

***PSYCHOLOGY 001 - Summer 2018***  
***Introduction to Psychology***

***Instructor:*** Kevin R. Carriere, M.P.P.  
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***Office Hours:*** TBD WGR 403B  
***AND BY APPOINTMENT***

***Lectures:*** M/T/W/R/F 10 :45AM-12:15PM  
***Room:*** WGR

***Course Description:***

The purpose of this course is to introduce you to the main concepts and content areas of psychology and to explore how psychologists explain the ways we acquire knowledge, develop throughout our lives, and are influenced by our biology and our social surroundings. In other words, what have psychologists contributed to our understanding of life and various human phenomena? This course will also introduce you to the methods and critical thinking skills that are used in psychology and that will help you learn to think like a psychologist. You will be encouraged to critically examine psychological theory and the claims psychologists make. Understanding some of the major concepts in psychology will prove beneficial for understanding the mental processes and behavior of other people in your daily lives, as well as providing a framework for future studies in this field.

***Course Objective and Learning Goals***

At the end of the course, students (hereby known as 'scholars') should be able to:

- (1) Become familiar with the different topics in the field of psychology
- (2) Describe and define major psychological theories, theorists, principles, and concepts
- (3) Apply the basic principles of psychology to daily life
- (4) Assess and critically analyze theories, findings, and conclusions developed by psychologists
- (5) Apply diverse facts and theories over a wide range of contexts from the laboratory to social institutions to everyday life.

***Required Text:***

***4<sup>th</sup> Edition of Psychology by Daniel Schacter, Daniel Gilbert, Matthew Nock, & Daniel Wegner***

Scholars are expected to do all readings for each class prior to the start of class, as discussions will assume you are familiar with all readings.

***Course Policies***

It is each scholar's responsibility to be aware of and understand the contents of this syllabus. Any questions regarding the syllabus, including assignment deadlines, should be brought to the instructor within two weeks of the first class.

**Instructor Availability**

Email is the best way to contact me and I will do my best to respond to scholar's emails within 36 hours, but quicker turnaround cannot be guaranteed, especially on weekends. I am very happy to meet with scholars outside of class time; to do so please schedule an appointment.

### **Appealing Grades**

If a scholar believes that an assignment deserves more credit than was awarded, the scholar may appeal to the instructor for reconsideration. All such appeals (except for simple errors in adding points) must be in writing. A second grading of your work may result in downward or upward changes in your grade.

### **Assignment Deadlines**

All assignments should be turned in by the beginning of class on the date listed in the schedule of classes and assignments. Assignments will be turned in electronically via Canvas. If there are difficulties uploading an assignment to Canvas, it must be emailed to the instructor by the beginning of class. **Out of fairness to all scholars in the course, deadlines for assignments are final.** No extensions will be granted, with the exceptions of serious medical excuses and personal catastrophes (such as a death in the family). If you feel that extenuating circumstances should be considered in your case, you may petition for an extension **prior to the deadline.** No extensions will be granted after the deadline. Assignments that are handed in late will be marked down one letter grade (A to B, B to C, etc.) for each day that they are late.

### **DACA and Dreamers**

I support all scholars, regardless of nationality, origin, or immigration status. As your teacher, I have no responsibility to, nor would I, provide any information to a federal officer requesting immediate assistance in contacting or gathering information about a scholar. I would forward their requests to the Office of General Counsel and Chief of Police to ensure that my scholars are provided the best legal protection and guidance Georgetown can offer, and let the Office of General Counsel act in a manner that they find is best for the scholar.

More information about Georgetown's stance and resources on DACA can be found at: <https://undocumented.georgetown.edu/>.

### **Honor Code**

Academic honesty is expected. As good scholars and citizens, we are all obligated to adhere to Georgetown's honor system concerning academic integrity. Read and understand your responsibilities at <http://honorcouncil.georgetown.edu/>. I must and will report all suspected cases of academic dishonesty. But please, do collaborate with your classmates in conversation groups. Do give credit to your fellow scholars as you engage in discussions.

### **Scholar's Expected Conduct**

Diverse perspectives are tolerated and encouraged in academic discussions. Please remain aware that not all of your classmates share your background or beliefs, and be respectful of your classmates' contributions to the course. You may disagree with views expressed by others, but it is expected that you will do so in a respectful and constructive way.

### **Special Circumstances**

We learn in different ways and with varying degrees of success. If you have a disability, or believe you might, and would like to receive accommodations in this course, then you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) to register as a scholar with a disability, or for an evaluation referral. The Academic Resource Center is the campus office responsible for

reviewing documentation provided by scholars with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies. The Center is located on the third floor of the Leavey center, Suite 335.

### **Technology Use**

Please silence all mobile phones and mute any tablets/computers during the course meetings. Technology use unrelated to the course topic is unacceptable because it will decrease your engagement in discussions, which **will be reflected in your grade** for active participation.

