

*****!!READ THIS WHOLE THING!!*****

PSYCHOLOGY 202: MIND & SOCIETY
Tuesdays & Thursdays 2:00-3:20pm, Columbia 150
Winter, 2009

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Office Hours: Tuesdays 3:20-4pm & Thursdays 3:20-4:00pm

!!!If you see me walking around campus or town, say hi because I may not recognize you for awhile!!!

TAs:

Naomi Aguiar: naguiar@uoregon.edu, Straub 398 ; 6-4947; Office hours: Wed. 2-4 p.m.

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Additional Teaching Support:

Jocelyn Barton, Research Experiences grader, jbarton@uoregon.edu
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Last date to drop courses without receiving a "W": Monday, January 12

Last date to drop courses with "W": Sunday, January 18

OVERVIEW

This course is an introduction to psychological research methods, child and adult development, personality structure and functioning, social processes in every-day life, cultural and cross-cultural models of human adaptation, and abnormal-clinical psychology. This course is part of a two-term sequence in introductory psychology. The other course in this sequence (PSY 201) emphasizes learning, perception, memory, and the role of neural structures in psychological processes.

COURSE WEB SITE & LECTURE OUTLINES

This course will be managed on **Blackboard**. **Blackboard** course access will be available to all students officially enrolled in the course. Because all printed information for this course will be distributed electronically via the **Blackboard** course site, it is important that you

verify that your account is up and running. To confirm that your account is active OR to create a new **Blackboard** account, go to: <http://blackboard.uoregon.edu/> where you can login using your UO computer account user name and password.

TEXT

Schacter, D., Gilbert, D., & Wegner, D. (2009). *Psychology*. New York: Worth.

A copy of this text will be on reserve at Knight Library (by 1/16/09).

iCLICKERS

iClickers are required for this course. Bring iClickers to each and every class. You can purchase iClickers through the UO Bookstore – both new (\$32) and used (\$24); at the end of the term, you can sell your iClicker back to the Bookstore (\$16) should you wish.

iClickers will be used for 3 primary purposes: 1) low impact in-class quizzes; 2) tracking class opinion on issues throughout the term; 3) gauging comprehension of material; and, by default, 4) iClickers will contribute information about your attendance in lecture and will be used in computing part of your attendance points for the course.

IMPORTANT: You will need to register your iClicker so that in-class quiz points and attendance points can be attributed to you appropriately. To register your iClicker, follow the following procedures:

1. Go to our course's Black Board site
2. Within the "Course Documents" section you will see a "UO iClicker Registration" box.
3. Complete the information as required and then press "register"
4. **You must register your iClicker by class on Tuesday 1/13.**

STUDENTS WITH SPECIAL NEEDS

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. If English is not your native language, and you think you may need to use a dictionary for tests, please have your dictionary checked by me or one of the TAs prior to the test. Electronic dictionaries are not permitted.

LECTURES AND READINGS

Although an attempt has been made to coordinate the lectures with the readings, they frequently will be independent of each other. Some material will be covered in both reading and lecture, but much of the material in the reading will not be discussed in class and some new information not covered in the reading will be presented during class time. The quizzes, midterm, and final exam will cover material from both lectures and readings. It is anticipated that you will need to spend a substantial amount of time outside of class to do well in this course. It may be helpful to check out the Psychology Department's "Best Practices for students" webpage at: <http://psychweb.uoregon.edu/guidelines/students.htm>

COURSE REQUIREMENTS

The course requirements include attending lecture and discussion sections, doing (a) the readings, (b) completing 2 online quizzes, a midterm, and a final exam, (c) participating in psychology experiments OR completing a research paper (see below), and (d) attending discussion sections and completing 2 discussion section papers based on in- and out-of-class activities.

(A) READINGS

Readings are assigned on a weekly basis. All required readings are to be completed BEFORE the Tuesday class meeting of the week for which they are assigned. For example, if chapter 10 is assigned for Week 4, you should finish reading chapter 10 for the Tuesday lecture of Week 4.

Note: In addition to your text, there will be a number of other readings assigned, both for lecture and discussion section. All of these will be available in .pdf form on Blackboard.

