

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2019
Discipline: Psychology
Course Number and Title: PSY 100 General Psychology
Division: Lower
Faculty Name: Scott
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

Psychology is comprised of critical questions: Who am I? What affects my decision making and my understanding of human behavior? How much of my personality is genetically determined versus learned behavior? How is happiness defined across cultures? How do other people affect my behavior? In a course designed specifically for Semester at Sea, we will explore our questions through a cross-cultural introduction to the multi-faceted disciplines within the psychological sciences. Emphasizing empirical research and theories, our topics will include the brain and behavior, child and adolescent development, sensory processes, consciousness, memory, learning, emotional intelligence, personality, stress, abnormal behavior, social influence, health, and close relationships. This course will carefully evaluate the role of genetics and culture in shaping attitudes and human behavior and will include opportunities to integrate course material with social observations and learning experiences off the ship.

LEARNING OBJECTIVES

By the conclusion of the voyage:

1. Students will distinguish between qualitative and quantitative approaches to psychological research.
2. Students will improve their critical evaluation skills when evaluating and discussing psychological research studies.
3. Students will recognize that there are multiple components involved in the study of human behavior, including culture, context, and individual differences.
4. Students will compare and contrast the major areas of psychology and recognize how each one contributes to our understanding of human behavior and mental processes.
5. Students will engage in the nature versus nurture debate when evaluating human behaviors such as, but not limited to:
 - a. Intelligence
 - b. Psychological disorders and treatments
 - c. Stress and health

- d. Learning and memory
 - e. Attachment
 - f. Personality
6. Students will compare and contrast cultural norms and communication practices in each country with those in the United States.
 7. Students will apply course concepts to increase their understanding of contemporary problems occurring in U.S. society and around the world.

REQUIRED TEXTBOOK

AUTHOR: Spencer A. Rathus

TITLE: PSYCH⁵: Introductory Psychology

PUBLISHER: Cengage

ISBN-13: 9781337681216 (ebook) OR ISBN-13: 9781305662674 (paperback)

DATE/EDITION: 2018

TOPICAL OUTLINE OF COURSE

Remember that a key component on Semester at Sea is “flexibility.” This tentative class schedule may be adjusted as the voyage progresses to address the needs of our classroom community.

Depart Ensenada—January 5

B1—January 8: What is Psychology? (Chapter 1 – 1st half)

An introduction of the course, review of syllabus, learning objectives, field assignments and field class. An introduction to the study of human behavior.

B2— January 10: Research in Psychology (Chapter 1 – 2nd half)

Film: *The Stanford Prison Experiment*

An explanation of the methods of scientific inquiry in psychology including qualitative and quantitative research. Discussion topics will include ethics in research and cross cultural perspectives in empirical research.

B3— January 12: Cognitive Neuroscience (Chapter 2)

Documentary: *The Story of Phineas Gage VTS 02 1*

An exploration of one of the most popular and challenging fields in psychology, which combines the biological structures of the brain and our understanding of how they affect human cognition and behavior across cultures. Discussion topics will include traumatic brain injuries and the case study of Phineas Gage.

B4—January 15: Sensation and Perception (Chapter 3)

An overview of the five senses and how each one directly affects our perceptions of the world around us. Discussion topics will include cultural perceptions of illusions, synesthesia, and ESP.

January 16—International Date Line crossing (Lost Day)

B5—January 18: Consciousness (Chapter 4)

From sleep disorders to nightmares, the focus will be on the sleep cycle and the negative effects of sleep deprivation. Discussion topics will include cross cultural perspectives on meditation, mind-altering drugs (legal and illegal), and hypnosis.

Study Day (No Class) — January 19

B6—January 21: Learning (Chapter 5)

CX3 Group Presentation: Japan

Film: Gender Revolution: A Journey with Katie Couric

From the pairing of stimuli in classical conditioning to the reinforcements and punishments of operant conditioning, the focus will be on how learning shapes human behaviors. Discussion topics will include the role of culture, gender, and personality in learning and the strength of observational learning when exploring new countries.

