

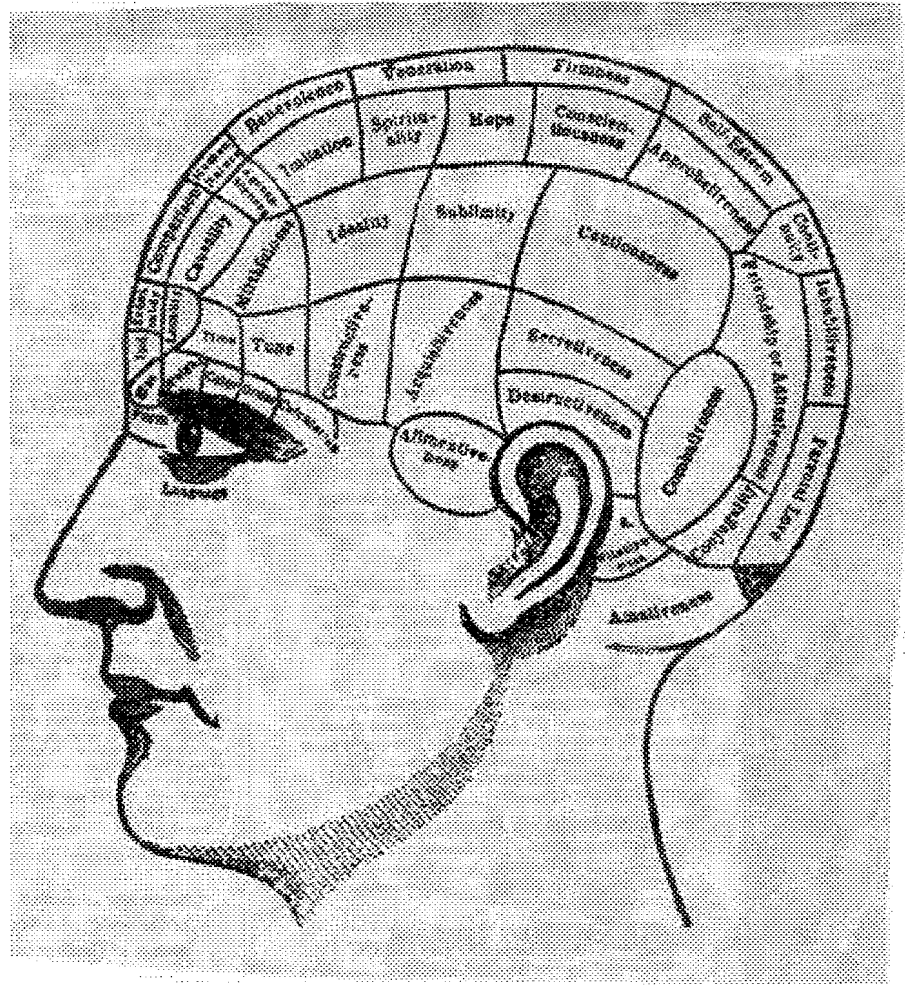
**UNIVERSITY OF
CALIFORNIA,
BERKELEY**

**Department of
Psychology**

Psychology 1

General Psychology

Fall Semester, 2004



Instructor:

John F. Kihlstrom, Professor

Tolman Hall, Room 3333

Telephone 643-3928

E-mail: kihlstrm@socrates.berkeley.edu

URL: <http://socrates.berkeley.edu/~kihlstrm>

Graduate Student Instructors (GSIs):

Tim Beyer timbeyer@socrates.berkeley.edu

Helen Boucher boucher@socrates.berkeley.edu

Jenny Chai chai@berkeley.edu

June Gruber june@socrates.berkeley.edu

Miriam Hernandez miriam-h@socrates.Berkeley.EDU

Michael Kraus mwkraus@calmail.berkeley.edu

Ben Mullin bmullin@berkeley.edu

Virginia Smith vesmith@berkeley.edu

Messages for the instructor and GSIs may be left on E-mail, or
in their mailboxes in Tolman Hall (3rd floor).

