

SPRING 2011 Syllabus:

Psychology 101: Introductory Psychology (Section B)

MTRF 10:00 – 10:50 Rankin 209

Dr. David Simpson, Professor of Psychology

Office: Rankin 211

Office Hours: 11:00 – 11:50 MTRF and by appointment

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Carroll “Faculty Profile” :

http://www.carrollu.edu/programs/psychology/faculty_profile.asp?id=2F38

Blog: <http://curiousdavidredux.typepad.com/>

Texts:

[Lilienfeld](#), S. O., Lynn, S. J., Ruscio, J. & Beyerstein, B. L. (2010). 50 great myths of popular psychology: Shattering misconceptions about human behavior. Malden, MA:Wiley-Blackwell. *In general, we shall be discussing readings from this text on Fridays.*

[Stanovich, K. E.](#) (2010). How to think straight about psychology. 9th edition. New York: Allyn & Bacon. *In general, we shall be discussing a chapter from this text on Thursdays.*

Ancillary text (You need **NOT** purchase it. This is the text used in all OTHER sections this semester). Myers, D.G. (2010). Psychology (9th ed.). New York: Worth Publishers

About your professor:

While I was an undergraduate at Oberlin College in Ohio, I explored a number of different majors including Education and Spanish before deciding upon a psychology major during my junior year. I developed research skills while at The Ohio State University where I earned both my Master’s and Ph. D. degrees. My major emphases of study were social psychology (persuasion; attitude measurement) and statistics. I have published articles in the Bulletin of the Psychonomic Society, the European Journal of Social Psychology, Journal of Personality and Social Psychology, Social Cognition, and the American

Psychological Association Monitor. I am on the editorial board as a reviewer for the electronic journal PsyCRITIQUES which publishes book reviews.

Since coming to Carroll in February of 1978 I have taught Introductory Psychology, Statistics and Experimental Design, Social Psychology, Psychological Testing and Assessment, special courses (e.g. “Why War?” and “The Psychology of Happiness”) and the Research Seminar. I also have taught the First Year Seminar “Pioneering 21st Century Internet Tools”. I very much enjoy teaching and learning.

My wife Debbie Schmidt and I reside in a house at North Lake, Wisconsin--- a thirty minute drive from Carroll. I love dogs and have a five-year-old Newfoundland, Robin who loves the water---and the snow. My father-in-law Walter Schmidt, who recently passed away, graduated from Carroll in 1938 and has a dog named Freud who often stays with us.

What Are My Course Objectives?

1. To introduce students to the breadth of topics investigated by psychologists
2. To improve students’ ability to think clearly
3. To acquaint students with research methods used by psychologists
4. To increase students’ self-understanding
5. To familiarize students with fundamental psychological concepts and principles

How will these objectives be met?

1. Formal lectures addressing the basic topic each week
2. Experiential learning through your participating in classroom demonstrations
3. Class discussion
4. Student writing and presentations
5. Responsible student behavior
 - a) Attending class alert, on time, and prepared
 - b) Taking all examinations honestly and on time
 - c) Participating actively in class-related activities
 - d) Sharing learning from other classes related to psychology
 - e) Relating what you learn from this course to your life
 - f) Coming to see me to learn more, to share, or to seek help

How will student learning be measured?

1. Examinations:

Each of the four scheduled examinations will cover the assigned reading from the texts and material presented exclusively in class. Exams will cover lectures, handouts, discussions, demonstrations, and videotapes and will consist of multiple choice, short answer, completion, and short essay questions.

Cheating will not be tolerated.

2. Class Participation /Presentations /Papers/Course Development Exercises:

Throughout the course you will have opportunities to participate in experiments, write short reaction papers, use information technology and library resources, make oral presentations, and engage in structured group exercises. The quality of your performance on these learning opportunities will affect your final grade if you are on the “borderline” between two course grades. It will also affect what kind of letter of recommendation I write for you---if you ask me to write one.

If you miss an examination:

Should you unavoidably miss an examination, please contact me immediately with an honest explanation for your absence. I advise any student missing more than one examination to drop the course.

Class attendance:

I expect you to attend class and to arrive on time prepared to learn.

Final examination:

The final examination will be cumulative and of the same format as regular exams.

