

## **PSY 128: The Science of Behavior, Fall 2020**

Lecture: 12:10 p.m. – 1:30 p.m. Mondays and Wednesdays in RKC 103

Lab: 2:00 p.m. – 4:00 p.m. Tuesdays online via Zoom (<https://bard.zoom.us/PSY128 Lab>)

### **Instructor**

Tom Hutcheon, Ph.D.

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Office hours will be held on Zoom:

Mondays 10:00 a.m. – 11:00 a.m. (<https://bard.zoom.us/Monday>)

Fridays 1:00 p.m. – 2:00 p.m. (<https://bard.zoom.us/Friday>)

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### **COURSE DESCRIPTION**

How does the mind create the reality we perceive? How do experiences shape the brain, and how do processes in the brain influence thought, emotion, and behavior? This course investigates these and similar questions by studying the science of the human mind and behavior. The course covers topics such as memory, perception, development, psychopathology, personality, and social behavior. We will focus on the biological, cognitive, and social/cultural roots that give rise to human experience, and consider how behavior differs among people, and across situations. Writing, speaking, group, and hands-on laboratory experiences will augment readings from the text, popular culture, and research journals.

### **COVID-19 Policies**

The format of this course will differ from previous semesters in four primary ways.

1. All students and faculty will wear appropriate masks and practice social distancing at all times within the classroom.
2. Students will display the “green pass” from their Involvio app upon entering the classroom.
3. Lectures will be 60 minutes followed by an approximately 20-minutes of additional materials (videos, podcast, worksheets) to be completed outside of the classroom.
4. Lab sections and office hours will take place on Zoom.

### **REQUIRED READING MATERIAL**

Breedlove, M. (2015). *Principles of Psychological Science*. Oxford: Oxford University Press.

Non-textbook readings are listed on the course schedule. All non-textbook readings are available on the course Google Classroom site. You should bring non-textbook readings to class and be prepared to discuss them on the appropriate day.

### **COMPONENTS OF THE COURSE GRADE**

### **Exams (300 points)**

For this class, there will be two exams. Exam dates are firm but the material covered may vary slightly from the syllabus depending on how the course progresses. Any deviations from the syllabus will be made clear prior to each exam. Exams will contain multiple-choice and short answer questions, and longer essay questions encompassing material covered in lecture, the textbook, assigned readings, and the lab. Exams will be worth 150 points each. The final exam will be cumulative. Exams will be due 24 hours after they are posted on the course Google Classroom site and are to be completed at home. Students can use any resource available to them (except another person). Students are expected to take all exams on the schedule dates. In an extreme circumstance, the student should contact me at least 24 hours prior to the exam and I will decide on what will be done. Make up exams will only be scheduled with a written excuse from the Dean of Students or a medical professional.

### **Writing Assignment #1 (25 points) – Due Wednesday, September 16<sup>th</sup>**

Propose an experiment that could conceivably be conducted on a college campus (under normal circumstances). Your description of the experiment should be sufficient for a reader to conduct the experiment by themselves. You should include the following terms (in a way that makes apparent you know what they mean): hypothesis, independent variable, dependent variable, random assignment, construct, operationalization, and control group. You should include a table or graph which summarizes your predictions. Finally, you should include a brief description about the results you expect to find and how these findings can meaningfully contribute to our understanding of human behavior. Assignments will be submitted through the course Google Classroom site and should be no more than 2 pages double-spaced plus the table/graph. Assignments handed in late will automatically lose three points and lose three points for each additional day they are late.

### **Writing Assignment #2 (25 points) – Due Monday, November 16<sup>th</sup>**

A critical skill for psychologists is the interpretation and evaluation of empirical research. In this assignment, you will serve as a journal reviewer. In this role, you will summarize and critique the Gaither & Sommers (2013, *Journal of Experimental Social Psychology*) article available on the course Google Classroom site. Your summary should include a description of the rationale and methods used in the article, the relevant results, and the author's interpretation of the results (~1–2 pages double spaced). In addition, you should come up with at least two critiques or concerns with the article and the ways in which the study could be improved (~1 page). Finally, do you agree with the reviewers' decision to publish the article? Assignments should be submitted through the course google classroom site. Assignments handed in late will automatically lose 3 points and lose three points for each additional day they are late.

