PSYCHOLOGY 201 GENERAL PSYCHOLOGY Fall Term 2009

INSTRUCTOR:Dr. Kenneth J. SufkaOFFICE #:311B Peabody BuildingPHONE #:915-7728OFFICE HRS:TTh 11-12:00 & by appt.E-MAIL:pysufka@olemiss.eduFICE HRS:TTh 11-12:00 & by appt.

CATALOG DESCRIPTION: Introduction: individual development, motivation, emotion, motor function, sensory and neural functions, intelligence, learning, perceiving, thinking, social behavior, and personality.

COURSE OBJECTIVES: This course is designed to provide students with an overview of psychology, the scientific study of behavior and mental processes. Psychology, as you will see, is a diverse field of study. Throughout the term we will discover, discuss and integrate the basic concepts, principles and scientific methods in the various sub-disciplines of psychology from behavioral neuroscience to social psychology. Along the way, I hope to correct misconceptions, to demonstrate psychology's relevance in your daily lives, and to convey a sense of enthusiasm for your continued study in this interesting field. But most of all I hope you enjoy the course. I am certain you will learn a lot.

TEXT AND COURSE MATERIALS: The required text for this course is *Introduction to Psychology*, 8th ed., by James W. Kalat; Cengage Learning, 2008 (ISBN# 978-0-495-77010-7); this ISBN# gets you special text prepared for me with only the chapters we will be reading and access to the Cengage Learning website. You are welcome to purchase a used text containing all chapters and its Thomson/Wadsworth ISBN# is 978-0-495-10288-5. Some students may find the companion Study Guide by M. Ludorf (ISBN #0-534-62463-4) helpful as it provides study aids and practice test items. However, the study guide is NOT required reading. You may find more competitive text prices at <u>www.varsitybooks.com</u>, <u>www.half.com</u>, or <u>www.amazon.com</u> than at the local bookstores.

ATTENDANCE POLICY: I cannot stress the importance of attending each and every lecture. Please be respectful of the learning environment by arriving ON TIME, being attentive, participating in discussions, taking copious notes, and asking questions when needing clarification. Throughout the semester there will be classroom demonstrations that may require your participation and those choosing to do so will receive an extra credit point (see below). Please keep cell phones, i-pods and pagers turned off during lectures.

• I do NOT have personalized lecture notes for you nor am I able to re-lecture material during office hours for those students who miss class.

• I do NOT post my lecture slide show on Blackboard as these materials alone do not constitute the lecture content; you simply need to attend class.

EXAM AND MAKE-UP EXAM POLICY: There will be five exams each consisting of about 50 multiple-choice questions. For each exam, you will need a #2 pencil and a Scantron (the Purple NCS No. 16485 form). It is expected that you will take each exam at the regularly scheduled time. Make-up exams will be provided for students with reasonable (e.g., illness) and documented (e.g., note from doctor) excuses. In most cases, I expect you to contact me prior to missing a scheduled exam.

EXTRA CREDIT OPPORTUNITIES: Details concerning opportunities for earning extra credit through summaries of psychology research articles, attending psychology colloquia and/or participating in psychology research is provided on pages 3 and 4. We will also enjoy some in class demonstrations that will earn students extra credit. Students may earn up to ten (10) extra credit points through any combination of these activities. Earn all 10 points and this, in effect, can raise any single exam score by one to two full letter grades. Extra credit should be turned in to me no later than the last day of classes on December 4.

COURSE GRADING: Grades will be sent to you via email shortly after each exam. Final course grades will be assigned according to the percentages provided below based on the highest score achieved in class. Think of this as a double curve: high determines 100% and these are 12% grading units. Final course grades are final. I do not change grades at semester's end because you missed a higher grade by a percentage point or two. Please do not ask me to do so.

A = 88-100% B = 76-87.9% C = 64-75.9% D = 52-63.9% F = 51.9% and below • Cases of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the on-line M-Book.

SPECIAL NEEDS: Any student requiring assistance should contact the Office of Student Disability Services at 915-7128 in 234 Martindale. I will be happy to make reasonable accommodations. However, producing notification of need for accommodation the day of a test may be difficult to honor.

UNIVERSITY SERVICES: The University offers a number of services to its students and you may wish to take advantage of such services if the need should arise.