B7—January 23: **EXAM I (Chapters 1-5)**

Kobe, Japan — January 24-28

B8—January 30: Making Memories (Chapter 6)

CX3 Group Presentation: China

An overview of how memories are encoded, stored, and retrieved, as well as strategies for improving memories. Discussion topics will include the role of stress in memory storage (flashbulb memories) and the influence of cultural and contextual cues in memory retrieval.

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

B9—February 7: Thinking, Language and Intelligence (Chapter 7)

CX3 Group Presentation: Vietnam

An overview of how the brain processes information and makes decisions based on previous knowledge and experience. Cross cultural perspectives on intelligence will also be explored. Discussion topics will include comprehending complex ideas, problem solving strategies, and learning from experiences in foreign situations (which all signs of intelligence.)

Ho Chi Minh City, Vietnam — February 8-13

B10—February 15: Reflections on Japan, China, and Hong Kong

Reflection and discussion of cultural experiences in Japan, China, and Hong Kong

Community Programming (No Class) – February 16

B11–February 18: Motivation and Emotion (Chapter 8)

CX3 Group Presentation: Myanmar

An overview of the theories of motivation across cultures, including Maslow's hierarchy of needs. Discussion topics will include cultural variations in the appropriateness of emotional expressiveness and the influence of Western media across cultures.

Yangon, Myanmar – February 19-23

Field Class, February 20th

B12–February 25: Lifespan Development: Part I - Prenatal to Childhood (Chapter 9)

From prenatal development to middle childhood, the focus will be on the physical, cognitive, and social changes throughout early development. Discussion topics will include the nature versus nurture debate in childhood development and the importance of culture and family in identity development.

B13– February 27: Lifespan Development: Part II - Adolescence to Late Adulthood

Film: A Suitable Girl (Documentary)

CX3 Group Presentation: India

From adolescence to late adulthood, the focus will be on the physical, cognitive, and social changes throughout adulthood. Discussion topics will include egocentrism and personal fable in adolescence and the universal challenges of the sandwich generation across cultures in middle adulthood.

Cochin, India – February 28 – March 5

Community Programming (No Class) – March 7

B14–March 8: Reflections on Myanmar and India

CX Group Presentation: Mauritius

Reflection and discussion of cultural experiences in Myanmar and India.

B15–March 10: **EXAM II (Chapters 6-9)**

Port Louis, Mauritius – March 11

B16–March 13: Personality: Part I (Chapter 10)

An overview of the central personality theories, including psychodynamic, nonanalytic, biological, learning approaches. Discussion topics will include the inherent cultural bias of personality tests and how different traits are valued and rewarded in different cultures.

B17–March 15: Personality: Part II (Chapter 10)

An overview of the central personality theories, including cognitive, trait, humanistic, and interactionist approaches. Discussion topics will include whether nature or nurture play a more dominant role in personality development across cultures.

B18—March 17: Psychological Disorders & Treatments (Chapters 12 &13)

CX3 Group Project: Cape Town, South Africa

Film: A Beautiful Mind

From anxiety to dissociative disorders, the focus will be on the origins, symptoms, and treatment options for psychological disorders across cultures. Discussion topics will include the media's portrayal of mental illness in Hollywood films and the subsequent global perceptions of anxiety and dissociative disorders.

Cape Town, South Africa — March 18-23

B19—March 25: Psychological Disorders & Treatments: Part II (Chapter 12 & 13)

From depressive disorders to psychotic disorders the focus will continue to be on the origins, symptoms, and treatment options for psychological disorders across cultures. Discussion topics will the media's portrayal of mental illness in Hollywood films and the subsequent global perceptions of depressive and psychotic disorders.

