

## *Honors General Psychology 101*

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Drop in office times:

see Announcements on Sakai

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### **My Goals:**

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.  
- critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) To acquire a basic understanding of the major areas in the study of psychology and how they interact to explain human thoughts, feelings, and behavior.

### **SAS Core Goals:**

This course has been certified as satisfying the Social Analysis (SCL) Learning Outcome Goal of the SAS Core Curriculum. Specifically, students will be able to:

- a) Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis (subgoal i); and
- b) Apply concepts about human and social behavior to particular questions or situations (subgoal n).

### **Psychology Department Learning Goals:**

This course also satisfies the following Psychology Department Learning Goals:

- 1) Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will apply psychological concepts and content to become engaged citizens.
- 3) Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

**Your Text:** Whatever you buy, with the caveat that it must be cheap.

**Your Work:** Your grade will be determined based on the points you earn from assignments and exams. Each of these will be discussed more fully during class. Average work earns you an average grade of C, only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Quizzes	10	20%
APA Review Papers	4	20%
Exams	3	60%
Research Participation	7	--

A = >92%    B+ = 87-92%    B = 82-87%    C+ = 76-82%    C = 70-76%    D = 60-70%    F = <60%

### Important Notes

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. Any electronic device used in class will be confiscated for the duration of the semester.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me. Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

**Academic Integrity:** Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency.

<http://academicintegrity.rutgers.edu/integrity.shtml>

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics)

Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

**Academic Accommodations:** Should you require academic accommodations (e.g., additional testing time, special testing conditions), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, [disabilityservices.rutgers.edu](http://disabilityservices.rutgers.edu)). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

### Study habits that you should adopt

**Chapter Definitions:** Define, *in your own words*, the terms assigned for each topic. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

**Chapter Mapping:** Create an image of the material based on how *you* organize the chapter. Your map will be most effective if you develop your own categories rather than simply follow the book. Develop an image that you can use to envision the information for organization and recall.

**Section Mapping:** Create a map of all the chapters included in a section of the course. These maps should focus on links across chapters. Section maps that are simply an amalgam of chapter maps are not effective, you need to integrate the information across chapters.

## Assignments and Exams

**Research Requirement:** Psychology is a scientific discipline that employs numerous research methods. You will read about some of these methods in the assigned articles. You will also be exposed to some of these methods first-hand by participating in research studies of your choice, or by writing papers.

-- All students in Introductory Psychology **must** participate in research --

**Option 1:** You can participate in a few experiments by putting in 3 1/2 hours of your time outside of class to earn research credits, which are called an "RPU". You must earn a total of seven (7) "RPU's" (1 RPU for each 1/2 hour of your participation in lab experiments). Participating in web-based or online studies gives you 1/2 RPU per 1/2 hour of online study participation (i.e., half credit) for a maximum of only one hour. In other words, you can earn only 1 RPU from online studies and the rest of the RPUs are earned by participating in 3 hours of in-person participation.

**Option 2:** You can opt-out of experimental participation by following Option 2, which consists of writing two summaries of research journal articles. More information about both options are located here: <http://psych.rutgers.edu/undergrad/rpurules>

**Quizzes:** Very brief quiz at the beginning of class based on assigned terms for that day. Quizzes are given at the beginning of class, if you are not there you get no points.

**APA Papers:** For each section of the course you will write a one page paper that captures the core aspects of an APA paper. An APA paper is a research article written in the format of the American Psychological Association. Details will be discussed in class.

**Exams:** The exams will cover material from assigned readings and class discussions. Exams will be a mixture of multiple choice and short answer. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Knowing a definition is not enough, knowing how to apply knowledge to real world scenarios is also required. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

## Empirical Article Readings

### Section 1

Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory. *Psychological Science, 15*, 553-558.

Belsky, J., Spritz, B., & Crnic, K. (1996). Infant attachment security and affective-cognitive information processing at age 3. *Psychological Science, 7*, 111-114.

German, T. P., & Barrett, H. C. (2005). Functional fixedness in a technologically sparse culture. *Psychological Science, 16*, 1-5.

### Section 2

van den Berg, A. E., Maas, J., Verheij, R. A., & Groenewegen, P. P. (2010). Green space as a buffer between stressful life events and health. *Social Science and Medicine, 70*, 1203-1210.

Macrae, C. N., & Lewis, H. L. (2002). Do I know you? Processing orientation and face recognition. *Psychological Science, 13*, 194-196.

Watson, J. B., & Rayner, R. (2000). Conditioned emotional reactions. *American Psychologist, 55*, 313-317.

Kushlev, K., & Dunn, E. W. (2015). Checking email less frequently reduces stress. *Computers in Human Behavior, 43*, 220-228.

### Section 3

Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science, 15*, 511-514.