Academic Support Center: 350 Martindale, x5970 Psychological Services Ctr: G382 Kinard, x7385 University Counseling Ctr: All American Drive, x3784

PSYCHOLOGY 201: COURSE CALENDAR

DATE	LECTURE # & TOPIC	READINGS
Aug 25	What is Psychology: Goals and Historical Trends	1-27
Aug 27	Scientific Methods in Psychology I: Nature of Science and Conducting Research	29-39
Sep 1	Scientific Methods in Psychology II: Research Methods in Psychology	40-55
Sep 3	Biological Psychology: Nervous System and Behavior	65-89
Sep 8	EXAM 1: Lecture and text material since the start of the term	
Sep 10	Learning I: Classical Conditioning	201-217
Sep 15	Learning II: Operant Conditioning	218-231
Sep 17	Memory I: Types of Memory	244-258
Sep 22	Memory II: Long Term Memory Storage and Retrieval	259-266
Sep 24	Memory III: Amnesia	267-283
<u>Sep 29</u>	EXAM 2: Lecture and text material since exam 1	
Oct 6	Intelligence I: Intelligence and IQ Testing	334-343
Oct 8	Intelligence II: Evaluating IQ Tests	344-359
Oct 13	Motivation I: General Principles	398-403
Oct 15	Motivation II: Sexual Motivation	414-425
Oct 20	Emotion: Nature of Emotions	436-454
<u>Oct 22</u>	EXAM 3: Lecture and text material since exam 2	
Oct 27	Social Psychology I: Social Perception and Cognition	488-498
Oct 29	Social Psychology II: Attitudes and Persuasion	499-508
Nov 3	Social Psychology III: Influence and the Power of the Social Situation	
Nov 5	Personality I: Traits	545-553
Nov 10	Personality II: Assessment	554-565
<u>Nov 12</u>	EXAM 4: Lecture and text material since exam 3	
Nov 17	Abnormal Psychology I: Overview	567-575
Nov 19	Abnormal Psychology II: Psychotherapy	576-589
Nov 23-27	No Classes: Fall Recess	0.0000
Dec 1	Psychological Disorders II: Mood Disorders	621-631
Dec 3	Psychological Disorders III: Schizophrenia	632-641
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Dec 7	EXAM 5: Lecture and text material since Exam 4 @ 4 p.m.	

NOTA BENE: The schedule and policies in this course are subject to change in the case of extenuating circumstances.

EXTRA CREDIT THROUGH PSYCHOLOGY RESEARCH

Psychology is a science concerned with how and why humans and animals behave the way they do. Many of the discoveries you will read about this semester came from research in the laboratory with psychology students like yourself and published in scientific journals. Students enrolled in this course may earn up to ten (10) research points through any combination of library research (see below), research participation, colloquia and in-class activities. I will treat these as <u>extra credit</u> points each of which is equivalent to an exam point and used towards enhancing your final grade.

 Library research. The university library contains numerous scientific journals published by the American Psychological Association or the American Psychological Society (see list of <u>approved</u> journals below; articles from the internet are NOT allowed). After reading an article from one these journals, you are asked to reference the article and respond to four questions (see page 4 for template). One extra credit point will be given for each article completed. If you are uncertain about what constitutes **plagiarism**, please ask as this is a violation of academic integrity with serious consequences. Please turn this work in as soon as it is completed in order to receive your extra credit points.

American Psychologist	Behavioral Neuroscience	
Developmental Psychobiology	Journal of Abnormal Psychology	
Psychological Science	Journal of Experimental Psychology	
Journal of Personality and Social Psychology	Psychological Assessment	
Psychological Bulletin	Psychological Review	
Experimental and Clinical Psychopharmacology	Psychology and Aging	
Journal of Counseling Psychology	Journal of Comparative Psychology	
Journal of Applied Psychology	Journal of Abnormal Child Psychology	

• Research participation. An online Psychology Study Participant Manager (PSPM), located at

<u>www.psych.uni.edu/pspm/olemiss</u>, contains announcements describing research projects that are currently going on in the department. Each announcement specifies the investigator associated with the project and a short description of the project. Sometimes the investigator specifies who is eligible to participate in the project, so you should carefully read the requirements before agreeing to participate.