B20—March 27: Attitudes, Persuasion, Prejudice, and Aggression (Chapter 14)

Film: He Named Me Malala

An explanation of how attitudes are formed and measured, as well as an overview of how stereotypes and prejudice develop and persist across the lifetime and can result in aggressive behavior. Discussion topics will include prejudice across cultures and the inherent favoritism of one's in-group members.

B21—March 29: Attraction, Love, and Social Influence (Chapter 14)

CX3 Group Presentation: Ghana

Application Assignment: Want Ad, Five Love Languages, & All I Can Offer are due March 29th

Film: The Wound

An overview of standards of beauty across cultures and a critical analysis of Sternberg's (1988) Triangular Theory of Love. Attribution theory, obedience, and conformity will also be explored. Discussion topics will include personal wants and expectations within romantic relationships and the cultural factors that influence these attitudes.

Takoradi, Ghana — March 30 - April 1

Tema, Ghana — April 2-3

B22—April 5: Reflection on Mauritius, Cape Town, and Ghana

CX3 Field Assignment and Field Class Reflection are due in class

Reflection and discussion of cultural experiences in Mauritius, Cape Town, and Ghana.

B23—April 7: Stress and Health (Chapter 11)

Film: Still Killing Us Softly 4

CX3 Group Presentation: Morocco

From daily hassles to personal stressors, the focus will be on reducing stress and developing healthy coping strategies to maintain both physical and psychological wellness. Discussion topics will include the importance of emotional and social support systems and the challenges of returning home from the Semester at Sea voyage.

Study Day (No Class) — April 8

B24— April 10: **FINAL EXAM (Chapters 10-14)**

Casablanca, Morocco — April 11-14

Study Day (No Class) - April 16

B25—April 18: Reflection on Morocco and the World

Reflection and discussion of cultural experiences in Morocco and throughout the voyage.

Arrive Amsterdam — April 21

FIELD CLASS

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

The field class for this course will take place on February 20, in Yangon, Myanmar.

Field Class Title: School's Out! Appreciating Culture Through Afterschool Programs in Thanlyin Village

Country: Yangon, Myanmar (Burma)

Idea: Students will visit a local market by trishaw bicycle to evaluate types of persuasion and social influence and spend the day learning about Burmese culture from the perspective of schoolchildren participating in afterschool activities at a monastic school in the Thanlyin village. Students will complete a service project to benefit the program and interact directly

with the children to better understand how nature and nurture exist in partnership in Burmese culture.

Objectives:

1. Observe non-verbal behavior in customers and merchants at the local market.
2. Appreciate how both sensation and perception are utilized at the local market
 - a. Recognize how each of the five senses being activated.
 - b. Challenge yourself to try a new food; investigate it through smell, sight, and taste.
 - c. Evaluate how your experiences in Myanmar are being encoding into your working memory. Describe the process by which these experiences would be moved into long term memory storage.
3. Recognize and appreciate the educational system in Myanmar through conversations with students and staff.
4. Compare and contrast afterschool programs in Myanmar with those in the United States.
5. Gain a better understanding of how nature and nurture impact individual differences.
6. Give back to the community through a service project.

FIELD CLASS ASSIGNMENTS

Our field class experience will be worth **125 possible points, which is 25% of your overall course grade**. Twenty-five points will be allocated for participation during the field class itself. Full credit will involve active listening, engaging in discussion, asking questions, being punctual, and being respectful of our speakers and guides at all times. Fifty points will be possible for the culture, communication and connections field assignment which will ask you to learn more about the cultural norms of the country we are visiting. Lastly, fifty points are possible for the field class reflection, which will focus on our learning goals and objectives.

Culture, Communication & Connections (CX3) Field Assignment (50 points possible)

One of the most central themes in Introductory Psychology is the ongoing debate as to how much of who we are as individuals is a result of nature (genetics) versus nurture (environment/culture). During our field class, you will be observing, interviewing, and taking notes to find evidence of the cultural norms in this country.

Step 1: Take notes and record your observations in this country and consider taking pictures to help you remember each location. Please remember to never photograph a person without their permission and be respectful at all times.