Course Website:

<http://elearning.berkeley.edu:7000/public/psy1jk>

This course will survey the scientific study of mental life and the mental functions that underlie human experience thought, and action. The emphasis is on cognitive processes and social interactions characteristic of adults. However, research on nonhuman animals, as well as biological, developmental, and pathological processes, will be introduced as relevant. This course, or its equivalent, is a prerequisite for admission to most upper-division courses in the Department of Psychology. Psychology 1 (or its equivalent) is required for prospective majors in Psychology, and is intended for lower-division students (freshmen and sophomores).

The Department of Psychology also offers another version of the introductory course, Psychology 2 ("Principles of Psychology"), which covers the same material as this course. Psychology 2 is taught by advanced graduate students, does not include discussion sections, and is intended for non-majors and upper-division students (juniors and seniors).

Graduate students are welcome to attend lectures. Those who are taking this course for credit should inform the instructor.

Required and Recommended Readings

Students should purchase two items for the course.

(1) The textbook, *Psychology* (6th ed., 2004), by Henry Gleitman, Alan J. Fridlund, and Daniel Reisberg, is required: It is available from the ASUC Bookstore. Be sure to purchase **Gleitman's** book, and be sure to purchase the 6th edition; other sections of Psychology 1 and 2 may use different texts.

(2) The *Study Guide: Psychology* (6th ed., 2004), by John Jonides & Paul Rozin, accompanies the text, and is also required. It will help the student greatly in understanding the material and preparing for exams.

In order to reduce costs, by special arrangement with the publisher the ASUC Bookstore offers the *Study Guide* prepackaged with the textbook, along with a password for a website linked to the text and maintained by the textbook publisher. This is a genuine bargain and I highly recommend it over other packages you might find available for purchase. ISBN: 0-39315171-9.

Supplementary Materials

A set of *Lecture Supplements* is posted to the course Website. These are, essentially, written versions of lectures that I would give if this course occupied two semesters, instead of just one. The Supplements also include some essays I have written (or in some cases co-authored) on general-interest topics within psychology – again, you can think of them as general-interest lectures. The supplements also include material from the lectures. Students will not be held responsible for new material in the lecture supplements, but those who intend to major in Psychology may find them informative and useful. The lecture supplements will be updated throughout the semester.

Lecture outlines will also be posted to the course Website, along with copies of the illustrative materials used in lectures.

Three adjunct texts, useful to those with special (e.g., career) interests in psychology and related fields, are available in paperback, and can be ordered at any bookstore.

For prospective psychology majors, I recommend *The Story of Psychology* by Morton Hunt (1993). Hunt is one of the best science writers in the business, specializing in the behavioral and social sciences. His book covers much of the same material as the Gleitman text, while putting the scientific substance in historical perspective.

I also recommend *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research* by Roger R. Hock (5th ed., 2004). In this book, Hock provides detailed synopses of many important research studies in psychology, as well as their intellectual background and subsequent followups.

For the philosophically inclined, I recommend *The Science of the Mind*, 2nd ed., (1991) by Owen Flanagan. It is the best single introduction to the philosophy of mind that I know.

Midterm and Final Examinations

There will be two midterm examinations and a final. Due to the size of the class, all examinations will be in multiple-choice format. Midterms will be conducted in class on dates announced in the attached syllabus, and are noncumulative. The final exam is mostly cumulative, but will include a portion covering topics not previously examined. For Fall 2004, the final exam is scheduled for

Tuesday, December 14, 2004, 8:00-11:00 AM

(Final Exam Group 1), at a location to be announced later.

Students whose University or personal obligations may conflict with a scheduled exam should consult with the instructor in advance. In particular, students should plan their end-of-semester travel schedules to permit them to take the final exam at the scheduled time. The final exam will not be rescheduled.

If you have a personal emergency that prevents you from taking an exam at the scheduled time, leave a telephone or E-mail message with the instructor, take care of whatever the problem is, and then consult with the instructor as soon as possible afterwards.

Examinations are computer scored. Requests for hand-rescoring of any examination must be received within *one* (1) week of the posting of scores for that exam to the course website.

Feedback concerning exams is posted to the course website, which also contains copies of old exams.

Discussion Sections

Weekly discussion sections will be conducted by the Graduate Student Instructors (GSIs). The purpose of the discussion sections is to supplement the lectures, and to give a formal teaching experience to the graduate students serving as GSIs. Each meeting will consist of a mini-lecture, approximately 25 minutes in length, followed by a period for questions and discussion, also approximately 25 minutes in length. Discussion sections will not be used for review purposes prior to midterm and final examinations (review sessions will be scheduled separately).

