Principles of Psychology:
Psychology 110-01 Syllabus (Fall 2016)

Neil Lutsky and Adam Putnam
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“The purpose of psychology is to give us a completely different idea of the things we know best.”
—Paul Valéry

Organization and Requirements:

Psychology 110-01 is a survey course emphasizing the application of scientific methods to understanding the mind and behavior. We will cover major topics in psychology, including how individuals differ in personality, how people are influenced by others, how animals learn, how the nervous system is structured and supports mental events, how psychopathology is diagnosed and treated, how people acquire and process information, and how humans develop in early childhood and throughout their lives. Course sessions will generally consist of lectures and interactions on Monday and Wednesday and of presentations, project work, and discussions on Friday. We meet in Olin 141 from 1:50-3:00 Mondays and Wednesdays, and from 2:20-3:20 on Fridays.

The schedule below lists the topics and readings we will be covering. Readings should be completed prior to the class meeting for which they are listed. We recommend that you then review these readings, your class notes, and course slides after each class session. We will not lecture on every topic in the text nor will the text cover all topics presented in class. However, the reading assignments provide useful and often necessary background for lecture and discussion, and should be completed before scheduled class meetings. Please note that if you choose to bring a computer or other electronic device to class, it is a course rule that you restrict your use of that device to course-related activity during class meeting times. You will find the slides from presentations in class and other course materials (e.g., handouts, links to videos) available after each course session on Moodle.

Three examinations will be given in this course. In addition, you should expect to complete two class projects and associated short reports. There is also a discussion component to the course. Grading will be based on the following weights: research reports (15% for each module), three examinations (20% each), and participation via Moodle posts, office visits, and class discussion (10%). The third examination will cover the last part of the course and will be taken on a self-scheduled basis during full term’s final examination period. Each exam must be taken at the appropriate time; each assignment must be completed for class on the date it is due. Any exceptions to either expectation (e.g., due to serious illness) must be arranged with the instructors prior to an exam or paper due date. Students who require special accommodations for class or testing should contact the Coordinator of Disability Services, Andy Christensen (x4464 or anchrist@carleton.edu) to begin the process.

For discussion-oriented class days—most Fridays—we expect you to submit a short question or comment to a Moodle discussion forum about the reading for that day. Your Moodle contribution must be posted by 9:00AM the day of class so we have the opportunity to review these before class. The Moodle posts are informal writing—they serve as a chance for you to think deeply and critically about the reading and to explore ideas we have been considering in class. You can read more about the discussion posting assignment on Moodle. These posts, your office visits, and your thoughtful participation in class will serve as the basis of the participation grade in the course.

The course text is Psychology (8th Edition) by Gleitman, Gross, and Reisberg. In addition, you ought to purchase the paperbacks Darkness Visible by Styron and Divided Minds by Spiro Wagner and Spiro. Additional assigned readings will be made available through Moodle. Special help sessions for course projects, computer work, and exam preparation will be scheduled during the term by the course assistant, Stephanie Valle (valles@carleton.edu). We also encourage you to visit our offices to discuss psychology and course-related questions and ideas during open course office hours. We are often available at other times; please just stop by or set up a time to visit via e-mail.
Finally, Carleton's Academic Standing Committee wants you to remember the following: "All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own. Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to a F in this course." If you have questions about academic dishonesty or plagiarism, please don’t hesitate to contact one of us.

**Schedule Subject to Change**  
Check Moodle for Updates and Links

**Topic and Reading Schedule:**

M 9/12  Introduction to Psychological Science and to Major Themes.

W 9/14  Personality in the Clinical Tradition.

Gleitman et al., *Psychology*, pp. 605-622.

F 9/16  Personality in the Measurement Tradition; **Research Module I: Personality**.

Gleitman et al., *Psychology*, pp. 591-605, 28-38.  
*Follow link in Moodle to Research Module I.*

King, Heintzelman, & Ward, Beyond the search for meaning. pp. 211-216.

M 9/19  Social Behavior and Immediate Social Influence.

Gleitman et al., *Psychology*, pp. 519-534.

W 9/21  Social Influences on Extended Social Behaviors.

Gleitman et al., *Psychology*, pp. 534-541.

F 9/23  Obedience and the Holocaust.

M 9/26  Basic Models of Learning.

Gleitman et al., *Psychology*, pp. 259-289.


Gleitman et al., *Psychology*, pp. 289-298.

F 9/30  Applied Learning Theory; Research Module I due.


M 10/3  Examination: Personality, Social Psychology, and Learning.

W 10/5  Brain Structure and Functioning.

Gleitman et al., *Psychology*, pp. 105-130.

F 10/7  Schizophrenia.

Wagner & Spiro, *Divided Minds*, pp. 1-316.

M 10/10  Neuropsychology [Guest Lecture, Larry Wichlinski, Dept. of Psychology]

Gleitman et al., *Psychology*, pp. 85-105.

W 10/12  Psychopathology.

Gleitman et al., *Psychology*, pp. 635-674.

F 10/14  Accounts of Depression.

Styron, *Darkness Visible*, pp. 1-84.
M 10/17 Midterm Break.

W 10/19 Psychotherapy and its Evaluation.
    Gleitman et al., Psychology, pp. 677-713.

F 10/21 Brain, Mind, and Self.

M 10/24 Examination: Psychopathology, Biological Psychology, and Psychotherapy.

W 10/26 Thinking and Decision-making.
    Gleitman et al., Psychology, pp. 341-375.

F 10/28 Applied Cognitive Psychology; Research Module II: Cognition.
    Ariely, Predictably Irrational, pp. xi-23, 75-102, 139-166.
    Follow link in Moodle to Research Module II.

M 10/31 Memory.
    Gleitman et al., Psychology, pp. 300-337.

W 11/2 Social Cognition.
    Gleitman et al., Psychology, pp. 506-519.
    Norenzayan & Nisbett, Culture and causal cognition, pp. 132-135.

F 11/4 Cognitive Research; Research Module II.
    Carey, How We Learn, pp. 65-79, 80-103.
M 11/7 Sensation and Perception.


W 11/9 Intelligence.


F 11/11 Cognitive Testing and Society; Research Module II due.

Kuncel & Hezlett, Fact and fiction in cognitive ability testing for admissions and hiring decisions, pp. 339-345.

M 11/14 Development and Change.

Gleitman et al., Psychology, pp. 545-588.

W 11/16 Tentative Conclusions about Psychology.


September 8, 2016