(B) ONLINE QUIZZES, MIDTERM, & FINAL EXAM

Online quizzes. There will be 2 online quizzes given during the quarter, which you will take on Blackboard. The quizzes are intended to keep you current with the readings. The first online quiz will need to be completed by **Tuesday 10pm, Jan 20**, and the second by **Tuesday 10pm, Feb 24**. You will be provided with details about when the quizzes will be uploaded and available on Blackboard and instructions for taking them. Quizzes will have about 10 multiple-choice questions each. Each quiz will cover the material from class and reading for the prior 2 weeks (non-cumulative). These quizzes will be designed to test your knowledge of the material and your ability to apply concepts covered in this course. **THERE ARE NO MAKE-UP QUIZZES.**

Midterm. There will be a cumulative multiple choice midterm over material covered in the course so far during class on **Tuesday, Feb 10th**. This is the only time it is offered; **THERE IS NO MAKE-UP MIDTERM.**

Final Exam. The Final Exam will be cumulative and will be held at **1pm on Wednesday, March 18th, in 150 Columbia** (our classroom). This is the only time the final will be offered. If you do not take the final, you will fail the course, regardless of your previous average. (If you have a scheduling problem that satisfies the criteria for a "multiple examination" conflict, described on p. 39 of the Fall 2001 "Schedule of Classes," you must discuss the problem with the Office of Academic Advising). **THERE WILL BE NO MAKEUP FINAL EXAM. IF YOU HAVE AN OFFICIAL REASON FOR NOT BEING ABLE TO TAKE THE EXAM AT THE SCHEDULED DATE (I.E., VERY DIFFERENT FROM YOU WANTING TO GO TO JAMACA FOR THE HOLIDAYS), PLEASE KNOW THAT THE EXAM YOU WILL TAKE AFTER SPRING BREAK WILL BE DIFFERENT AND MORE CHALLENGING.**

(C) RESEARCH PARTICIPATION

There are two options for completing the research requirement in this course. If you don't complete the requirement, you will get an incomplete in the course. When/if you complete the requirement, you will get the grade you would have earned at the end of the term.

Option 1. You may participate in the Psychology Department's Human Subject Pool and get experience as a subject in actual psychology experiments. Students and faculty run many experiments on varied topics (e.g., psychological coping, attention, social interaction). An important part of the introduction to psychology is some understanding of how research is conducted and a partial perspective on this can be gained by participating in research as a subject. To participate in experiments, you will sign up on an electronic bulletin board at: <http://uopsych.sona-systems.com>

When you go to this site, there will be an option for you to request a username and password. Once logged in, you will find a list of studies that are available to you, as

well as when and where these studies take place. After participating in a study, you will be electronically credited for the time allotted for that study. **You need to complete 4.5 hours of studies (not necessarily the same thing as 4.5 studies!) of experimental credit by no later than 4 pm on Friday, March 13.** These 4.5 credit hours must come from no fewer than 3 studies (e.g., it is NOT acceptable to do one 2-hour experiment and one 2.5-hour experiment to satisfy the 4.5 hour requirement). In order to encourage you to understand the researchers' topics and hypotheses, you will need to complete a **Research Experience Report (RER)** electronically on Blackboard after participating in 2 of the studies you do. Each RER counts 5 points toward your grade (the other points come from completing your experiment hours - 2 points for each hour - and a survey at the end of the term - 1 point). **The first RER must be completed by midnight on Friday, Feb 6, 2008** (or else you will get a 0). **The second RER must be completed by midnight on Friday March 13** (or else you will get a 0). Please note that even though you only need to complete RERs for 2 studies, you must complete 4.5 credit hours of studies in order to complete this requirement. More details about participating in research studies will be provided in class and you can read more at: <http://psychweb.uoregon.edu/undergrad/humansubjects.htm>

Option 2. You may read a packet of short articles about psychology research and write a 6-page essay about the research. You must tell your discussion section leader that you are choosing to take this option no later than Feb 6, so that you can get copies of the articles and the guidelines for the essay. **The essay is due to your discussion section leader no later than 4 pm on Friday, March 13.** The points you receive on this essay (maximum = 40) will substitute for the points you would have received for participating as a research subject.

(D) DISCUSSION SECTION PAPERS, PARTICIPATION & ATTENDANCE

You must register for a discussion section - it is a **required** part of this course. In the discussion sections, you will participate in a mixture of projects, debates, and discussions, as well as being instructed about the **2 papers that you will turn in for a grade**. Late papers will be docked 2 points each day that they are late. For some discussion sections, there will be additional short reading or homework assignments; you will be told about these in discussion section. You will receive an attendance and participation grade for each discussion section class. You may miss one (of 10) scheduled discussion section with no penalty, but you are still responsible for any assignments in section that week.

