

# PSYC 150: Foundational Issues in Psychology

Tues/Thurs 11:00–12:15

OR

Tues/Thurs 2:00-3:15

Clough 114

Fall 2006

Professor: Julie Steel, Ph.D.

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day, but make an appt. to be sure I'm available.

- Required Texts:**
- 1) *Psychology: Themes and Variations* (6<sup>th</sup> Edition) by Weiten
  - 2) *Forty Studies That Changed Psychology* (5<sup>th</sup> Edition) by Hock

## Course Objectives

1. To give students a broad overview of the major theoretical approaches in the field of psychology in order to facilitate understanding of psychological research methods, specific topics of inquiry in the field, many major experimental advances in psychology, and to perhaps spur an interest for further study into the broad domains of human behavior and mental processes.
2. To give students insight into the scientific processes underlying psychological research and to aid in the critical analysis of research in the field. Students will systematically evaluate research and will be exposed to methodological, ethical, and theoretical issues underlying scientific research conducted with human (and sometimes nonhuman) participants.
3. To encourage the development of critical reading skills through required research readings. Students should be prepared to read classic works in the field and then to write critical reaction papers pertaining to any of a broad range of topics including theoretical underpinnings, methodology, results, and interpretation of the original work.

## Course Structure

The format of this course consists mostly of structured lectures, but I do encourage class discussions. I want to make it very clear that I want you to feel free ask questions at any time. Do not be afraid to interrupt me if you would like clarification. If something discussed in class has not been made clear to you, other members of the class will undoubtedly have the same questions that you do...so PLEASE go ahead and ask! Furthermore, discussion participation is strongly encouraged.

## Reading Assignments

The reading assignments are clearly outlined on the final page of this document. I expect that you will have read the assignments BEFORE class and that you will be prepared to take part in any class discussions that may arise.

## Writing Assignments

You will be required to write papers discussing ANY TWO of the required supplemental readings from Hock's book. Each paper is worth 50 points. There are 14 required readings, and you may choose which TWO of the 14 you would like to write about (you must READ all 14, you only write over 2 of them). The papers are due at the beginning of class on the day we discuss the article. **YOU MUST WRITE AT LEAST ONE PAPER BEFORE FALL BREAK – THAT IS, YOU MUST WRITE A PAPER OVER ONE OF THE FIRST SIX SUPPLEMENTAL READINGS.** If you fail to write a paper before fall break, you will receive a score of "0" for your first paper – you may NOT write two papers after fall break. The due dates for the papers are indicated on the last page of this document. You will receive a separate set of guidelines to help you when writing these papers. Late papers will not be accepted.

## Examinations

In-Class Exams. Three exams will be given during the semester. Each exam is worth 100 pts. These exams will consist of multiple choice, fill in the blank, matching, short answer, labeling, and short essay questions. Exam items will be taken from material from all assigned readings, class lectures, and discussions.

Make-up exams will be given if one of the following applies:

- Illness
- Athletic or other extracurricular travel (you MUST notify me **in ADVANCE** and in most cases I require you to take the exam **BEFORE** you leave town)
- Family emergency

If you become ill or if an emergency arises, you **MUST contact me as soon as possible.** I understand that other situations may arise that necessitate a make-up examination and I will consider these on a case-by-case basis. Make-up exams must be taken **PROMPTLY.** I prefer that make-ups be administered **BEFORE** the following class period. **If you do not CONTACT ME regarding missed examinations, I am not obligated to administer a make-up exam to you.**

Final Exam. The final exam will consist of two parts. The first half of the final will cover new material only (the fourth section of the material); it will be identical in form to the in-class exams and will count 100 points. The second half will be comprehensive covering all course work. The questions on the comprehensive portion of the final will be multiple choice only. The comprehensive final concentrates mainly on the 1<sup>st</sup> ¾ of the course; however, a few questions over "new material" will be included. The comprehensive portion will count 100 points (so the entire exam is worth 200 points).

