Organization and Requirements:

This course surveys major topics in psychology. We consider the different approaches different psychologists take to describe and explain human and animal behavior and experience. We will consider a very broad range of topics, including how animals learn to perform different behaviors; how people’s personalities might be formed and affected; how the nervous system is structured, and what impact that structure might have on conditions such as schizophrenia; how people acquire, remember, and process information; descriptions, causes, and treatments of various forms of psychopathology; how infants and children develop; how people behave in groups and think about their social environment. As you can see, we’ll be covering a lot of ground!

The course meets on Mondays, Wednesdays and Fridays. The format of the course includes both lectures and discussions/demonstrations. The texts for the course are Psychology, 8thed.) by Henry Gleitman, James Gross, and Daniel Reisberg, as well as the Study Guide for Gleitman’s Psychology (8th ed.). Additional assigned readings have been placed on reserve in the libe. Those readings have been marked [ER] (for “electronic reserve”) on the following pages. I’ll talk about how to access those and tell you the “secret password” to do so in class!

The attached tentative schedule lists the topics we will cover along with assignments. The “buzz” on the course is that it is a fairly reading-intensive one. It is strongly suggested that you complete reading assignments before the class meets, and then review the material after lecture. Previous Psych 110 students have suggested I pass along the following advice: Don’t fall behind!

All written assignments must be submitted by the due date; a penalty will be incurred for late assignments unless they are accompanied by a dean’s or medical excuse. Make-up exams will only be given if I receive a dean’s or medical excuse. You are expected to mark your calendars now for course deadlines, and to plan your work
accordingly throughout the semester. You are also expected to adhere to standards of academic honesty in all of your work, and especially to familiarize yourselves with the website, http://apps.carleton.edu/campus/doc/integrity/ which provides information about avoiding violations of academic integrity. (Executive summary: it’s not just about not copying).

There will be two midterms, a final exam, and two papers (one short, one medium-length). Grading will be based on the following approximate weights: short paper, 5%; first midterm, 20%; medium-length paper, 20%; second midterm, 20%; final exam, 35%. In addition, at unscheduled times I will give unannounced quizzes. Performance on these quizzes can earn up to 2 extra credit points, to be credited to the next exam. It is also possible that psych majors and/or professors will come to class asking for volunteers to participate in psychology experiments. If you volunteer, you can earn up to 2 extra credit points, to be credited to the final exam, subject to a maximum of extra-credit points (to be announced).

Office hours are scheduled times when I am available to talk about questions on the course, or any other topic you’d like. Please come by! (Office hours can get lonely!) If office hours conflict with your other classes, we can schedule an appointment at another mutually convenient time. Our course prefect, Kristen Orth, will also hold help sessions at times and places to be announced.

Psychology 110 is a demanding and, I think, fast-moving course. Many of the topics to be covered may already be familiar to you; others might at first seem beyond the domain of this field. I urge you to approach this course with an open mind, and to develop an appreciation for all of the topics we’ll cover, and how they relate to one another. By the course’s end, I hope you’ll have a better understanding of the multifaceted nature of psychology, knowledge of the many different methodologies employed, an appreciation for the implications and limitations of empirical investigation, and a desire to pursue one or more topics in greater depth.
Tentative* list of topics and assignments
(*tentative means that we won’t follow this slavishly; we may find ourselves spending more time on some topics due to student interest or the need to clarify material)

M 9/14  Introduction and Overview

W 9/16  Classical & Instrumental Conditioning
Read:  Gleitman, Gross, & Reisberg (henceforth GGR):
        ch.1 (skim), ch.7
      Short Paper assigned

F 9/18  Instrumental Conditioning/Behavior Modification
Read:  Pryor [ER] pp. 23-82

M 9/21  Wrap-Up: Learning Theory  finish earlier reading assignments

W 9/23  Ethological and Sociobiological Approaches to Behavior
Read:  GGR, ch. 3; Buss [CR]

F 9/25  Small Group Discussion Day
        No new reading

M 9/28  Psychoanalytic and Humanistic Approaches to Personality
Read:  GGR, ch. 15 (p. 605-615 only) ; S. Freud, ch. 5-7, 12 [CR]
      SHORT PAPER DUE
      Long Paper assigned

W 9/30  Biological Underpinnings of Action
Demonstrations: Our friend the neuron; Synaptic transmission
Read:  GGR, ch. 3 (first half)

F 10/2  Brain and Behavior
Finish GGR ch. 3 (second half)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>M 10/5</td>
<td>Psychopathology</td>
<td>Read: GGR, ch. 16</td>
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<td>W 10/7</td>
<td><strong>FIRST MIDTERM</strong></td>
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<td>F 10/9</td>
<td>Film: ‘The Mind of a Murderer’</td>
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<td>M 10/12</td>
<td>Psychotherapy</td>
<td>Read: GGR, ch17; Burns [ER]</td>
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<td>W 10/14</td>
<td>Sensory Processes</td>
<td>Read: GGR, ch. 4</td>
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<td>F 10/16</td>
<td>Perception</td>
<td>Read: GGR, ch. 5</td>
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<td>M 10/19</td>
<td><strong>MIDTERM BREAK!!!</strong></td>
<td><strong>Read: Something fun</strong></td>
<td><strong>Assignment: Play, or take a nap, for at least a one-hour period</strong></td>
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<td>W 10/21</td>
<td>Consciousness</td>
<td>Read: GGR, ch. 6</td>
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<td>F 10/23</td>
<td>Catch Up Day</td>
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<td>M 10/26</td>
<td>Attention and Working Memory</td>
<td>Read GGR, ch. 8(first half)</td>
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<td>W 10/28</td>
<td>Long-Term Memory</td>
<td>Read: GGR, ch. 8 (second half)</td>
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<td>F 10/30</td>
<td>Eyewitness Testimony and False Memory Syndrome</td>
<td>Read: Loftus &amp; Palmer [ER]; Loftus [ER]</td>
<td><strong>LONG PAPERS DUE</strong></td>
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M 11/2  Language
Read: GGR, ch. 10

W 11/4  Thinking and Problem Solving
Read: GGR ch. 9

F 11/6  SECOND MIDTERM

M 11/9  Intelligence
Read: GGR, ch. 11; Neisser, [ER]

W 11/12  Personality Assessment
Read: GGR, ch. 15 (focus on the parts you did not read on 9/28)

F 11/14  Cognitive Development
Read: GGR, ch. 1 (begin)

M 11/16  Social Development
Film: Genie
Read: GGR ch. 14 (finish)

W 11/18  Social Interaction
Read: GGR ch. 13; Rubinstein & Slife [ER] Issue 1
Film: Obedience

Exam: all self-scheduled
Dates: Sat 11/21 thru Mon 11/23, at times and places to be announced
Reading List

The following books should be purchased from the bookstore:


The following readings are on closed electronic reserve at the library:


Rubinstein, J. & Slife, B. (1988). *Taking sides (5th ed.)*. Guilford, CT: Dushkin. [Note: You can also use the 6th ed. or the 7th ed. (where the authors switched order, so it’s Slife & Rubinstein). Whatever the edition, it’s the first reading “Can deception in Research be Justified?” that you want to read.]