### **Group Presentations (25 points) – Monday, November 9<sup>th</sup>**

During the second week of class you will be broken into groups of three to four students. On Monday, November 9<sup>th</sup>, each group will give a 5 to 10-minute presentation on one of the “Forty Studies That Changed Psychology” reported by Hock (2013). Your group will be assigned one study to present the class. Your presentations should include the background, description of methods, description of results, and the significance of the findings. Every group member must participate in the presentation to the class. Failure to present will result in a grade of 0 for that student. Group presentations will occur on Zoom.

**Post-lecture Assignment and Materials (PLAMS) (every lecture, ungraded)**

Following each lecture, I will post a series of questions, links, and videos that I would like students to consider prior to the start of the next lecture. PLAMs will be posted to the course Google Classroom site and the content covered will appear on both the midterm and final exams.

**Lab Grade (120 points)**

In addition to lecture you are expected to attend weekly lab sections. There will be a total of 12 labs over the course of the semester. Each week you will prepare for lab by reviewing some posted materials and answering several questions via the Google Classroom site. This prelab prep is designed to take no more than 20 minutes and will be made available to you 24-hours before the start of lab. Each prelab will be worth 2 points. During lab time you will work with a partner to complete a worksheet. Each worksheet will be worth 8 points.

**GRADING BREAKDOWN**

***POINT ALLOCATION***

Midterm	150
Final Exam	150
Writing Assignment #1	25
Writing Assignment #2	25
Group Presentation	25
<u>Lab Reports (12 X 10 points each)</u>	<u>120</u>
Total Points	495

***GRADING SCALE***

A = 100% – 93%
A- = 93% – 90%
B+ = 90% – 87%
B = 87% – 83%
B- = 83% – 80%
C+ = 77% - 80%
C = 77% – 73%
C- = 73% - 70%
D = 70% – 60%
F = less than 60%

**FINAL GRADE = ((Total Points Earned)/495) \*100**

## STUDENTS WITH DISABILITIES

Students with a documented disability who need reasonable academic accommodations should contact me as soon as possible to discuss your needs. I can only accommodate your needs if you allow me sufficient time to prepare. Informing me of a need on the day of an exam or on the date an assignment is due is NOT sufficient. As stated in the college handbook, "Students who claim physical, learning, or psychological disabilities should register with the Disability Support Coordinator at the start of the semester or as soon as the diagnosis is made." Additional information can be found on the Bard College Learning Commons website (<http://inside.bard.edu/learningcommons/>).

## ACADEMIC INTEGRITY

All students are assumed to have read the Bard College Handbook and are familiar with the school's policies regarding Plagiarism and Academic Dishonesty. Violations of these policies are taken extremely seriously and one violation will result in a failing grade for the course and a referral to the Dean of Students for further action. Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during quizzes or exams
- Sharing of writing assignments
- Plagiarism (which includes **both** the use of **words** and **ideas** without attribution)

## HEALTH AND SAFETY

Please do not attend class if you are sick, feel ill, know you may have been exposed to coronavirus, or have any of the symptoms listed on Involvio, the College daily health screen app. Please note that you will not be penalized for absences and I will make lecture and lab content available to you if you are unable to attend class due to coronavirus.

## Psychology 128 Course Schedule – Fall 2020

Monday, August 31<sup>st</sup> – Welcome to PSY 128!

Wednesday, September 2<sup>nd</sup> – Research Methods I

*Reading:* Breedlove pp 3 - 25; Leslie et al. (2015)

Monday, September 7<sup>th</sup> – Research Methods II

*Reading:* Breedlove pp 29 – 58

Lab 1 – Tuesday, September 8<sup>th</sup> – Visualizing Data

Wednesday, September 9<sup>th</sup> – Neuroscience I

*Reading:* Breedlove 63 – 84; Nicolelis & Chapin (2002)