Shih, M., Pitinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Felmingham, K., Kemp, A., Williams, L., Das, P., Hughes, G., Peduto, A., & Bryant, R. (2007). Changes in anterior cingulate and amygdala after cognitive behavior therapy of posttraumatic stress disorder. *Psychological Science, 18*, 127-129.

Robinson, M. D., Vargas, P. T., Tamir, M., & Solberg, E. C. (2004). Using and being used by categories. *Psychological Science, 15*, 521-526.

### Section 4

West, L. J. (1993). A psychiatric overview of cult-related phenomena. *Journal of the American Academy of Psychoanalysis, 21*, 1-19.

Kassin, S. (1997). The psychology of confession evidence. *American Psychologist, 52*, 221-233.

Wegner, D. M., Schneider, D. J., Carter, S. R., White, T. L. (1987). Paradoxical effects of thought suppression. *Journal Of Personality And Social Psychology, 53*, 5-13.

Wolf, S., & Montgomery, D. A. (1977). Effects of inadmissible evidence and level of judicial admonishment to disregard on the judgments of mock jurors. *Journal of Applied Social Psychology, 7*, 205-219.

Isen, A. M., & Daubman, K. A. (1984). The influence of affect on categorization. *Journal of Personality and Social Psychology, 47*, 1206-1217.

Estrada, C. A., Isen, A. M., & Young, M. J. (1997). *Organizational Behavior and Human Decision Processes, 72*, 117-135.

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology, 96*, 1029-1046.

Foels, R., & Pratto, F. (2015). The hidden dynamics of discrimination: How ideologies organize power and influence intergroup relations. In J. Simpson & J. F. Dovidio (Eds.), *APA Handbook of Personality and Social Psychology: Volume 2 Group Processes*. Washington, DC: American Psychological Association.

*Honors Psych 101 -- Fall 2018 Schedule\*††*

Wk	Date	Topic	Readings	Due
1	Sep 4	Welcome to my world (can I get you a drink?)	--	--
	Sep 6	History & Memory	terms	Quiz 1
2	Sep 11	Memory	<i>Sloutsky &amp; Fisher (2004)</i>	Quiz 2
	Sep 13	Development	terms	Quiz 3
3	Sep 18	Development	<i>Belsky et al. (1996)</i>	
	Sep 20	Motivation & Emotion	terms	Quiz 4
4	Sep 25	Integration Section 1	<i>German &amp; Barrett (2005)</i>	<i>Paper 1</i>
	Sep 27	--> EXAM 1		--> EXAM 1
5	Oct 2	Stress & Health	terms <i>van den Berg et al. (2010)</i>	Quiz 5
	Oct 4	Biopsych: Nervous System	terms	Quiz 6
6	Oct 9	Biopsych: Brain	terms	
	Oct 11	Sensation & Perception	terms	Quiz 7
7	Oct 16	Sensation & Perception	<i>Macrae &amp; Lewis (2002)</i>	
	Oct 18	Learning	terms <i>Watson &amp; Rayner (1920)</i>	Quiz 8
8	Oct 23	Integration Section 2	<i>Kushlev &amp; Dunn (2015)</i>	<i>Paper 2</i>
	Oct 25	--> EXAM 2	-->	--> EXAM 2
9	Oct 30	Cognition	terms	Quiz 9
	Nov 1	Intelligence	terms <i>Schellenberg (2004)</i>	
10	Nov 6	Social: Self and Cognition	terms	Quiz 10
	Nov 8	Social: Interpersonal Influence	terms <i>Shih et al. (1999)</i>	
11	Nov 13	Personality	terms	Quiz 11
	Nov 15	Abnormal	terms	Quiz 12
12	Nov 20	Therapy	terms <i>Felmingham et al. (2007)</i>	
	Nov 22	<i>Slaughter O' the Fowl</i>	---	---
13	Nov 27	Integration Section 3	<i>Robinson et al. (2004)</i>	<i>Paper 3</i>
	Nov 29	--> EXAM 3	-->	--> EXAM 3
14	Dec 4	Legal applications <i>Wolf &amp; Montgomery (1977)</i>	<i>West (1993)</i> <i>Kassin (1997)</i> <i>Wegner et al. (1987)</i>	
	Dec 6	Medical applications <i>Sloutsky &amp; Fisher (2004)</i>	<i>Isen &amp; Daubman (1984)</i> <i>Estrada et al. (1997)</i>	
15	Dec 11	Political applications	<i>Graham et al. (2009)</i> <i>Foels &amp; Pratto (2015)</i>	<i>Paper 4</i>
	Dec 13	---	---	---

**classes end Wed Dec 12**

\*Course ends Wed, Dec 12, 2018. Void where prohibited. ††Schedule subject to change without notice. For further information see your instructor.