

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Psychology
PSYC 2150-101: Introduction to Cognition
Division: Lower Division
Faculty Name: Jeanine Skorinko
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None.

COURSE DESCRIPTION

Why do some things end up forgotten? Is it really possible to have a false memory? Why can one person's perception of an image or situation be so drastically different from another person's perception? How do we make decisions and solve problems?

These are the types of questions that we will examine in cognitive psychology. Cognitive psychology investigates the mental processes and strategies underlying human thoughts and behaviors. In this course, we will examine the human mind and the way it works and the ways it does not work as well as we might like. We will explore topics such as: sensations and perceptions, attention, learning, memory, problem-solving, and judgment and decision making. We will discuss how genetics, environmental cues, social situations, and culture all influence how we think and act. This course is designed to increase awareness and to the inner workings of our mind and to consider situational factors that can influence the way our minds function. We will use our times in different ports to observe and apply concepts discussed in class.

COURSE OBJECTIVES

- 1) An appreciation of the theoretical, empirical, and applied sides to studying cognitive psychology.
- 2) An ability to think critically about and analyze the theories, methods, and findings related to cognitive psychology.
- 3) Cultivate a lasting awareness of how cognitive psychological principles are related to the real world.

REQUIRED TEXTBOOKS

AUTHOR: Goldstein, E. B.

TITLE: Cognitive Psychology: Connect Mind, Research, and Everyday Experience, 4th Edition

PUBLISHER: Cengage Learning

ISBN #: 10 1285763882

DATE/EDITION: 2015/4th Edition

Other Readings:

Bialystok, E., & Craik, F. I. M. (2010). Cognitive and Linguistic Processing in the Bilingual Mind. *Current Directions in Psychological Science*, 19, 19-23.

Connor, S. (February 17, 2013). A sensational breakthrough: the first bionic hand that can feel. *The Independent*.

Dunning, D. & Baicetis, E. (2013). Wishful Seeing: How preference shape visual perception. *Current Directions in Psychological Science*, 22(1), 33-37. DOI: 10.1177/0963721412463693

Chiu, L.H. (1972) A cross-cultural comparison of cognitive styles in Chinese and American children. *International Journal of Psychology*, 7, 235-242.

Chua, H.F., Boland, J. E., & Nisbett, R. E. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences*, 102, 12629-12633.

Gugliotta, G. (September 5, 2011). Sound, the way the brain prefers to hear it. *The New York Times*.

Kassam, K. S., Gilbert, D. T., Swencionis, J. K., & Wilson, T. D. (2009). Misconceptions of Memory: The Scooter Libby Effect. *Psychological Science*, 20, 551-552.

Kaufman, M. (January 3, 2005). Meditation gives brain a charge, study find. *Washington Post*.

Kim, H. & Markus, H. R. (1999). Deviance or Uniqueness, Harmony or Conformity? *Journal of Personality and Social Psychology*, 77, 785-800.

Loftus, E. F. (1997). Creating False Memories. *Scientific American*, September, 71-75.

Weiss, P. (September 1, 2001). The seeing tongue. *Science News Online*, 160 (9), 140.

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

B1- January 8 Introduction and History of Cognitive Psychology
Readings: Goldstein, Chapter 1
Assignments to do: Experiential Assignment #1 & start thinking about the other Experiential Assignments

B2- January 10 Research Methods
Readings: Goldstein Chapter 1
Experiential Assignment #1 DUE
Assignments to do: Experiential Assignment #2

Honolulu: January 12

B3- January 13 Brain
Readings: Goldstein Chapter 2
Assignments to do: Experiential Assignment #2

B4- January 15 Sensation & Perception
Readings: Goldstein Chapter 3, Connor (2013), Gugliotta (2011), Weiss (2001)
Experiential Assignment #2 DUE

B5- January 18 Sensation & Perception
Readings: Goldstein Chapter 3, Dunning & Balctetis (2013).

Study Day: January 19

B6- January 21 Sensation & Perception
Readings: Goldstein Chapter 3, Chiu (1972), Chua, Boland, & Nisbett (2005)

B7- January 23 **EXAM 1**

Yokohama: January 24-25
In-Transit: January 26
Kobe: January 27-28

B8- January 30 Problem Solving
Readings: Goldstein Chapter 12

Shanghai: January 31-February 1
In-Transit: February 2-3
Hong Kong: 4-5

B9- February 7 Judgments & Decision Making
Readings: Goldstein Chapter 13, Kim & Markus (1999)

Ho Chi Minh: February 8-12 **FIELD LAB Day 1**

B10- February 14 Discussion of Field Lab & Knowledge
Readings: Goldstein Chapter 9