## Experiment Participation (see hand-out)

Students are required to complete 3 hours of research credit. There are two options:

- 1) Students may participate in ongoing research in the department by volunteering to be participants in experiments conducted by psychology faculty and students in advanced psychology classes. After completing each study, you will receive a form to fill out. Fill it out promptly. Keep all of these credit forms until you have 3 hours completed. Then staple them together and hand in to me.
- 2) An alternative to experiment participation is offered to those students who do not wish to be a research participant or are unable to schedule an experiment. This alternative involves reading multiple research studies and providing detailed information about the research method and results (see handout for details).

**NOTE: Failure to complete three hours of research credit will result in an INCOMPLETE in the course.**

## Attendance Policy

I have no attendance policy. You are grown-ups. I am not your parent, your friend, or your parole officer, so I will not take responsibility for ensuring that you come to class. I do WANT you to come to class. I want to hear your insights and I want the other students to benefit from your participation. I also know that students who do well in this class are the students who come to class regularly. If you don't come to class and you perform poorly on an exam – do not come to me and cry in my office. The class is difficult – the tests are challenging. If you want to do well, come to class.

If you do need to miss the occasional lecture, DO NOT CALL OR EMAIL ME to tell me that you will not be in class. I understand that there are days when a student may need to miss class. However, **I am not responsible for ensuring that you receive the lecture notes**. You should find a way to get the lecture notes from a classmate.

## My Pet Peeves – Please take note.

- 1) TURN OFF CELL PHONES! Do not TM in class.
- 2) Do NOT e-mail your papers to me – EVER. Print them off, and hand them in like everyone else.
- 3) Don't ask me this question: "Are we gonna need to know this for the exam?"
- 4) E-mail etiquette: If you have a question about class, try to talk to me about it during class or during office hours. I don't have time to answer emails that require lengthy explanations. Besides, I'd much rather explain in person – so come see me. Also, I don't stay up late the night before an exam or paper deadline so I can answer your questions over email. So – don't write me in the middle of the night and expect a timely response from me.
- 5) If you have a question about something and the answer to that question is in this document or in your textbook, I expect you to find the answer yourself. Please don't ask me questions that can be easily obtained by looking in the syllabus or your textbook (real examples from former Rhodes students: "When's the final exam?", "How many hours of research credit must we complete?", "What's the difference between placebo and libido?" You are now student scholars – you can do a little research on your own before consulting me. If you absolutely can't find the answer to your question, come see me.

## Honor Code

As in all courses at Rhodes, students are expected to **act honorably in pursuit of our mutual educational objectives**. All in-class exams should be **pledged** with the standard college honor code: *I pledge that I have neither given nor received help on this exam*. **Copies of exam or quiz questions from any section of Psych 150 from this term or from any previous term** should not be available for study; if you should become aware that any such copies exist, **you are required to report this to the professor**. Consultation of such material is an honor code violation.

**Plagiarism:** In regard to the writing assignments, you should **be careful to properly acknowledge ideas obtained from outside sources** (textbooks, lectures, journals, the web, ideas of other students, etc.), and you should pledge this work as follows: *This paper is my own work, and the ideas in this report reflect my understanding of and thinking about this material.*

## Grading Policy

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Final Exam (2 parts)	200 points
Papers	100 points (2 @ 50 points)
<b>TOTAL:</b>	<b>600 points</b>

### Grades will be assigned according to the following "percentage of total point" cutoff:

93% - 100%	-	A	73% - 76%	-	C
90% - 92%	-	A-	70% - 72%	-	C-
87% - 89%	-	B+	67% - 69%	-	D+
83% - 86%	-	B	63% - 66%	-	D
80% - 82%	-	B-	60% - 62%	-	D-
77% - 79%	-	C+	59% and Below	-	F

### Special Notes:

If you **need assistance** and any time during the semester **DO NOT HESITATE TO CONTACT ME**. Many times students feel that making appointments with professors for out-of-class instruction or clarification is a "bother" to the instructor. This is my job...so, by all means, come and "bother" me.