Grades:

Based on your performance on four 100-point regular examinations and the 100 point cumulative final examination:

A = 465 to 500

AB= 450 to 464

B = 415 to 449

BC= 400 to 414

C = 350 to 399

D = 300 to 349

F = Below 300

Reading Assignments:

- | Week of | General Topic |
|----------------|---|
| January 18 | What Do Psychologists Do?
Research Methods; Thinking Critically With Psychological Science
Read : Stanovich Chapter 1 “Psychology is Alive and Well and (Doing Fine Among the Sciences)”
Lilienfeld: “The Wide World of Psychomythology”
<i>Friday, Jan 21: Discussion:</i>
<i>Myth # 6: “Playing Mozart’s Music to Infants Boosts Their Intelligence.</i> |
| January 24 | The Biology of Mind
Read : Stanovich Chapter 2 “Falsifiability: How to Foil Little Green Men in the Head”
Read : Lilienfeld
<i>Friday, Jan 28: Discussion: Myths about Brain Power</i>
Myth # 1 : “Most People Use Only 10% of Their Brain Power.”
Myth # 2: “Some People Are Left-Brained, Others Are Right-Brained.”
Myth # 3: “Extrasensory Perception is a Well-Established Scientific Phenomenon.”
Myth # 4: “Visual Perceptions Are Accompanied by Tiny Emissions from the Eyes.”
Myth # 5: “Subliminal Perceptions Can Persuade People to Purchase Products.” |
| January 31 | Developing Through the Lifespan
Read: Stanovich Chapter 3 “Operationism and Essentialism: “But, Doctor, What Does It Really Mean?”
Read: Lilienfeld
<i>Friday, February 04: Discussion: Myths about Development and Aging</i>
Myth # 7: “Adolescence Is Inevitably a Time of Psychological Turmoil.”
Myth # 8: “Most People Experience a Midlife Crisis in Their 40s and 50s.”
Myth # 9: “Old Age Is Typically Associated with Increased Dissatisfaction and Senility.”
Myth # 10: “When Dying, People Pass Through a Universal Series of Psychological Stages.” |
| February 07 | Memory
Read: Stanovich Chapter 4 ”Testimonials and Case Study Evidence: Placebo Effects and the Amazing Randi” |

Read: Lilienfeld

Friday, Feb. 11: Discussion: Myths about Memory

Myth # 11: “Human Memory Works Like a Tape Recorder or Video Camera, and Accurately Records the Events We’ve Experienced.”

Myth # 12: “Hypnosis is Useful for Retrieving Memories of Forgotten Events.”

Myth # 13: “Individuals Commonly Repress the Memories of Traumatic Experiences.”

Myth # 14: “Most People with Amnesia Forget All Details of Their Earlier Lives.”

Monday, February 14

Examination # 1 (100 points)

February 15

Learning

Read: Stanovich Chapter 5 “Correlation and Causation: Birth Control by the Toaster Method”

Read Lilienfeld:

Friday, Feb. 18: Discussion: Myths about Intelligence and Learning

Myth # 15: “Intelligence Tests Are Biased Against Certain Groups of People.”

Myth # 16: “If You Are Unsure of Your Answer When Taking a Test, It’s Best to Stick With Your Initial Hunch.”

Myth # 17: “The Defining Feature of Dyslexia is Reversing Letters.”

Myth # 18: “Students Learn Best When Teaching Styles Are Matched to Their Learning Styles.”

February 21

Altered States

Read: Stanovich Chapter 6: “Getting Things Under Control: The Case of Clever Hans”

Read Lilienfeld:

Friday, Feb. 25: Discussion: Myths about Consciousness

Myth # 19: “Hypnosis is a Unique ‘Trance’ State that Differs in Kind from Wakefulness.”

Myth # 20: “Researchers Have Demonstrated that Dreams Possess Symbolic Meaning.”

Myth # 21: “Individuals Can Learn Information, like New Languages, while Asleep.”

Myth # 22: “During ‘Out-of-Body’ Experiences, People’s Consciousness Leaves Their Bodies.”

Monday, February 28

Examination # 2 (100 points)

March 01

Emotion and Motivation

Read: Stanovich Chapter 7: “But It’s Not real life! The Artificiality Criticism and Psychology.”

Read Lilienfeld:

Friday, March 04: Discussion: Myths about Emotion and Motivation

Myth # 23: “The Polygraph (‘Lie Detector’) Test Is an Accurate Means of Detecting Dishonesty.”

