

Psychology 100

Foundations of Psychology

Haverford College

Fall, 2024

Marilyn Boltz (she/her)

Contact Information: mboltz@haverford.edu

Class Hours: T, TH 8:30–10 am in Sharpless 430

Office Hours: Before class and by appointment. Sharpless 406

Course Description and Objectives: Psychology is the study of mind, brain, and behavior and, over the past century, has gained tremendous insight into how the mind works and why people behave in the ways that they do. The intent of this course is to examine some of the different facets of human behavior that comprise the self relative to the world in which we live.

As is true of all disciplines, behavior is multidimensional in nature and can be addressed from several different perspectives. The five focused upon here, namely, the biological, cognitive, social, personality, and clinical approaches, can be argued to represent the core dimensions of human behavior. In the outline which follows, the set of issues addressed within each topic area have been highlighted. The course ends with a discussion of stress and health to illustrate the collective influence of these different dimensions on a given behavior.

By the end of the course, students should be able to:

- 1) Describe the fundamental techniques of psychological research design and methodology.
- 2) Discuss the ways in which psychologists apply their training and expertise.
- 3) Explain key findings and landmark studies across the major domains of Psychology.
- 4) Demonstrate critical thinking and healthy skepticism about research findings.
- 5) Be appreciative of and able to understand the viewpoints of others, including those that differ from one's own.
- 6) Conduct literature searches using databases to locate relevant research publications.

Course Readings: All readings and other material for the course are posted on Moodle for PSYCH100A01.F24. Moodle is maintained by IITS and functions as the central online hub for many courses at Haverford. It can be accessed through <https://moodle-2024.haverford.edu/>.

Grading Criterion. There are a total of 430 possible points in this course:

Exam One	100
Exam Two	100
Exam Three	100
Paper	50
Class Attendance	25
Class Participation	25
Experimental Participation	30

Exams: The three exams weigh most heavily toward your grade and primarily consist of short essay questions along with some multiple-choice and fill-in-the-blank. All exams are in-class, non-cumulative, and only cover material since the previous exam. I've provided a study guide on Moodle and always try to have a review session before each exam. Please be in attendance on exam days. Extensions are granted only under extreme circumstances or documented medical emergencies, and must be requested prior to the exam.

Paper: In addition to the exams, I'd also like you to write a paper. Given that new research findings are reported on a daily basis, it is useful to be able to critically evaluate published research for its validity. That is the purpose of this assignment. Details for it can be found on Moodle and at the end of this syllabus. **Your paper is due Thursday, September 26.**

Attendance & Participation: As is true of any course, you are expected to attend all class sessions. If you need to be absent, please let me know in advance. It is also expected that you'll do the assigned reading (or video viewing) and participate in classroom discussions. Participation not only can be actual oral contributions in class, but written questions/thoughts/ideas that you have posted on a Google doc that will be shared by all class members [Shared Google Thoughts](#)

Experiment Participation: The final requirement of the course is to participate in three experiments over the course of the semester. These studies are ones conducted by faculty members and senior thesis students within the Psychology Department and represent a diverse range of topics. To learn more about these experiments, go to Moodle and click on that link pertaining to Sona.

Academic Support and Disability: *I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.*

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Title IX Statement: *Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.*

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>

Tips on Preparing for the Course: This course contains a substantial amount of reading, and it is therefore necessary to keep up with reading assignments on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material may be presented in lecture that doesn't appear in the course readings. You are responsible for all material (lecture and readings). Studies have found that active learning strategies, such as the following, enhance comprehension and retention:

- Participate in class discussions, ask questions, see me during office hours.
- Have a study partner or group with whom to compare notes with and discuss material
- Write your own outlines or summaries of readings (mere underlining is less effective)
- Quiz yourself as you read; ask yourself questions and answer them

Academic Integrity. Please remember that all of your work for this course is subject to Haverford's Honor Code: <http://honorcouncil.haverford.edu/the-code/> In addition, all the work you turn in, whether for a grade or not, must be your own work, and all sources in all media must be accurately documented. Lastly, you should not turn in writing that you have submitted or will submit in another course.