If you have a **documented disability** and wish to receive academic accommodations, please contact the Office of Student Disability Services as soon as possible (843-3994).

I am a member of the **Rhodes College Safe Zone Program**. Safe Zones provide safe spaces that are highly visible and easily identifiable to gay, lesbian, bisexual and transgender (GLBT) persons, where support and understanding is the key and where bigotry and discrimination are not tolerated. Although this program was initiated to support the GLBT community specifically, my office is a safe zone to ALL individuals in the Rhodes Community regardless of age, race, gender, social class, ethnicity, sexual orientation, creed, or disability. If you feel you have been discriminated against, I am available to you, please do not hesitate to call, email, or stop by.

**DISCLAIMER: I will not answer any question (in person, by phone, or via e-mail) if the answer to that question resides within this document.**

**Tentative Reading and Test Schedule: Fall 2006**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
8/24	Thur	Introduction		
8/29	Tues	Philosophical Roots	W 1	
8/31	Thur	Research Methods	W2	
9/5	Tues	Methods/Stats/Ethics	W (Appendix B)	
9/7	Thur	The Biological Approach to Psychology	W 3	
9/12	Tues	The Brain	Hock (Gazzaniga)	<b>Paper 1</b>
9/14	Thur	Sensation/Perception: Vision	W4	
9/19	Tues	Perception: Gestalt Psychology	Hock (Gibson & Walk)	<b>Paper 2</b>
<b><u>9/21</u></b>	<b><u>Thur</u></b>	<b><u>EXAM 1</u></b>		
9/26	Tues	Learning Theory: Classical Conditioning	W 6	
9/28	Thur	Learning Theory: Operant Conditioning	Hock (Watson & Raynor) Hock (Skinner)	<b>Paper 3</b> <b>Paper 4</b>
10/3	Tues	Cognition: Memory	W 7	
10/5	Thur		Hock (Loftus)	<b>Paper 5</b>
10/10	Tues	Cognition: Intelligence Testing	W 8, Hock (Rosenthal & Jacobson)	<b>Paper 6 (must have one paper turned in)</b>
<b><u>10/12</u></b>	<b><u>Thur</u></b>	<b><u>EXAM 2</u></b>		
<b><u>Fall Recess</u></b>				
10/19	Thur	Prenatal Development/Reflexes	W 10 (p. 293-309)	
10/24	Tues	Cognitive Development	W 10 (p. 310-325)	
10/26	Thur	Moral and Social Development	Hock (Langer & Rodin)	<b>Paper 7</b>
10/31	Tues	Attachment & Parenting	Hock (Harlow)	<b>Paper 8</b>
11/2	Thur	Social Influence	W 15	
11/7	Tues	Attitudes and Attributions	Hock (Lapierre)	<b>Paper 9</b>
11/9	Thur	Helping and Hurting others	Hock (Darley & Latané)	<b>Paper 10</b>
<b><u>11/14</u></b>	<b><u>Tues</u></b>	<b><u>EXAM 3</u></b>		
11/16	Thur	Personality – Freudian Theory	W 11 (p. 327-337)	
11/21	Tues	Personality – Other approaches	W 11 (p. 337-357), Hock (Friedman & Rosenman)	<b>Paper 11</b>
<b><u>Thanksgiving Recess</u></b>				
11/28	Tues	Psychological Disorders	W 13; Hock (Seligman & Maier)	<b>Paper 12</b>
11/30	Thur	Disorders Continued	Hock (Rosenhan)	<b>Paper 13</b>
11/5	Tues	Treatment of Disorders	W 14; Hock (Wolpe)	<b>Paper 14</b>
<b><u>FINAL EXAM SCHEDULE:</u></b>				
<b>11:00 CLASS: Monday, December 11<sup>th</sup> at 8:30am, Clough 114</b>				
<b>2:00 CLASS: Wednesday, December 13<sup>th</sup>, 1:00pm, Clough 114</b>				
<b>**You may take your exam at EITHER time – it's up to you. However, these are the ONLY times you may take the exam**</b>				