Myth # 24: “Happiness Is Determined Mostly by Our External Circumstances.”

Myth # 25: “Ulcers Are Caused Primarily or Entirely by Stress.”

Myth # 26: “A Positive Attitude Can Stave Off Cancer.”

March 07

Social Psychology

Read: Stanovich Chapter 8 : “Avoiding the Einstein Syndrome: The Importance of Converging Evidence.”

Read Lilienfeld:

Friday, March 11: Discussion: Myths about Interpersonal Behavior

Myth # 27: “Opposites Attract: We Are Most Romantically Attracted to People Who Differ from Us.”

Myth # 28: “There’s Safety in Numbers: The More People Present at an Emergency, the Greater the Likelihood that Someone Will Intervene.”

Myth # 29: “Men and Women Communicate in Completely Different Ways.”

Myth # 30: “It’s better to Express Anger to Others Than to Hold It in.”

Monday, March 14: Examination # 3 (100 points)

March 15

Personality

Read Stanovich Chapter 9: “The Misguided Search for the ‘Magic Bullet’: The Issue of Multiple Causation”

Read Lilienfeld:

Friday, March 18: Discussion: Myths about Personality

Myth # 31: “Raising Children Similarly Leads to Similarity in Their Adult

Personalities.”

Myth # 32: “The Fact That a Trait is Heritable Means That We Can’t Change It.”

Myth # 33: “Low Self-Esteem Is a Major Cause of Psychological Problems.”

Myth # 34: “Most People Who were Sexually Abused in Childhood Develop Severe Personality Disturbances in Adulthood.”

Myth # 35: “People’s Responses to Inkblots Tell Us a Great Deal about Their Personalities.”

Myth # 36: “Our Handwriting Reveals Our Personality Traits.”

!!!!!!!SPRING BREAK WEEK of MARCH 21!!!!!!!

March 28 Psychological Disorders

Read Stanovich Chapter 10: “The Achilles ’Heel’ of Human Cognition; Probabilistic Reasoning.”

Read Lilienfeld:

Friday, April 01: Discussion: Myths about Mental Illness

Myth # 37 : “Psychiatric Labels Cause Harm by Stigmatizing People.”

Myth # 38: “Only Deeply Depressed People Commit Suicide.”

Myth # 39: “People with Schizophrenia Have Multiple Personalities.”

Myth # 40: “Adult Children of Alcoholics Display a Distinct Profile of Symptoms.”

Myth # 41: “There’s Recently Been a Massive Epidemic of Infantile Autism.”

Myth # 42: “Psychiatric Hospital Admissions and Crimes Increase During Full Moons.”

April 04 Therapy

Read Stanovich Chapter 11: “The Role of Chance in Psychology.”

Read Lilienfeld:

Friday, April 08: Discussion: Myths about Psychological Treatment

Myth # 47 “Expert Judgment and Intuition Are the Best Means of Making Clinical Decisions.”

Myth # 48 “Abstinence Is the Only Realistic Treatment Goal for Alcoholics.”

Myth # 49 “All Effective Psychotherapies Force People to Confront the ‘Root’ Causes of their Problems in Childhood.”

Myth # 50: “Electroconvulsive (‘Shock’) Therapy Is a Physically Dangerous and Brutal Treatment.”

April 11 “Psychology and the Law”

Read Stanovich Chapter 12: “The Rodney Dangerfield of the Sciences.”

Read Lilienfeld:

Friday, April 15: Discussion: Myths about Psychology and the Law

Myth # 43: “Most Mentally Ill People Are Violent.”

Myth # 44: “Criminal Profiling is Helpful in Solving Cases.”

Myth # 45: “A Large proportion of Criminals Successfully Use the Insanity Defense.”

Myth # 46: “Virtually All People Who Confess to a Crime Are Guilty of It.”

Monday, April 18 Examination # 4 (100 points)

April 19 Special Topics in Psychology

April 25 Reflection, Assessment, Review for Final Examination

Final Exam Friday April 29 8:00 – 11:00**Carroll Policy Statements**

Statement on Academic Integrity – The Carroll Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Accommodation for Disabilities – Any requests for accommodation must be made through the Disability Services Coordinator at Carroll. I will make appropriate accommodations once I receive notification from that office.

Modifications to the syllabus: The instructor and Carroll reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).