Study Day: February 15

B11-February 17 Knowledge Continued
Readings: Goldstein Chapter 9
Field Lab Journal and Paper DUE

Yangon: February 18-22

B12- February 24 Attention
Readings: Goldstein Chapter 4, Kaufman (2005)

B13- February 26 Attention
Readings: Goldstein Chapter 4
Burma/Myanmar Field Lab Report DUE

Cochin: February 27-March 3

B14- March 5 Imagery
Readings: Goldstein Chapter 10

Study Day: March 6

B15- March 8 **Exam 2**

Port Louis: March 9

B16- March 11 Memory
Readings: Goldstein Chapter 5

Study Day: March 12

B17- March 14 Memory (and Professor Skorinko's Birthday)
Readings: Goldstein Chapter 6
Mauritius Field Lab Report DUE & Experiential Assignment #3 DUE

(for those who did not do Mauritius or Burma for Field Lab)

Cape Town: March 15-20

B18- March 22 Memory
Readings: Goldstein Chapter 7

B19- March 24 Memory
Readings: Goldstein Chapter 8, Kassam, Gilbert, Swencionis, & Wilson (2009), Loftus (1997)
Capetown Field Lab Report DUE (only if you did your field lab in Capetown)

B20- March 26 Memory Wrap up

Tema: March 27-28
Takoradi: March 29-31

B21- April 2 Language
Readings: Goldstein Chapter 11, Bialstok & Craik (2010)

B22- April 4 Language
Readings: Goldstein Chapter 11
Ghana Field Lab Report DUE (only if you did your field lab in Ghana)

B23- April 7 Applied Cognition & Wrap Up
Experiential Assignment #4 DUE

Casablanca: April 8-12

Study Day: April 12

B24- B Day Finals, April 14

April 16: Disembarkation Day

FIELD WORK

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

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

Field lab 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 lab.

The field lab for this course takes place in Mauritius on: **Wednesday, March 9th**

Mauritius is a land known for its cultural diversity as well as its beautiful and diverse landscape. It combines influences from East and West and has many religions in close proximity, such as Christianity, Hinduism, Buddhism, etc. Therefore, this field lab will involve a day-long visit to the island of Mauritius that investigates the beauty and diversity. In particular, we will focus on how this diversity may influence thinking (whether through perceptions, decision making, thinking, judgments, memory, attention, etc.). We can examine perceptions that Christians, Hindus, and even Slaves had on their surrounding natural environments. And, we will spend time examining and practicing mindfulness through a meditation/yoga session. Throughout the day you will be asked to keep a journal. You will then combine your pre-field lab experiences practicing meditation and yoga for Experiential Assignment #3 (listed below) with your field lab experience. You will write a paper detailing the study you conducted in Experiential Assignment #3 and your Field Lab experience and how it ties into topics we have discussed so far.

Note: Due to the poor weather that forced us to cancel our original field lab in Vietnam, not everyone will join in on the Mauritius Field Lab. If you are participating in the Burma/Myanmar Field Lab, you will experience a similar field lab as in Mauritius so you will complete the same assignment as described above. If you have been reassigned due to other Field Lab conflicts to Capetown or Ghana, you will complete Experiential Assignment #3 separately from the Field Lab Report. All revised field labs have very strong connections to how culture influences the way we think, perceive, make judgments, and make decisions! Please see Moodle for detailed assignment descriptions for all Assignments!

FIELD ASSIGNMENTS

Throughout this course, students will carry out experiential assignments both on the ship and in the ports. **Experiential Assignment #1** will get us thinking about many of the different topics we will discuss this semester. Students will write an autobiography. This autobiography should include perceptions and thoughts about who the student is and how they came to be that way (development, parenting, culture). It should discuss why they decided to join the Semester at Sea voyage, and the strategies they use to learn and remember information. This assignment should also include one or two topics or

experiences the student is looking forward to this semester on the voyage related to this class in particular. **Experiential Assignment #2** relates to psychological methods. Students will pick a research question and test this question using observation, survey, or experimental methods. Students will then write a paper that introduces their research question, discusses the method they chose and how they conducted their study, discusses the findings, and provides thoughts on any limitations and where the study could go in the future. We will discuss these in class. **Experiential Assignment #3** involves a mini-study about thinking. Mindfulness through meditation and yoga has become popular in the West; however, it has been an integral part of Eastern cultures for centuries. Students will practice meditation and/or yoga over several weeks. They will record throughout the time frame their level of stress, their clarity of thought, their emotions, etc. Students will also find a meditation, yoga center, or temple in one of the ports, visit it, and incorporate it into their paper (can be in Japan, Shanghai, Hong Kong, Rangoon, or Cochin). The paper will require an introduction to the project, methods used, results, links to the theories on mindfulness and thinking, and an incorporate of the cultural site visit. **Experiential Assignment #4** has students finding real-world examples of cognitive psychology throughout their port visits. Students will need to pick a theme (e.g., language translation errors, sensation and perception of different foods, perceptual differences, imagery, etc.) and find real-world examples relating to the theme in 3-4 ports (ideally one from each larger area: Pacific, East Asian, South East Asia, and Africa). Students will provide the example (via photo, audio clip, movie, advertisement, etc.) and discuss the relevance to the theme and the theories related to the theme. Students may form small groups for this assignment to work together to find multiple examples relating to the theme.

