

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Psychology
Fall 2013 ~ A days, 14:15-15:30
PSYC 1010: Introductory Psychology
Lower Division (no prerequisites)
Faculty Name: John Mueller
2013-04-23

COURSE DESCRIPTION

Psychology is a diverse field of study, and this course will examine its roots in the biological and social sciences, from a scientific perspective. It serves as the first course for individuals who want to major in psychology, as well as an elective course for non-majors. The student will be exposed to the numerous subfields making up the broad range of psychology as a science, and become familiar with the vocabulary, concepts, theories and principles in those areas. The course will examine the methods of research in various areas, as well as the strengths and limitations of these methods. By the end of the course, students will have a better understanding of psychology and of the various methods used to study human behavior. A scientific perspective will help the student learn to think critically by examining ways that psychologists have studied the puzzles of behavior and mental processes, and their biological counterparts. This will enable the student to develop the critical thinking skills needed to be a cautious and analytic consumer of proclaimed scientific findings in psychology, and other domains.

COURSE OBJECTIVES

The student will appreciate the broad range of the field of Psychology and its biological basis, and be able to define important psychological terms, concepts, processes and principles. The student will understand the variety of methods of investigation used in psychology, know the strengths and limitations of these various methods, and know how to interpret research findings. The course should dispel some of the myths about human behavior, and help the student to understand why psychology is more than "common sense." The course should develop the ability to relate the findings of psychological research to one's life, and to important issues in our society and the world at large. The "Critical Thinking" discussions will provide rigorous examples of how to benefit from many facets of psychological research, and how to think critically about popular (mis)representations of the field. Psychology is a discipline that covers some controversial and sensitive topics on which class members may have a diversity of opinions. In a university setting, it is essential that we treat the topics with appropriate scientific rigor. This course should provide a good foundation for taking more advanced courses in Psychology.

TOPICAL OUTLINE OF COURSE

The anticipated schedule of topics, arranged by phase of voyage, with chapters in the **Schacter et al.** text indicated as **S#**. (Some rescheduling may be required as port opportunities arise, if our itinerary changes, or if cross-course conflicts become apparent.)

Depart	Date	Class Day: A	Assignment/Activities	Destination
Southampton	Aug 26	1	Overview, orientation	St. Petersburg
Southampton	Aug 28	2	Emergence of Psychology as a discipline (S1)	St. Petersburg
St. Petersburg	Sep 03	3	Methods in Psychology (S2) - Quiz 1 (S1 & S2)	Hamburg
Hamburg	Sep 09	4	Brain and Behavior (S3)	Antwerp
Hamburg	Sep 11	5	Sensation and Perception (S4)	Antwerp
La Havre	Sep 18	6	Consciousness (S5) - Quiz 2 (S4 & S5)	Dublin
Dublin	Sep 24	7	Instincts & Reflexes (S3)	Lisbon
Dublin	Sep 26	8	Memory (S6)	Lisbon
Casablanca	Oct 08	9	Learning (S7) - Quiz 3 (S6 & S7)	Ghana
Casablanca	Oct 11	10	Review, reflection, and integration	Ghana
Casablanca	Oct 13	11	Emotion and Motivation (S8)	Ghana
Ghana	Oct 20	12	Language & Thought (S9)	Cape Town
Ghana	Oct 22	13	Intelligence (S9) - Quiz 4 (S8 & S9)	Cape Town
Ghana	Oct 25	14	Development, youth (S10)	Cape Town
Cape Town	Nov 02	15	Development, aging (S10)	Buenos Aires
Cape Town	Nov 05	16	Personality (S11) - Quiz 5 (S10 & S11)	Buenos Aires
Cape Town	Nov 07	17	Social Psychology (S12)	Buenos Aires
Cape Town	Nov 10	18	Psychology and Culture (S12)	Buenos Aires
Buenos Aires	Nov 17	19	Psychological Disorders (S13) - Quiz 6 (S12 & 13)	Rio de Janeiro
Buenos Aires	Nov 19	20	Treatments for	Rio de Janeiro

			Disorders (S14)	
Rio de Janeiro	Nov 25	21	Stress and Health (S15)	Manaus
Rio de Janeiro	Nov 28	22	Psychology and Education	Manaus
Rio de Janeiro	Nov 30	23	Psychology in the Workplace and around the world	Manaus
Manaus	Dec 08	24	Review, reflection, and integration	Ft. Lauderdale
Manaus	Dec 11	Final	Exam: Chapters 1-15	Ft. Lauderdale

Publisher's Student Companion resource web page: <<http://tinyurl.com/bfkqvnt>>

This is an on-line site that includes many study aids (e.g., flashcards, Tutorial Quizzes, crossword puzzles, and more) which can help you gauge how well you understand the material. I encourage you to take advantage of the free materials at this site, and perhaps download some things before boarding (on-ship Internet is slow and expensive). There is a hardcopy study guide that is not required for the course, as an optional decision for you to make. There will also be materials placed in the course folder on the ship's server system.