*Note:* If scholars wish to take notes, I do recommend that scholars take notes on paper by hand. Research suggests that notes by hand is more effective for information processing (Mueller & Oppenheimer, 2014). Since this class is much more focused on *why* the papers say what they do rather than *what* the papers say, scholars who focus on verbatim repetition will not find success in this class.

Muller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science, 25*(6), 1159-1168.

### **Title IX & Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members (including myself) to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

This is my legal obligation and I take it very seriously. I want to be able to protect you as best as I can, and in this case, it would be to report the survivor's story to the appropriate authorities.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct.

These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention

(202) 687-0323

[jls242@georgetown.edu](mailto:jls242@georgetown.edu)

Erica Shirley, Trauma Specialist

Counseling and Psychiatric Services (CAPS)

(202) 687-6985

[els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

### **Weather Cancellations**

Scholars are responsible for knowing the University's operating status, notification of which will be sent via broadcast email. The operating status can also be checked at

<http://georgetown.edu/operating-status/>.

In accordance with the University's policy on instructional continuity, in the event of cancellations due to inclement weather, the first snow day that influences our meeting time should be spent enjoying the snow, making a snow person, snow angels, or enjoying hot chocolate of some type. However, if there should be a second cancellation due to inclement weather, a virtual discussion will be held on Canvas if the University cancels classes on a day that we are scheduled to meet. Scholars will be expected to check their email for directions on how to participate in that class session virtually. A lack of participation in this class session will be considered an absence.

If an assignment was scheduled to be due during a class canceled due to weather, the assignment must still be submitted via Canvas.

### Course Evaluation

#### *Exams: 70%*

There will be three in-class exams and one final exam.

Each exam is worth 15% of your final grade. Exams will consist of multiple-choice and short-essay questions and will cover material from lectures, the textbook, and the additional readings. Exam questions will focus on conceptual understanding rather than only memorization of details.

The different areas of Psychology are interconnected. Thus, while each exam will focus primarily on the material for that unit of lectures and readings, you may be asked to make connections to past material.

Half of the final exam will cover material from the last section of readings and lectures, the other half will be cumulative (i.e., it will cover material from all lectures, sections, and chapters of the textbook). The final is worth 25% of your final grade. Please note that if you do not appear for the final exam, the registrar will not allow you to receive a grade for the course.

#### *Presentation: 15%*

Each student will prepare a 10-minute presentation of an article or video clip from a reputable news source on one of the topics listed in the syllabus. In the second week of classes, you will each sign up for a topic and will be responsible for presenting an article you choose to the class on the day that topic is discussed. The article should be relevant to your psychology topic, from a reliable source (e.g., Washington Post, NY Times), and should cite some scientific group and or scientific publication. Your presentation should summarize the findings of the article, describe the relationship between the article and the day's topic, and critically analyze the content of the article.

#### *Participation: 15%*

Your participation grade in this class comes from two sources:

1. Attendance and participation in the classroom
2. Reactions and questions posted to the discussion board on Canvas.

By 8:00PM the night before class, use the discussion board to post clarification questions from the previous day's class or that day's readings, your reactions to the reading (e.g., was

anything surprising, confusing? Did anything seem incorrect to you?), or simply topics that you would like to learn more about and discuss in class. These should be brief, informal posts (not essays), and do not need to be completed for every class in order for you to receive full credit. In assessing your participation grade, I will evaluate the consistency and thoughtfulness of these posts in addition to your attendance and participation during class.

<b>Date</b>	<b>Topic</b>	
4-Jun	Intro	p. 2-26
5-Jun	Research & History	p.37-56
6-Jun	Genes & Evolution	p.104-109; 408-410
7-Jun	The Brain	p.91-102; 110-112
8-Jun	Nervous System	p.76-90
11-Jun	<b>Exam 1</b>	
12-Jun	Child Development	p. 428 – 444
13-Jun	Moral Development	p. 445-449; 462-466
14-Jun	Sensation & Perception	p. 128-133; 137; 148-150
15-Jun	Consciousness	p. 183 – 192; 208-210
18-Jun	Learning	p. 262 – 279; 290-293
19-Jun	Memory	p. 216 – 256
20-Jun	<b>Exam 2</b>	
21-Jun	Cognition	p. 373 – 391
22-Jun	Language & Thought	p. 350 – 372
25-Jun	Personality	p. 472 –484; 488 -504
26-Jun	Social	p.512 - 517; 527-536
27-Jun	Social	p. 537 – 546
28-Jun	<b>Exam 3</b>	
29-Jun	Intelligence	p. 396 – 408; 411-424
2-July	Motivation & Emotion	p. 310- 328;338-345
3-July	Stress and Happiness	p. 552 – 581
4-July	Pathology	p. 588 – 624
5-July	Treatment	p. 634 – 668
6-July	<b>Final Exam</b>	