METHODS OF EVALUATION / GRADING RUBRIC

Evaluation will include 3 exams, experiential assignments, and a Field Lab journal and paper. Exams will be comprised of multiple choice, True/False, fill-in-the-blank, and short answer questions. The experiential assignments will also be used in class discussion as a way for students to relate the course concepts to their personal cultural experiences. The experiential assignments and the Field lab paper will be graded based on the degree to which the student's experiences relate to the concepts we discuss in class. The final grade will be determined by the following weights:

Final grades in this course will be calculated based on the following components:

- 50% Exams
- 20% Experiential Assignments
- 20% Field Lab journal and paper
- 10% Attendance and Participation

Grade Criteria

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

Class Attendance and Participation: Class attendance is an important part of the course and part of your final grade. Students are expected to participate in class discussions and class activities. As class participation is important for the success in this class, participation is a part of your final grade. *A student who attends every class but does not actively participate will earn a participation grade of 70%.*

The professor will keep all the exams; however, she will make them available for students review.

ALL assignments must be submitted electronically on Moodle, and **the **file name** must include the first 5 digits of your ID number** (e.g., 12345journal.doc). All assignment must be posted on Moodle.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

No Books

Possible Films need for class:

Eternal Sunshine of the Spotless Mind (2004)

Cast Away (2000)

Good Will Hunting (1997)

Indiana Jones and the Last Crusade (1989)

Memento (2000)

Monty Python and the Holy Grail (1974)

The Imitation Game (2014)

Her (2014)

Head Games (2012)

Imagine (2012)

Inception (2010)

The Invention of Lying (2009)

50 First Dates (2004)

Crash (2004)

The Bourne Identity (2002)

Regarding Henry (1991)

Short Circuit (1986)

Still Alice (2015)

ELECTRONIC COURSE MATERIALS

Any relevant articles will be posted to Moodle. These will be relevant research articles and news articles related to Cognitive Psychology. All Assignments will be posted on Moodle. All assignments will be submitted to Moodle.

ADDITIONAL RESOURCES

None.

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]."

Late Work Policy: All assignments are due at the beginning of the class period on the due date (see course schedule). *Any* assignments handed in *after* class begins on the due date are considered LATE (if the time stamp on myWPI says 9:01am your assignment is late).

Advance Notice: If you obtain permission from the Professor in advance to turn an assignment in late, the penalties are:

- One grade step (e.g., B+ to B, B- to C+) deducted from the score if it is turned in within 24 hours after the beginning of the class period it was due (e.g., by Tuesday at 10:00a.m. if due at 10:00 a.m. on Monday).
- Two grade steps (e.g., B+ to B-) deducted from the score if it is turned in between 24 and 48 hours after the class period it was due (e.g., from Tuesday at 10:01am until Wednesday at 10am, if due 10am on Monday).
- Three grade steps (e.g., B+ to C+) deducted from the score if it is turned in between 48 and 72 hours after the class period it was due (e.g., from Wednesday at 10:01am until Thursday at 10am, if due Monday at 10am).

No Advance Notice: If you fail to obtain permission from the Professor for turning in an assignment late, or if the Professor does not consider the circumstances extenuating, the penalties are:

- One grade step (e.g., B+ to B, B- to C+) deducted if turned in during the class period (e.g., 10:01am-11:50am day it is due).
- Two grade steps (e.g., B+ to B-) deducted from the score if it is turned in after the class period but within 24 hours after the due date (e.g., If due Monday at 10am, then anything turned in from 11:51am Monday to 10am on Tuesday).
- Three grade steps (e.g., B+ to C+) deducted from the score if it is turned in between 24 and 48 hours after the due date.
- Four grade steps (e.g., B+ to C) deducted from the score if it is turned in between 48 and 72 hours after the due date.

No assignment will be accepted if it is more 72 hours late—NO exceptions (unless, of course, prior arrangements were made with the Professor)!