Note: There is not enough time in class to cover everything discussed in the book; classes will be used to highlight important topics and go into more depth on difficult concepts, as well as having discussions. Classes will also cover some material not covered directly in the book. The exams will have questions from all course material, which includes the assigned textbook and all class activities. You are responsible for all class content and announcements whether you are present or not. It is important that you complete reading assignments before coming to class because class activities assume you are already familiar with the material. Some rescheduling may be required as port opportunities arise, or as cross-course conflicts become apparent.

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

The Field Lab consists of an 8-hour exercise in Hamburg, Germany, and the focus of this exercise is "observing nonverbal behaviors." We will start with a breakfast orientation hour on ship, then a day-long walk about through public venues in the port, cafes, markets, museums, streets, and so forth, looking for differences from North America in the way that, for example, people make eye contact with strangers, who speaks first between strangers and in transactions (e.g., paying a bill), public displays of affection, bartering, holding hands, and so forth. There will be a lunch break in port, and at the end of the day a debriefing hour on ship.

Further details on this activity will be covered in class. The exercise will culminate in a short paper (about 5 pages), due roughly 2 weeks after departing Hamburg (about Sept. 24?), worth 20% of the course.

FIELD ASSIGNMENTS

There are other aspects of the international ports that will be blended into class meetings, actually "themes" in that the question extends across ports, and the differences become more apparent as more ports are experienced. For example, different cultures have different views of the role of aged (young) people in society, differences in language, stereotypes, perspectives on mental illness, treatment of mental illness, differences in recognition of personality traits (e.g., introversion-extraversion, compulsivity, etc.), attributional styles, child-parent relationships, attitudes about authority, honor. Other themes deal with broader questions, such as "Why is western Psychology so western?" These discussions will be incorporated into the day-to-day class meetings.

METHODS OF EVALUATION

25% - Quizzes: Six short quizzes, about biweekly and covering generally two chapters. Each will be worth 5%, the student gets to drop the lowest quiz (a missed quiz will count as the drop). Quiz questions will be based largely on the text, and may be taken in part from the Tutorial Quizzes for each chapter found on the textbook publisher's website
<<http://tinyurl.com/bfkqvnt>>

35% - Final: Comprehensive exam covering entire course and text; questions will be taken mostly from the text, and may include a small number of items from the quizzes.

20% - Field Activity: Students will do one field work exercise of 8 hours duration in a port, and write a short paper (5-6 pages) worth 20%, tentatively due about two weeks after departing that port.

20% - Evaluating exercises: Write a brief (4-5 pages) paper evaluating one of the end of chapter "Critical Thinking" exercises (10%), and a similar second brief paper evaluating one of the "50 myths" (Lilienfield, Tavris), or another of the "Critical Thinking" exercises, or some individually negotiated equivalent (10%), both due at any time before final exam week.

Letter grades will correspond to the SEA Registrar's standards for percent achievement. See grading note below. Participation per se is not graded, but attendance is expected.

REQUIRED TEXTBOOK (1)

AUTHOR: Schacter, Daniel L., Gilbert, D. T., Wegner, D. M.

TITLE: Introducing Psychology

PUBLISHER: Worth/Macmillan

ISBN-10: 1-4292-4230-2

ISBN-13: 978-1-4292-4230-1

DATE/EDITION: 2013 (2nd edition)

COST: \$120 (about)

Publisher web page: <<http://tinyurl.com/bmujhtr>>

Student companion resources web page: <<http://tinyurl.com/bfkqvnt>>

RESERVE LIBRARY LIST (in order)

1- Lilienfield, S. O. Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). 50 Great Myths of Popular Psychology. West Sussex, UK: Wiley-Blackwell.

ISBN-10: 1405131128

ISBN-13: 978-1405131124

2- Tavis, C. (2010, 3rd edition) Psychobabble and Biobunk. Upper Saddle River, NJ: Pearson/Prentice-Hall.

ISBN-10: 0205015913

ISBN-13: 978-0205015917

3- Schacter, Daniel L., Gilbert, Daniel T., Wegner, Daniel M. (2013). Study Guide for Introducing Psychology. Worth/Macmillan.

ISBN-10: 1-4641-0856-0

ISBN-13: 978-1-4641-0856-3

GRADING

Borderline grades would not be rounded up. I prefer to work with a mastery grading scheme, where there is no curve; that is, there is no upper limit on the number of As, Bs, there do not have to be any Cs, Ds, or Fs.

Percent	Letter	Percent	Letter	Percent	Letter	Percent	Letter
96-100	A	80-84	B	67-71	C+	54-58	D+
90-95	A-	76-79	B-	63-66	C	50-53	D
85-89	B+	72-75	C+	59-62	C-	49-0	F

If there is an official Semester at Sea grading scale, that will be used instead.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."