Discussion sections will not meet the week of August 30.

Note that there are holidays on Monday, September 6 (Labor Day) and Thursday, November 11 (Veterans' Day).

Discussion sections are a scarce resource. Therefore, attendance at discussion sections is required, and attendance and participation will count toward the final grade (30 points).

Another portion of the section grade (40 points) will be accrued through written work posted to the course website. There are eight (8) such exercises, and they count five (5) points each on an all-or-none basis (just like a neuron). Students will receive full credit for posting their materials to the appropriate "Topic" (corresponding to their discussion section number) of the course Bulletin Board by the deadlines given in the syllabus.

Note that the times are all one minute before midnight, just like Cinderella, according to the official time recorded by the computer at the time of posting.

Postings should be no longer than 250 words (the equivalent of 1 double-spaced 8^{1/2} x 11" page of 12-point type), though shorter essays are fine. Because the essays are graded on an all-or-none basis, there is no premium on length: a 50-word essay garners the same full credit as a 250-word essay, so long as it meets the other criteria.

Essays must be in complete sentences, with no misspellings (use your spelling and grammar checker before posting), or you may lose full credit.

They must also be based on materials presented in lectures and readings, supplemented by your own reflections as appropriate.

It is recommended that you prepare the essays off-line, perform a spelling and grammar check, and then upload them to the course Bulletin Board.

It goes without saying that the postings must be thoughtful responses to the questions posed. Other than with respect to timeliness of posting, and grammar and spelling, the postings will not be graded, although the instructor, GSIs, and other students may comment on the contents of the postings (the point of the exercise is to get you writing about what you're thinking with respect to the topics of the course). No late postings will be accepted, so pay attention to the deadlines.

Research Participation Program

Because psychology is a scientific discipline, research experience is an integral part of Psychology 1 (and many other lower-division and survey courses in the Department). This component of the course, known as the Research Participation Program (RPP), is somewhat analogous to the laboratory demonstration sections offered in the natural sciences, except that students serve as subjects rather than experimenters. The purpose of the RPP requirement is to familiarize students with the methods by which scientific research in psychology is conducted.

Psychology 1 requires *five* (5) hours of RPP experience for each student. Details of RPP are explained in a separate information sheet distributed with the syllabus, and posted to the course Website.

Course Website

This section of Psychology 1 has a Website on the World Wide Web (other sections may have them too, so don't get confused). This Website includes a copy of the syllabus, lecture outlines, illustrations, and supplements (including lecture summaries), as well as links to other resources related to psychology. It is updated from time to time during the semester.

URL: <http://elearning.berkeley.edu:7000/public/psy1jk>.

The course Website includes a Bulletin Board" which will be used for a wide variety of communications among students, GSIs, and the instructor. From time to time I will post announcements (e.g., about exams) concerning the course; I may also post corrections and supplements to my lectures. Students may also post comments and questions concerning the readings, lectures, and other items relevant to psychology; note that these messages will be distributed to the entire class. Responses from the instructor or the GSIs also will be posted to the entire list, so that everyone may benefit from the exchange (so don't post anything of a personal or confidential nature!).

Students who are enrolled in, or waitlisted for, the course, should gain access to the course website automatically. Students who are not yet enrolled or waitlisted may enter the website by pointing their Web browsers to the URL above, scrolling down to the bottom of this "welcome page", and signing in as a guest.

Students who are officially enrolled in the course, or officially waitlisted should point their web browsers to the following URL:

<http://webct.berkeley.edu>.

Once there, log in with your UCB Student Identification Number (SID) as both your LogIn ID and your password. If you used WebCT for a course in previous semesters and changed your password (i.e., from your SID to something else), use your old password instead of your SID.

If necessary, follow the instructions to Add a Course.

In any event, keep a record of your ID and password, as you will need them to gain access to certain course records, such as your entries in the course gradebook.

When you have completed this process, click on the link to the course, which will take you to the course "home page".

Individuals who do not have Internet access from their homes may reach the course Website from any computer that has Internet access, including the various workstations in campus libraries and other sites.