Phone and Laptop Etiquette: Please silence your phones and put them away during class. Students may use laptop computers to take notes, but please refrain from using your devices for non-class-related activities. Please do not audio-record any portion of my lectures without explicit permission to do so. Questions and discussions are welcomed and encouraged. Please be respectful of your classmates at all times.

Lecture Outline

I. Biological Bases of Behavior

A. Psychology as a Science

- Experimental vs. nonexperimental techniques – any concerns/issues with each?
- The scientific method; Anatomy of an experiment
- Discussion of journal critique assignment

Reading:

Gray, P. Chapter 2: Methods of Psychology. From *Psychology*. Worth Press.

B. Levels of Analysis within the Biological Approach

- Ultimate: Evolutionary – universals of human nature; emotions as an example
- Mind/Body Relationship
- Proximate: Physiological – neural substrates of behavior
 - Some basic neuroanatomy
 - Split brain studies

Reading:

Gray, P. Chapter 3: Genetic and Evolutionary Foundations of Behavior. From *Psychology*. Worth Press. **Read pp. 66 – 81.**

List of Human Universals by Don Brown:

<https://condor.depaul.edu/mfiddler/hyphen/humunivers.htm>

Gray, P. Chapter 5. The Neural Control of Behavior. From *Psychology*. Worth Press.

Video Clips

For the proximate approach, watch these videos in advance of our class discussion of the neural substrates of behavior:

1. The Brain <https://www.youtube.com/watch?v=kMKc8nfPATI> 14 min
2. Right Brain, Left Brain: 10:11 min
<https://www.youtube.com/watch?reload=9&v=82tIVcq6E7A>
3. Language and Speech: Broca's and Wernicke's Areas 7:41 min
<https://www.learner.org/series/the-brain-teaching-modules/language-and-speech-brocas-and-wernickes-areas/>

II. Cognition: The Study of Knowing

A. Historical Origins of the Cognitive Approach:

- British Associationists
- Behaviorists: John Watson; Ivan Pavlov; B.F. Skinner
- Assumptions of the Cognitive Paradigm

B. Attending to Environmental Events

- Different types of attending
- Resource Allocation Theory
 - o What determines what we selectively attend to?
 - o What determines our ability to successfully divide attending?

Reading:

Manhart, K. The limits of multitasking. *Scientific American Mind*, 62-67.

Video Clips:

- BBC: Can You Really Multitask? Finally, an Answer.
<https://www.bbc.co.uk/ideas/videos/can-you-really-multitask-finally-an-answer/p07jstyl?playlist=the-extraordinary-human-brain> 3:15 m
- *Inside Nova*: Change Blindness <https://www.youtube.com/watch?v=VkrVozZR2c> 4:07 m

C. Perceiving Information From the World Around Us

- The Perception of Structure and Organization
 - o Bottom-Up Processing
 - Notion of invariants and affordances
 - Gestalt laws of organization
 - o Top-Down Processing
- Innate vs. Learned Perceptual Abilities
 - o Restored vision in the blind
 - o Infant development
- Individual Differences in Perception
 - o Evidence for a Pollyanna effect
 - o Gender differences

Reading:

Gray, P. Chapter 8: The Psychology of Vision. From *Psychology*. Worth Press.

Read pp. 291-300; pp. 306-313

Turnbull – Size Constancy: “Witchcraft or Lack of Experience?”