1. Culture
 - a. How do individuals in this country dress? To what degree is modesty a concern?
 - i. Types of clothing
 1. Basic attire
 2. Footwear
 3. Signs of wealth (designer labels, jewelry, etc.)
 4. Technology

- ii. Gender differences
 - iii. Age/Status differences
 - iv. Social economic status differences
 - b. What cultural norms have you observed in this country?
 - i. Gender norms
 - ii. Socio-economic differences
 - iii. Ethnic diversity
 - iv. Transportation (How do people get around in this city?)
 - v. Family dynamics
 - vi. Advertising
2. Communication
- a. How much eye contact is maintained during conversations?
 - i. Romantic partners
 - ii. Friends/ Acquaintances
 - iii. Children/Elders
 - iv. Strangers
 - b. How are gestures used to convey frustration, excitement, interest, and flirtation?
 - i. Gender differences
 - ii. Age/Status differences
 - c. How is language used in this country?
 - i. How does the official language of this country sound?
 - 1. Volume
 - 2. Tone
 - 3. Pitch/Intonation
 - ii. How much of it can you understand?
 - iii. How prevalent is English in this country?
 - iv. How challenging would it be for you to learn this language?
3. Connections
- a. What is the appropriate social distance for strangers, friends, family and romantic partners?
 - i. How do people address each other?
 - ii. How do people greet each other?
 - iii. How do age, gender and status affect social distance?
 - b. What public displays of affection are appropriate in this culture?
 - i. Romantic partners
 - ii. Friends/Acquaintances
 - iii. Children/Elders
 - iv. How do age, gender, and status affect public displays of affection?
 - c. What evidence do you see of U.S. influence do you see in this country?
 - i. Advertising
 - ii. Restaurants
 - iii. Retail items
 - iv. Film/television
 - v. TBD

Step 2: Your CX3 field assignment should be 3-4 pages long and must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page. The field assignment should reference some background knowledge of the country whenever possible. The ultimate goal is to compare and contrast cultural norms in this country with your experiences at your home university in the United States.

Step 3: Start writing and consult the check list provided below:

Checklist:

1. Cover Page
2. Introduction to Chosen Country
 - a. Summarize the CX3 information you learned prior to visiting this country
 - b. Explain why you chose to learn more about the culture of this country
3. Compare and Contrast Cultural Norms and Communication Practices in the Country with those in the United States
 - a. Culture
 - i. Attire
 - ii. Cultural Norms
 - b. Communication
 - i. Eye Contact
 - ii. Gestures
 - iii. Language
 - c. Connections
 - i. Social Distance
 - ii. Affection
 - iii. U.S. influence
4. Summary and Reflections
 - a. Assuming you were hired to work for a year in this country after graduation, what challenges would you face adapting to this new culture (besides learning the language)? Why? Be specific.
 - i. How well do you feel you would acculturate?
 - ii. How would your gender, age, education, SES play a role in your acculturation success?
 - b. Which aspects of this culture would you most enjoy? Why? Be specific.
 - c. Final thoughts and reflections

Field Class Reflection Paper (50 points possible)

In addition to the CX3 field assignment for this country, you will submit a 2-3-page reflection paper that encompasses all of the information you learned during the field class. Your field class reflection must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page.

- What was your level of knowledge before the Field Class about this particular topic? Explain.
- What was your level of interest in this particular topic prior to the field class? Explain.
- **Review the specific learning objectives for the field class. How were these key concepts addressed today?**

- What are the specific challenges faced by the speakers and individuals you interacted with today? What do they need and how can we be of help?
- What was your emotional response while attending the field class? What specific events, speakers or circumstances affected you on an emotional level? Explain.
- What was your cognitive response while attending the field class? Which ideas did you learn, understand, or contemplate more deeply based on the speakers, circumstances or specific events of the day? Explain.
- How did the field class compare and contrast with similar issues in the United States and specifically at your home university/college? Explain and use concrete examples.
- How might this experience shape your knowledge of sexuality and your attitudes toward this particular topic? Explain.