Students using a PC should use either Netscape Navigator 4.7 or 7.0 or beyond, or Microsoft Explorer 5.0 or beyond. Students using a Macintosh should use Explorer 5.0 or beyond. In either case, make sure that JavaScript and "cookies" are enabled on your browser.

Individuals who use an Internet Service Provider other than UCB, such as AOL or Hotmail, may experience some difficulty in accessing the course Website. Make sure that Java is enabled on your browser. Or add the phrase "/index.html" to the end of the URL (this isn't strictly necessary, but sometimes it helps. Check whether your browser adds a final "/" after the "index.html" phrase (this isn't strictly necessary either, but sometimes this also helps). Try reaching the course Website through the Psychology Department's Website, or the instructor's. When you've reached the course Welcome Page, make a bookmark for easy access on subsequent occasions.

If you have problems reaching the course Website from home, create your account, following the instructions above, from a machine on the campus network. Then contact your GSI or the course instructor, and we'll do our best to help you solve the problem.

Psychology Web Site

Your textbook comes with a single-user password that you may use to gain access to the *Psychology WebBook* on a server maintained by the text's publisher. The URL is:

<http://www.wwnorton.com/gleitman/>.

If you did not purchase an unused copy of the book, you may purchase the password separately from W.W. Norton. Order information may be found at the URL above.

A link to the WebBook is available on the course Website. In order to make full use of this Website, you will need a Java and Javascript-enabled browser such as Internet Explorer or Netscape 4+, as well as Macromedia Shockwave (a free plug-in available from Macromedia's site).

Grading Policy

Final grades will be calculated on the basis of 340 points distributed according to the following rules:

two (2) midterm examinations, 50 points each

final examination, 100 points

discussion section, 100 points, allocated as follows:

60 points for attendance and participation;

40 points for 8 Bulletin Board postings (5 points each);

completion of Research Participation Program (see above), 40 points.

The instructor's policy is that the accumulation of at least 90% of the total possible points (i.e., 306 points) should result in some kind of A (i.e., A or A-), while accumulation of at least 80% of the total possible points (i.e., 272 points) should result in some kind of B (i.e., B-, B, or B+); those who accumulate more than 50% of the total possible points (i.e., more than 170 points) are guaranteed some kind of C (i.e., C-, C, or C+); those who accumulate more than 25% of the total possible points (i.e., more than 85 points) will receive some kind of D.

If necessary, the distribution of final grades in this course will be adjusted to conform to the overall distribution of grades in lower-division courses at UCB.

Changes to Your Class Schedule

Discussion sections are a scarce resource, and if you don't want them, someone else does. Students who do not appear for their scheduled discussion sections during the first three weeks of class are liable to be dropped from the course. If you have any problem attending your discussion section during the first three weeks of the semester, contact your GSI.

As of 2002, there are new procedures for dropping and adding courses, changing grading options, and the like. Students may no longer automatically drop courses up to the last day of instruction. Requests for actions after the 8th week of the semester must be submitted via written petition and will be reviewed on a case-by-case basis. Lack of attendance or lack of knowledge about course enrollment does not constitute sufficient grounds for late or retroactive action.

Late or retroactive "Drops for Non-Attendance" or "Adds for Attendance" will no longer be granted automatically.

SYLLABUS

Note. In the schedule that follows, the readings from the text (hereafter known as *Gleitman*) and the *Study Guide* are required; readings from the Lecture Supplements are optional (but recommended).

The text and study guide are both available at the ASUC Bookstore. The Lecture Supplements are available on the course Website.

Ideally, the relevant chapters and lecture outlines should be surveyed, if not read, before the corresponding series of lectures begins.

August 30: Introduction

Gleitman, H, Fridlund, A.J., & Reisberg, D. (2004). *Psychology*. 6th ed. New York: Norton. Chapter 1, "Introduction"

Before Midterm 1, you should also read the Appendix: "Statistics: The Organization and Interpretation of Data"

You should also read the corresponding chapter and appendices in Jonides, J., & Rozin, P. (2004). *Study Guide* for Gleitman's *Psychology*. 6th Ed. New York: Norton.