<https://zhantycastro.wordpress.com/2013/03/21/witchcraft-or-lack-of-experience/>

Video Clip:

- Gestalt Psychology: <https://www.youtube.com/watch?v=dk7cXdjX2Ys> 2 m

D. Memory

- Distinction Between Short-Term and Long-Term Memory
- Characteristics of Short-Term Memory
- Characteristics of Long-Term Memory
- What Determines How Well Events are Remembered?
 - o Distinctiveness
 - o Elaboration
 - o Visual Imagery
- Retrieval, Forgetting, and Distortions
 - o The Seven Sins of Memory
- Different Types of Memory Systems
 - o Episodic (Autobiographical) Memory
 - o Semantic Memory
 - o Schemas
 - o Implicit Memory

Reading:

Gazzaniga, Heatherton & Halpern. Chapter 7: Memory. From *Psychological Science*. Norton Press.

Schacter, D.L. The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, 54, 182-203.

Loftus, E. Creating false memories. *Scientific American*, 70-75.

Video Clips:

- The 7 Sins of Memory: <https://www.youtube.com/watch?v=jLCOJzkn-Bc> 3:22 min
- Declarative and Non-declarative memory Explained 4:06
<https://www.youtube.com/watch?v=wJsBx3aHSw8>

III. Social Psychology

A. What is Social Psychology?

Reading:

Gazzaniga, Heatherton, & Halpern – Chapter 12: Social Psychology. From *Psychological Science*, Norton Press.

B. Conformity and Obedience

- Group size and conformity
- Social impact theory
- Milgram's study
- Diffusion of responsibility

Reading:

Gazzaniga, et. al., Chapter 12. Focus on pp. 495-516.

Video Clip:

- The Bystander Effect: The Death of Kitty Genovese:
<https://www.youtube.com/watch?v=BdpdUbW8vbw> 6:43 m

C. Attitudes and Persuasion

- Structure of attitudes
- Attitude formation and change
- Variables related to persuasion
- Attitudes and behavior
- Applications to advertising

Reading:

Petty, R., Cacioppo, J. & Schumann, D. Central and peripheral routes to advertising effectiveness. *Journal of Consumer Research*, 10, 135-146.

Video Clip:

- Elaboration Likelihood Model Explained:
https://www.youtube.com/watch?v=VlqUPJ_LCrS 1:49 m

D. Social Cognition

- Person perception
- Attribution
- Perceiving the self

Reading:

Gazzaniga, et. al., Chapter 12. Focus especially on pp. 525-529.

Video Clip:

- [Fundamental Attribution Error](#)

E. Self-Justification

- Theory of cognitive dissonance

- Evidence for dissonance
- Applications

Reading:

Gazzaniga, et. al., Chapter 12. Focus on pp. 520-524.

Video Clip:

Cognitive Dissonance https://www.youtube.com/watch?v=m_ICO2cBNts 5:56 min

F. Stereotypes and Prejudice

- Definitions
- Individual differences
- Cognitive and social perspectives

Reading:

Gazzaniga, et. al., Chapter 12. Focus on pp. 530-534.

Gladwell, M. Chapter 3 from *Blink: The power of thinking without thinking*.

Please take the Implicit Association Test (you are free to choose from many different types of stereotypes; your results are private and anonymous, and not linked to any identifying information): <https://implicit.harvard.edu/implicit...>

Video Clip:

- Stanford Prison Experiment: <https://www.youtube.com/watch?v=760lwYmpXbc&t=1247s>
29 m

IV. Personality and Mental Health

A. Personality

- Psychodynamic Theories – Freud
 - o Psychosexual Stages of Development
 - o Structural Model of the Personality
- Humanistic Approaches
 - o Maslow's Hierarchy of Needs
 - o Carl Rogers
- Social Cognitive Perspectives
- Trait Approaches to Personality
 - o The Big Five
- Personality Assessment
- Social Influences
- Biological Influences
 - o Genetics
 - o Birth Order
 - o Temperaments
 - o Gender Differences
- Can Personality Change?

Reading:

Gazzaniga, Heatherton, & Halpern – Chapter 13: Personality. From *Psychological Science*, Norton Press.

John & Srivastava (1999). An Abridged Version of the Big Five Inventory (the reverse side explains how to score yourself).

Kagan, J. Born to be shy. From *States of Mind: New Discoveries about How Our Brains Make Us Who We Are*. Edited by R. Conlan. New York: John Wiley and Associates.