METHODS OF EVALUATION

CX3: Communication, Culture, And Connections Presentation

You will choose a small group to work with during the semester and you will be held accountable for your contribution to the discussion in the group and all group assignments. We often forget that a HUGE part of psychology is learning to interact with and communicate effectively with others! Each group will present an overview of local customs, etiquette, and non-verbal cues for each country prior to arrival in port and discuss the relevance of the piece as it relates to the current readings. Please be creative and dynamic in your presentations (approximately 5-10 minutes)!

Application Assignments (50 points possible):

Introspection is a key component to sexuality and you will be asked to complete four application assignments in the course, including: *Want Ad*, *All I Can Offer*, and *the Five Love Languages*. Each of these application assignments are designed to challenge you to think about your beliefs, desires, and boundaries in an interactive and creative way.

Films & Documentaries:

Throughout the course, you will be asked to view films and documentaries outside of class. You are strongly encouraged to watch them with members of the class to facilitate discussion and interest. Material from the films and documentaries will be used as examples in class and will appear on all three of the exams.

Class assignments and exams are weighted below. There are 500 possible points in this course and each of the three exams is cumulative and will consist of an application section, true/false questions, and multiple choice questions. Exams will cover material from the textbook, lectures, readings, class discussions, class activities, films and videos. **Please note, many students equate effort with a high grade, and do not consider the level of mastery of the course material. Just because you have “worked hard” on an assignment, does not mean it is necessarily deserving of a high grade. The grades in this course are based on a level of mastery of the material and points will be assigned accordingly.**

Point Breakdown:

Exam I	100 points
Exam II	100 points

Exam III	100 points
Application Assignments	50 points
In-Class Participation	25 points
Field Class Participation	25 points
Field Class Reflection	50 points
CX3 Field Assignment	<u>50 points</u>
	500 points possible

Letter grades are assigned as follows:

A+ = 243-250	B+ = 218-224	C+ = 193-199
A = 233-242	B = 208-217	C = 175-192
A- = 225-232	B- = 200-207	D = 150-174

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory. ***All assignments are due on the day stated in syllabus regardless of whether or not you are in class.*** Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY

The Stanford Prison Experiment (Film)

Release Date: July 17, 2015

Director: Kyle Patrick Alvarez

Actor: Billy Crudup

Distributor: Abandon Pictures

The Wound (Film)

Initial Release: January 22, 2017

Sundance Film Festival

Director: John Trengrove

Running Time: 88 minutes

Distributor: Kino Lorber Inc.

A Suitable Girl (Documentary)

Winner of Tribeca Film Festival Best New Documentary Director Award

Release Date: 2018

Director: Sarita Khurana & Smriti Mundhra

Duration: 1 hour and 37 minutes

Distributor: The Film Collaborative

He Named Me Malala (Documentary)

Release Date: October 22, 2015

Director: Davis Guggenheim

Distributor: Fox Searchlight Pictures

Gender Revolution: A Journey with Katie Couric

Release Date: 2017

Duration: 92 minutes

Distributor: The History Channel

Still Killing Us Softly 4 (Documentary)

Hosted by: Jean Kilbourne

Duration: 45 min

ISBN: 1-932869-44-1

Date Produced: 2010

Distributor: Cambridge Documentary Films

A Beautiful Mind

Actor: Russell Crowe

Director: Ron Howard

Release Date: January 4, 2002

Distributor: Universal Pictures/DreamWorks

The My Lai Massacre (History Channel)

Release Date: October 13, 2017

Distributor: The History Channel

URL: <https://www.youtube.com/watch?v=OnvTyMptOt8>

The Story of Phineas Gage VTS 02 1

DATE: September 11, 2014

URL: <https://www.youtube.com/watch?v=NFO6ts6vZic&t=10s>