If you want to participate in a study, you will follow the online instructions. It is very important that you keep your appointment. If for any reason you cannot participate at the scheduled hour, you should cancel at least 24 hours before the scheduled time, you must call the investigator to cancel your appointment. If you fail either to keep your scheduled appointment or to call the investigator to cancel, you will be required to obtain an extra hour of research credit. If you do not keep your appointment (for any reason), the system will not allow you to participate in that research project – you will have to get your research credits from other studies.

When you arrive for your appointment, the investigator will explain the nature of the research project. If at this time, or at any other time during the study, you feel that you would like to withdraw from the experiment, you are free to do so, and you will receive credit for participation to that point.

Each time you participate in a study, the investigator will give you a credit online. Both you and your instructor will have access to this information. You may check it occasionally to note your progress. Remember, if you wait until near the end of the semester to participate, there may not be studies available.

<u>Psychology colloquia</u>. At some point throughout the semester, the psychology department may have an invited speaker
present on a topic of interest in psychology. These colloquia dates, times, and locations will be announced during class
lectures. Use the template on page 4 for completing this type of extra credit. As before, turn this work in as soon as it is
completed in order to receive your extra credit points.

LIBRARY RESEARCH SAMPLE

Student Name & UM ID #: Jane Scholar, 78280003

Authors: <u>G.S. Watson, J.T. Roach, and K.J. Sufka</u> Article Title: <u>Benzodiazepine receptor function in the chick social-separation stress procedure</u> Journal Name: <u>Experimental and Clinical Psychopharmacology</u> Journal volume, page numbers, and year: <u>Vol. 14, pp. 1-12, 1999</u>

Research Summary:

a) What kind of research design was used (e.g., case study, correlation, true experiment, etc)?

These researchers employed a true experiment is their study.

b) What were the variables investigated (e.g., independent and dependent) in this study?

The independent variable was a drug manipulation that included drugs that either mimicked (agonist) or blocked

(antagonist) the BZ receptor. A second <u>independent</u> variable was testing animals either in isolation (stress manipulation) or with two companions (control group). The <u>dependent</u> variable was the number of distress vocalizations emitted by the chicks for a 3min test period.

c) What did the authors discover about their variables with their research project?

The researchers show that social separation causes chicks to vocalize. Also, classic anti-anxiety drugs that mimicked the BZ receptor reduce distress vocalizations. Finally, the researchers show that if you block the BZ receptor it prevents the anti-anxiety drug from working.

d) Your reactions:

This was a very interesting study. The authors want to argue that this paradigm is a cost-effective way to screen novel drugs for anti-anxiety effects. I think animal research like this is important for helping improve the lives of both animals and humans. Personally, I think the government should spend more money on neuroscience research.

PSYCHOLOGY COLLOQUIUM SAMPLE

Student Name: Joe College ID#: 027-04-9760 Guest Speaker: Dr. Thomas Polger, University of Cincinnati Colloquium Title: Mind-Body Problem; The Natural Method in the Study of Consciousness Date, time and location: Jan 26, 2009, 4:00 p.m., 209 Peabody Building

Summary must include:

a) Summary of presentation:

Dr. Polger discussed a very interesting issue in psychology known as the mind-body problem. The debate centers on whether the mind (or consciousness) is a result of brain processes or comes about through some non-physical entity that does not obey the laws of physics. In his talk, Dr. Polger argues that the consciousness can be reduced to physical processes in the brain. He uses two sensory systems, vision and audition, as exemplars to understand this problem. He first discussed physical properties of light and how that is encoded by the retina and ultimately handled by the cortex to yield states of awareness. He follows this by treating sound in the same manner. His demonstration of dark adaptation was the best. It seems the nervous system is nicely designed to handle the physical world and to make some sense of it.

b) Your reactions:

Dr. Polger's talk leaves me a bit unsettled about the nature of consciousness. I came into the talk believing in dualism, that is that the mind and body are two separate entities. However, Dr. Polger has presented very convincing evidence that processing of the physical world via the brain seems to account for everything there is to know about consciousness. His objections to Chalmers' arguments were sound. However, I still think there is something mysterious about consciousness that neuroscience cannot explain.