May	Exam 3 Review		
F	15-May	Final Exam (2pm)		