September 1 - 13: Biological Bases of Mind and Behavior

Gleitman, Chapters 2-3, 11. Study Guide, Chapters 2-3,11.

September 6: No Class (Labor Day)

Bulletin Board Posting #1

Due 11:59 PM, Friday, September 17

Neurologically intact people have two functioning hemispheres, but do they also have two *brains*? possible that people have *more* than two brains?

September 15 - 22: Learning

Gleitman, Chapter 4. Study Guide, Chapter 4.

Bulletin Board Posting #2

Due 11:59 PM, Friday, September 24

How do contiguity and contingency contribute to the formation of associations in classical and instrumental conditioning?

September 27 - 29: Sensation and Perception

Gleitman, Chapters 5-6. Study Guide, Chapters 5-6.

Bulletin Board Posting #3

Due 11:59 PM, Friday, October 1

To what extent are our percepts faithful representations of the objects and events in the external world?

October 4: Catch-Up and Review

October 6: MIDTERM EXAMINATION 1

In class (usual time and place). Covers assigned readings and lectures from August 30 through September 29, inclusive.

October 11 - 18: Attention and Memory

Gleitman, Chapter 7. Study Guide, Chapter 7.

Bulletin Board Posting #4

Due 11:59 PM, Friday, October 22

To what extent is the way we remember an event the product of how we perceived it at the time it originally occurred?

October 20 - 27: Thought and Language

Gleitman, Chapters 8-9. Study Guide, Chapters 8-9.

Bulletin Board Posting #5

Due 11:59 PM, Friday, October 29

How does our capacity for language enhance our ability to think and solve problems?

November 1 - November 10: Personality and Social Interaction

Gleitman, Chapters 10, 14-15. Study Guide, Chapters 10, 14-15.

Bulletin Board Posting #6

Due 11:59 PM, Friday, November 12

Is it possible to understand a person's personality without regard to the social context in which that person lives?

November 11: No Classes (Veterans' Day)

November 15: Catch-Up and Review

November 17: MIDTERM EXAMINATION 2

In class (usual time and place). Covers assigned readings and lectures from October 11 through November 10, inclusive.

November 22 - 24: Psychological Development

Gleitman, Chapters 12-13. Study Guide, Chapters 12-13.

Bulletin Board Posting #7

Due 11:59 PM, *Wednesday*, December 1

How do Kohlberg's stages of the development of moral reasoning relate to the development of a t
of mind?

November 25 - 26: No Classes (Thanksgiving Recess)

November 29 - December 6: Psychopathology and Psychotherapy

Gleitman, Chapters 16-17. Study Guide, Chapters 16-17.

Bulletin Board Posting #8

Due 11:59 PM, Friday, December 10

Can individuals with mental illness be treated in isolation, or must psychotherapists treat the people around the patients as well?

December 8: Conclusion

No readings.

December 14: FINAL EXAMINATION

Held from 8:00 - 11:00 AM in a place to be announced. Noncumulative portion covers assigned readings and lectures from November 22 - December 8, inclusive. Cumulative portion covers all assigned readings and lectures, from beginning to end.

Outline for Introductory Lecture

Lecture Outlines and Lecture Supplements, the latter including lecture summaries, will be posted to the course Website.

psychology is the science of mental life (William James, 1890)

mental structures, processes

experience, thought, and action

doctrine of mentalism

types of mental life

Immanuel Kant, "faculties of mind"

E.R. Hilgard, "trilogy of mind"

cognition

emotion

motivation

example behavior: suicide

psychology as cognitive science

sensation

perception

attention

memory

thought

language

psychology beyond cognition

emotion (affective science)

motivation (conative science)

action (behavioral science)

psychopathology

as social science

social interaction

social cognition

personality

"mind in action"

as biological science

brain as physical basis of mind

neuroanatomy

neurophysiology

molecular/cellular biology

endocrinology

immunology

genetics

evolutionary biology

ecology

as physical science

electrochemistry

reductionism

levels of analysis

psychological

sociocultural

biological

example behavior: suicide

psychology and other disciplines

humanities

philosophy, theology, literature, art

social sciences

economics, sociology, cultural anthropology, history

biological sciences

biology, ecology, physiology, physical anthropology

physical sciences

physics, chemistry, cosmology

"the universe within" (Morton Hunt)