Monday, September 14<sup>th</sup> – Neuroscience II

*Reading:* Breedlove 85-105

Lab 2 – Tuesday, September 15<sup>th</sup> – Data Entry and Graphing

Wednesday, September 16<sup>th</sup> – Sensation & Perception I

*Reading:* Breedlove 193 – 211

Due: Writing Assignment #1

Monday, September 21<sup>st</sup> – Sensation & Perception II

*Reading:* Breedlove 211 – 231; Twilley (2017, *New Yorker*)

Lab 3 – Tuesday, September 22<sup>nd</sup> – Inferring Mental Processing through Response Times

Wednesday, September 23<sup>rd</sup> – Attention

*Reading:* Breedlove: 429-434; Chabris et al (2011, *i-Perception*)

Monday, September 28<sup>th</sup> – Learning

*Reading:* Breedlove 307 – 347

Lab 4 – Tuesday, September 29<sup>th</sup> – Operant Conditioning

Wednesday, September 30<sup>th</sup> – Memory I

*Reading:* Breedlove 351 – 377

Monday, October 5<sup>th</sup> – Memory II

*Reading:* Breedlove 378 - 392; Dittrich (2017)

Lab 5 – Tuesday, October 6<sup>th</sup> – The Fallibility of Memory

Wednesday, October 7<sup>th</sup> – Developmental Psychology

*Reading:* Breedlove 137 - 173

Monday, October 12<sup>th</sup> – Developmental Psychology

*Reading:* Breedlove 173 - 189; Saffran, et al. (1996; *Science*)

Lab 6 – Tuesday, October 13<sup>th</sup> – Discovering the Zone of Proximal Development

Wednesday, October 14<sup>th</sup> - Thinking and Decision Making I

*Reading:* Breedlove 434-447

Monday, October 19<sup>th</sup>: Midterm Exam

Lab 7 – Tuesday, October 20<sup>th</sup> – How Implicit Attitudes Shape Behavior

Wednesday, October 21<sup>st</sup> – Thinking and Decision Making II

*Reading:* Breedlove 452-480; Schwartz & Ward (2004)

Monday, October 26<sup>th</sup> – Intelligence

*Reading:* Breedlove 434-447

Lab 8 – Tuesday, October 27<sup>th</sup> – Survey Development and Implementation

Wednesday, October 28<sup>th</sup> – Motivation and Emotion

*Reading:* Breedlove 499 – 519; 550 – 570; Tracy & Matsumoto (2008, *PNAS*)

Monday, November 2<sup>nd</sup> – Social Psychology I

*Reading:* Breedlove 661 – 672; 684 – 689

NO LAB: Tuesday, November 3<sup>rd</sup> - VOTE!

Wednesday, November 4<sup>th</sup> – Social Psychology II

*Reading:* Breedlove 641 – 660; Gilovich & Savitsky (1999, *Current Directions in Psychology*)

Monday, November 9<sup>th</sup> – Group Presentations

Lab 9 – Tuesday, November 10<sup>th</sup> – Implanting False Memories

Wednesday, November 11<sup>th</sup> – Personality Psychology

*Reading:* Breedlove 611 – 637

Monday, November 16<sup>th</sup> – Health, and I/O Psychology

*Reading:* Breedlove 661 – 672; 684 – 689; Sapolsky (2018, *Sci American*)

***Writing Assignment #2 Due***

Lab 10 – Tuesday, November 17<sup>th</sup> – Statistical Inference

Wednesday, November 18<sup>th</sup> – Clinical Psychology

*Reading:* Breedlove 713 – 729

Monday, November 23<sup>rd</sup> and Wednesday, November 25<sup>th</sup>: NO CLASS: Thanksgiving

**###Note: After Thanksgiving break both lectures and labs will be held on Zoom####**

Monday, November 30<sup>th</sup>: Psychology of Technology

*Reading:* MacFarquar (2018, *The New Yorker*)

Lab 11 – Tuesday, December 1<sup>st</sup> – Psychology of Technology Lab

Wednesday, December 2<sup>nd</sup> – No Lecture: Board Days

Monday, December 7<sup>th</sup> – Recap

*Reading:* TBD

Lab 12 – Tuesday, December 8<sup>th</sup> – Data-driven Public Policy

Wednesday, December 9<sup>th</sup> – No Lecture: Advising Day

Monday, December 14<sup>th</sup> – FINAL EXAM