Video Clip:

- Are you a thrill seeker? A conversation with Professor Ken Carter
https://www.youtube.com/watch?v=x1I8_bfPSdc 2:40 m

B. Individual Differences and Mental Health

- Definition and Categorization of Mental Illness
 - o DSM-V
 - o Causes of Mental Disorders
 - o Stigma and Legal Definition of Psychopathology
- Anxiety Disorders
 - o Phobias
 - o Generalized Anxiety Disorder
 - o Panic Disorder
 - o Obsessive-Compulsive Disorder
- Mood Disorders
 - o Depression
 - o Bipolar Disorder
- Schizophrenia
- Personality Disorders: Focus upon Borderline and Antisocial disorders

Reading:

Gazzaniga, Heatherton, & Halpern – Chapter 14: Psychological Disorders. From *Psychological Science*, Norton Press.

Video Clips:

- Therapists are Using Virtual Reality Headsets to Cure Phobias:
<https://www.youtube.com/watch?v=GMttQHMjbJo> 4:58 m
- Where Do Phobias Come From? 4:06 min
<https://www.bbc.co.uk/ideas/videos/where-do-phobias-come-from/p07yc2gx?playlist=the-extraordinary-human-brain>
- Recommended (but not required): *Treating Arachnophobia* – From *Scientific American Frontiers* <https://www.youtube.com/watch?v=co7BWWoF-5I> 9:29 min

V. Stress and Health

- What is Stress?
- Sources of Stress
- Physiology of Stress: psychoneuroimmunology
- Stress and Memory
- Personality and Social Factors

Reading:

Gazzaniga, Heatherton, & Halpern – Chapter 11: Health and Well-Being. From *Psychological Science*, Norton Press.

Sapolsky, R. Stressed-out memories. *Scientific American Mind*. 28-33.

Video Clip:

Stress: Portrait of a Killer – Robert Sapolsky – 29:27 m
<https://www.youtube.com/watch?v=a58RrLU4YE>

Paper Assignment: The purpose of this assignment is to introduce you to the process of writing and learning how to critically evaluate published research in Psychology.

On Moodle, I have posted several classic, often-cited papers from the psychological literature. Select one that interests you and carefully read the entire article. Your assignment is to write a paper that will allow readers to understand the purpose of this publication. In particular, your paper should address the following issues from the actual research article:

- 1. Background:** Describe the questions or set of issues that motivated this research. What is the background context of this research; what theoretical issues are of interest; and, more generally, why was the study done? How does it intend to extend the previous research? (8 pts.)
- 2. Study variables and hypotheses:** Describe the specific variables examined in the experiment. Identify the independent variables (the factors manipulated) and the dependent variables (the measurements taken). See Chapter 2 in the Gray text for a more detailed discussion of independent and dependent variables. What are the hypotheses of this research? (8 pts.)
- 3. Methods:** What subjects were used? How were the variables manipulated and measured? How was the study done? Describe the relevant aspects of the procedure and methodology in enough detail so that one could replicate the study. (8 pts.)
- 4. Results:** What was found? (8 pts.)
- 5. Discussion:** How did the authors interpret their results? What conclusions and/or suggestions did they offer? Did they suggest any issues for future research? (8 pts.)
- 6. Personal Evaluation:** Are the authors' conclusions warranted based on the data presented? If not, why not? Was the research well-conducted or are there certain limitations and shortcomings that may be problematical? Beyond those suggestions offered by the authors, what are some future research directions in this area? That is, what sorts of conceptual (big picture) issues may be useful to examine in any follow-up studies on this topic? Any practical applications of this research? This section asks you to think for yourself; notice that it is worth more points than the previous ones. (10 pts.)

When writing your paper, be sure to clearly indicate each of these subheadings in a Bold font. In addition, do not rely on quotes from the paper but, instead, state ideas in your own words. **Your paper is due Thursday, September 26 at class-time.**