

**Psychology 101, Introduction to Psychology
Spring, 2009
Tuesday & Thursday, 10:50 a.m. - 12:05 p.m.
Sewall Hall 301, Rice University
CRN 21595**

OWL-Space + www.owl.net.rice.edu/~psyc101/pomerantz/

Instructor: Dr. James R. Pomerantz Hours: Tues 2:30 – 3:30 p.m. or by appt.	Office: Sewall Hall 492A Phone: 713-348-3419 Email: pomeran@rice.edu Website: www.ruf.rice.edu/~pomeran/
Teaching Assistant: Anna Stupina Hours: Wed 2:00 – 3:00 p.m.	Office: Sewall Hall 150A Phone: (713) 348-4147 Email: ais@rice.edu
Teaching Assistant: Ashley Rittmayer Hours: Thurs 9:30-10:30 a.m.	Office: Sewall Hall 427 Phone: (713) 348-4458 Email: rittmayer@rice.edu

Main text:

Psychology, by Daniel L. Schacter, Daniel Gilbert, and Daniel Wegner. Worth Publishers, 2008.

Content of course

Description of the course. Psychology 101 serves as the beginning course in psychology; as such, it is broad in scope. The course will introduce students to the history of psychology, current paradigms and theories, research methods, and statistical techniques. We will cover neuroscience, experimental psychology, and cognition, including sensation, perception, memory, language, and cognition. We will examine various psychological disorders, stress and health psychology, personality and social psychology, intelligence, and developmental psychology. Because of time limitations, none of these topics can be covered in great depth. The textbooks and the material presented in class will serve as the primary sources for the material to be covered. A few guest lectures may supplement my regular lectures.

Students who wish to have more experience discussing psychological issues and critical experiments are encouraged to enroll in Psychology 102, Readings in Introductory Psychology, the optional, one-credit hour discussion section for introductory psychology that usually meets on Monday evenings in Sewall Hall (see Rice's course offerings for availability this semester).

Goals and objectives of the course. The primary goal of introductory psychology is to introduce students to the field of psychology and the problems and issues that social scientists study. This means that students need to learn what psychologists do, how they approach their work, and how that work differs from work in other disciplines. An equally important goal is to introduce the student to the content and research findings of the various subfields within psychology. Some psychologists are interested in how the brain influences behavior, while others study the genetics of behavior, how people learn, how children develop, abnormal behavior, group behavior and so forth. Psychology is a large field and those trained in psychology teach, conduct research, deliver therapy, develop tests, consult in business and industry and many other activities. Students should learn about the major issues, critical experiments, major findings, and who the leading scientists are in many of the large areas of psychology. Additionally, students should understand the major approaches in the study of psychology, the major historical figures who have had a major impact on the field, statistical reasoning, the vocabulary/jargon of the field, and what it means to study human beings, their cognitions, emotions, and behavior scientifically. One of the goals for the course is to help students develop a healthy scientific skepticism for what they read and hear about abnormal behavior, its causes and treatment. I hope that students will learn something of benefit to their own lives--

perhaps a new study method, a stress-reduction technique, or some new insight that will enable them to live happier more fulfilled lives, prevent problems, or become more knowledgeable health consumers. A final goal is for students to develop greater understanding of and sympathy for the unfortunate individuals who have handicapping psychological problems. These goals can be achieved best if you attend all the classes.

Format of course and course requirements. The course will follow a lecture format, but with questions both expected and encouraged. In a course of this size, it is important to exercise judgment to ensure that questions are of general interest and are asked as clearly and audibly as possible. It is also important that students complete each week's reading assignment *before* the class meeting. An approximate timetable of topics and reading assignments is listed at the end of this syllabus. The lectures will present material not in either textbook, so attendance in class is strongly advised. You are expected to attend all classes, complete all the readings, take the examinations, and participate in the research requirement as described below.

Research Requirement. As a part of this course you are required to get some "hands-on" experience with psychological research. The usual way to meet this requirement is to take part in five (5) hours of experiments as a subject/participant. Alternatively, you may satisfy this requirement by reading several research papers and writing a brief paper describing each or by working as an experimental assistant in an on-going research project. The requirement, various options, and your rights and responsibilities are described [here](#).

Evaluation. There will be three in-class examinations and a final exam to be scheduled by the Registrar. The dates tentatively scheduled for these exams are listed on the course schedule in this document. The exams will include a mixture of objective and short-answer questions. The final examination will follow a similar format. The final will be cumulative. All four exams are required. In addition, there is the research participation requirement for the course noted above; completion of this is required but ordinarily it does not affect your course grade.

Course grades will be determined using these weights:

1st examination -	20%
2nd examination -	20%
3rd examination -	20%
Final examination -	40%

In addition, class participation will be factored in at the end of the year for students whose grades fall at the border between grade categories or whose participation has been exceptional with respect to quality and, secondarily, quantity.

Disability Statement

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the course instructor during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact Disability Support Services in the Ley Student Center.

Any student with a disability requiring accommodations is encouraged to contact the instructor after class or during office hours. Additionally, students should contact Disability Support Services in the Ley Student Center.

If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Disability Support Services Office

Honor System Policy

Students are expected to abide by the Honor Code and follow all Rice guidelines. All examinations are under the Honor System. Participation in psychology experiments, writing research reports, and attending lectures are an academic requirement of the class; therefore, honesty and integrity are expected in those endeavors as well. Just as plagiarizing a research report would be considered dishonest, claiming that one attended a lecture or participated in an experiment when one did not, would be considered dishonest and a violation of the university's honor code. Students are encouraged to bring any concerns involving academic integrity to the attention of the instructor.

Course Schedule: Spring 2009 (correct as of March 31)
 Psyc 101, Pomerantz, Rice University

Note: This schedule is subject to change!

			Apr	07	24. Psychological Disorders
				09	25. Treatment
Jan	06	1. Intro, housekeeping			
	08	2. Overview of psychology	Apr	14	26. Social Psych (Schneider)
				16	27. Exam 3: Chaps 12–16
Jan	13	3. Research methods	<hr/>		
	15	4. “			
Jan	20	5. Neuroscience & Behavior	<u>Final exam dates, time, places:</u>		
	22	6. “	Thursday April 23, 2009, 9:00 – 12:00, HZ Amp		
Jan	27	7. Sensation, perception			
	29	8. “			
Feb	03	9. Memory & Learning			
	05	10. Exam 1: Chapters 1-6	<hr/>		
Feb	10	11. Language and thought			
	12	12.			
Feb	17	13. Consciousness Schaivo case			
	19	14.			
Feb	24	15. Intelligence and Thinking			
	26	16. Decision making			
Mar	03	(Rice Spring Break)			
	05	“			
Mar	10	17. Emotion			
	12	18. Motivation			
Mar	17	19. Development			
	19	20. Exam 2: Chaps 7 – 11	<hr/>		
Mar	24	21. Personality			
	26	22. “			
Mar	31	23. Stress, health, and coping			
Apr	02	(Rice Spring Recess)			