If you miss one of the meetings for your section for any reason, contact your teaching assistant as soon as possible. **You must attend the discussion section for which you are registered.** Discussion sections WILL meet the first week of class.

Late Papers And Turning Papers In. Discussion section papers are late if they are not turned in at the beginning of discussion section. If you turn a paper in to the Psychology office, you must turn it in before 4 pm (if this is after your discussion section has met, it is still late) AND you must write your name and your teaching assistant's name on the paper. Papers without these identifying marks may not be graded.

Section attendance. Each week, 2 points will be given out for participating in section activities. In essence, we are giving you 2 point per week for coming to section and for participating fully. Two points for each of 10 section meetings adds up, i.e., 5% of your final grade.

(E) iCLICKER Participation

Your iClicker will be registered to you and will serve as a form of communication between you, the instructor, and the entire class. Your responses to questions during each of the lectures will provide you and the instructor with a good sense of how you and your classmates are understanding the material. iClicker points will be given for each lecture in 2 ways: (1) One point will be given simply for responding to queries, not according to whether you get an answer right or not. **You will receive 1 point for responding to at least 75% of the iClicker questions asked during a lecture.** For example, if you are asked to respond to 4 iClicker questions in a given lecture, you must provide an iClicker response to at least 3 of 4 questions to get the 1 points for that lecture. (2) **One additional performance point will be given for at least 1 correct answer during a lecture.** For example, if 2 iClicker questions are asked in a lecture, 1 additional performance point will be given for either 1 or 2 correct answers. Reading the chapters in advance of class and engaging with the lecture will make it more likely that you will give correct answers to iClicker questions.

POINT TOTALS

Online Quiz 1:	30 pts.	
Online Quiz 2:	30 pts.	
Midterm:	60 pts.	
Final:	90 pts.	
Research participation & RERs:		40 pts.
Section Paper 1:	45 pts.	
Section Paper 2:	45 pts.	
Section participation and attendance:	20 pts.	
<u>iClicker participation:</u>	<u>20 pts.</u>	
TOTAL =	380 Points	

The course will be graded on a curve, in all likelihood. However, based on past experience, the A range will likely cover point totals in the 380-340 range, the B range will likely cover point totals in the 340-300 range, etc.

WEEKLY SCHEDULE OF TOPICS & READINGS

Week 1

Reading:

Lecture 1 (1/6):

Lecture 2 (1/8):

Bullsh%@!

Discussion Section:

INTRODUCTION & PSYCHOLOGICAL RESEARCH

Chapters 1

Introduction: Psychobabble vs. Psychology

Psychological Methods: Fact without theory is trivia. Theory without fact is

- ♣ Introductions and organizational discussion this week
- ♣ Read Parenting article for next week's discussion section (.pdf on Blackboard)

Week 2

Reading:

Lecture 3 (1/13):

Lecture 4 (1/15):

Discussion Section:

DEVELOPMENT

Chapter 11

Infants drool

Children think they know

- ♣ Prepare for "Parenting & Child Rearing" project

Week 3

Reading:

Online-Quiz#1

Lecture 5 (1/20):

Lecture 6 (1/22):

Discussion Section:

DEVELOPMENT & BIOLOGY

Reading 1 (on Blackboard) + Chapter 3 (pp. 87-107)

To be taken on *Blackboard* by 10pm Tuesday, 1/20

Parenting and Attachment

Nice (blue) genes

- ♣ Discuss "Parenting & Child Rearing" project
- ♣ Prepare for sections debates next week

Week 4

Reading:

Lecture 7 (1/27):

Lecture 8 (1/29):

Discussion Section:

EMOTION & MOTIVATION

Chapter 10

What knows first: Your mind or your heart?

What motivates you?

- ♣ "Parenting & Child Rearing" project **write-up due**
- ♣ In-section debates: Is abstinence-only sex education the best way to teach about sex and, thus, to motivate healthy sexual behavior?

Week 5

Reading:

Lecture 9 (2/3):

Lecture 10 (2/5):

Discussion Section:

PERSONALITY

Reading 2 (on Blackboard) + Chapter 12

Temperament

Personality

- ♣ Examination of your own traits
- ♣ Create psychopathology groups for week 7

RER#1 DUE:

By 2/6, either first RER is due in section **OR** written statement that you taking paper option for your research requirement due in section.

Week 6

Reading:

Lecture 11 (2/10):

Lecture 12 (2/12):

Discussion Section:

STRESS & HEALTH

Chapters 15

****MIDTERM EXAM**** (Cumulative through 2/5)

Stress: Good stress, bad stress, and life as a baboon

- ♣ Daily hassles vs. life stress activity and discussion

Week 7

Reading:

Lecture 13 (2/17):

Lecture 14 (2/19):

Discussion Section:

PSYCHOLOGICAL DISORDERS

Chapter 13

Unquiet bodies and minds – children

Unquiet bodies and minds – adults

- ♣ Psychopathology movie clips and discussion; prepare for write-up
- ♣ Read adolescent brain and capitol punishment article for next week's discussion section (.pdf on Blackboard)

Week 8

Reading:

TREATMENT OF PSYCHOLOGICAL DISORDERS

Chapter 14

Online-Quiz#2 To be taken on *Blackboard* by 10pm Monday, 2/25
Lecture 15 (2/24): Treatments for infants and children
Lecture 16 (2/26): Treatments for adults
Discussion Section: ♠ Psychopathology movie write-up due
 ♠ Discuss adolescent brain and capitol punishment article vs. treatment options

Week 9 **SOCIAL THINKING AND BEHAVIOR**
Reading: **Chapter 16**
Lecture 17 (3/3): Social reasoning and persuasion
Lecture 18 (3/5): Good and Bad Relationships for Social Creatures
Discussion Section: ♠ Applying psychology in real life

Week 10 **CULTURE IN MIND**
Reading: **Assigned Readings 3-4**
Lecture 19 (3/10): Cultural models of socialization
Lecture 20 (3/12): Wrap up
Discussion Section: ♠ In section discussion of "cultures of influence"

RER#2 DUE: By 3/13, either second RER is due in section OR paper about research articles due in section.

FINAL EXAM **WEDNESDAY MARCH 18, 2008; 1-3PM IN COLUMBIA 150**

ADDITIONAL NOTES

CLASSROOM EXPECTATIONS - This is a large class, and in order to respect the rights of other students, **you must not talk** while I am lecturing. If only 5% of the class talks during class, it is equivalent to the racket generated at a reasonably sized party! Talking makes it hard for other students to hear the lecture. Although you may feel invisible among hundreds of other students (an example of deindividuation, which is a topic covered in this course), many of your behaviors during class are visible to me. Arriving late, leaving early, personal grooming, physical acts of affection towards other classmates, snapping the pages of *The Emerald* and loud snoring distract and interfere with any ability to present the material clearly. If you would really prefer to do these activities, please don't come to class (although keep in mind you are responsible for material covered in class). Even if you are not interested in what I am saying, other people in the class may be, and your actions will detract from my ability to provide a good learning experience for them. If I find your behavior extremely disruptive, I may have to call attention to you to get you to stop or to ask you to leave; please don't make me do this.

Cheating will not be tolerated in any form in this class. If you are caught cheating, you will receive a 0 on the assignment; you may also receive a failing grade for the course. I hate cheating, because it takes up massive amounts of my time that could be used for other much more constructive uses, including making this a better course. Thus, cheating behavior is not only dishonest; it also deprives other students of receiving the highest quality instruction. If you are ever unsure about whether a behavior constitutes cheating, please ask me or one of the teaching assistants. It would also be wise to read the university's policy on academic dishonesty at <http://www.uoregon.edu/~conduct/sai.htm>. Here is quote from that site:

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes.

Turn your cell phone ringers OFF before coming to class.

SPECIAL REQUESTS - Please fill in seats at the front of the room before sitting in the back. It creates a much better environment for all if there are not sparsely populated wilderness areas. If there are seats still available, I will ask you to move from the back tier of the classroom.

TALK TO ME - I am always interested in hearing feedback from students. Feel free to email me with comments or write me notes. I can't promise that I will make changes that you request, but I will listen. I wish I could know all of you, but it's impossible with a class this large. If you see me around campus or town, I would be delighted if you would introduce yourself and tell me you're in my Psychology 202 class.

I HOPE YOU ENJOY AND LEARN!!