General Psychology
PSYC 1001
Fall 2006
TR 3:30-4:45
HUMN 1B80

Instructor: Dr. Erica Wohldmann
Department of Psychology, Institute of Cognitive Science
wohldman@psych.colorado.edu
303-492-8061
Office: Muenzinger D356A
Office hours: Tues 10-11, Wed 1-2, and by appt.
Course website: http://psych-swiki.colorado.edu:8080/1001-400


**Course Description**

Psychology is a broad field and is divided into several specialized domains. Clinical Psychologists assess, study, and treat mental health problems. Social Psychologists examine how individuals perceive, influence, and relate to others. Cognitive Psychologists study how we think, learn, and remember. Neuroscientists investigate the structure, function, and biochemistry of the brain in order to understand the mind. Developmental Psychologists try to understand the progression of psychological changes that occur as we age. These divisions are broken down even further into Health, Educational, and Industrial Psychology, as well as others. In this class, we will discuss many questions and issues related to all domains of psychology. For example:

- How do you recognize your best friend? Someone you just met? (Perception)
- What causes depression? (Psychological Disorders)
- Why do I get sick during finals? (Health and Stress)
- How do you remember events from you childhood, material for a test, or your grocery list? (Memory)
- Why do young children think cartoons are real? (Development)
- How do you pay attention to more than one thing at the same time? (Attention)
- How do you reason through difficult decisions? (Decision-Making)
- What is happening in your brain when you are perceiving, thinking about, or remembering something? (Neuroscience)
- How could I scientifically determine whether TV makes people violent? (Research Methods)
- What causes prejudice? (Social Psychology)

The goal of this class is to provide an overview of psychology and to help you to understand how it relates to everyday life. By the end of this course, you should be able to think critically about psychological questions, theories, and experiments.
Course Requirements

1. You are expected to read the assigned chapters, attend recitation, and complete exercises given during recitation.

2. Your grade will be based on 4 exams, none of which will be cumulative. Each exam will consist of 50 multiple choice questions worth 2 points each (for a total of 100 points). There are only two possible ways that I will allow you to make up a missed exam:

   Missed Exam Due to Religious Observances
   Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, notify me within the first two weeks of class of any religious observances occurring on scheduled class days. If you notify me in advance then I can make appropriate accommodations. See policy details at: http://www.colorado.edu/policies/fac_relig.html

   Missed Exam Due to Being on a CU Sports Team
   If you're on a CU sports team and absolutely have to miss an exam, inform me within the first two weeks of class. If you notify me in advance and an appropriate document is turned in, I can make appropriate accommodations.

   If you miss an exam during the semester, you can take the optional comprehensive final exam to take the place of that missed exam. If you have taken all exams up to the final, you may still take the optional comprehensive final exam, which can then be substituted for your lowest exam grade. Final grades will be figured with the four highest grades (i.e., the optional final cannot hurt you).

3. This class will use email as the primary means of contact. I will send you updates via email, and you can contact me most easily by email. Please check your CU email address regularly.

4. Important announcements will appear on the course website, so check it regularly.

Grading

A course grade will be assigned to each student according to the student's percentage of the total course points (4 tests x 100 + recitation 100 = 500).
Final grades will be assigned according to the University standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9%</td>
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<tr>
<td>D+</td>
<td>67.0-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63.0-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>below 60.0%</td>
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</tbody>
</table>
The Psychology of Snap Decisions

Psychology 4606
Fall 2006

Prof. Bernadette Park
D385C Muenzinger
492-1569
Office Hours: 11-1 Tuesday
email: Bernadette.Park@colorado.edu

Course Overview and Format

_Blink: The Power of Thinking Without Thinking_ written by Malcolm Gladwell, presents research from social, cognitive, and clinical psychology arguing that often snap judgments outperform more thoughtful, analytic decisions. We will work our way through Gladwell's book, reading many of the original empirical pieces on which his argument is based. The primary work of the course will be in completing the readings and taking notes on these, class attendance and participation, and a large individual project (both written and oral presentation) that delves more deeply into an issue raised in the book. The class will be conducted as a seminar.

Readings: (all readings are required)


Research Articles. A full list appears at the end of the syllabus. Readings are available at the class wiki.
Go to: [http://psych-swiki.colorado.edu:8080/](http://psych-swiki.colorado.edu:8080/)
Click on 4606-001
Name: 4606
Password: student

You can download the articles as PDFs and print them for reading. These are required readings. It will be helpful if you bring the readings to class.

Course Expectations and Assignments:

1. **Reading notes.** To help you process and remember the information in the articles, you will take notes on each article. These should have enough detail that you can easily reconstruct the argument in the paper, and if a study is presented, the design and findings from the study. Also, please provide some reactions to the papers in your notes (e.g., "That makes no sense, what about...", or, "That reminds me a the availability heuristic I learned about in my judgment and decision making course," or, "Well what about a situation when..."). The goal is to be an active thinker – what is your take on these ideas?

Your notes will be your ticket to gain admission to class each day – no notes, no ticket. This is because it is impossible to intelligently discuss that day’s topic without having completed the readings. If you take your notes on a computer, please email them to me as an attachment by 8 a.m. the morning of each class. If you take your notes by hand, you’ll need to show them to me at the beginning of class and then turn them in before leaving class so that I can look through them and return them to you. PLEASE be certain to write your name on your notes so that I can return them to you.

2. **Attendance.** You are expected to attend class and this will constitute a portion of your grade. But there’s a catch – no notes, no ticket, no attendance for the day.

3. **Participation.** It will be a pretty boring seminar if the same 3 people talk each day. As part of the participation requirement, please prepare at least one question or comment for each class meeting. If
there is a lull in the discussion I will call on people at random to read their question/comment as a catalyst for further discussion.

4. Article Summaries. For each article I will ask someone to provide a short (no more than 5 min.) summary of the paper in class to begin our discussion. This summary is intended to orient everyone and bring them to the topic at hand; it is not intended to be a substitute for having read the papers.

5. Research paper. Each person will choose one topic from a list I will provide, perform additional in-depth research on this topic, and write a 15 – 20 pg. paper (including references in APA format).

6. Class Presentation. Each person will present a 20 min. class presentation based on his/her research paper. This will be a chance for you to tell us in more detail about some topic touched upon in the book. Ideally you should put together a powerpoint presentation to accompany your talk. If this is a problem, please see me sooner rather than later.

**Final Exam: Saturday, December 16th, 10:30 a.m. – 1:00 p.m.**

Beginning with class on Oct. 3rd, students will begin making their presentations. We will have one per class, and another six on the day of our final exam. Attendance at the final exam is mandatory. If you do not attend, 30 points will be deducted from your current grade (the equivalent of a half-letter grade).

**Grading: Grades will be based on the following point breakdown.**

<table>
<thead>
<tr>
<th>Source</th>
<th>Total Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Notes</td>
<td>225 points</td>
<td>30%</td>
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<tr>
<td>8 pts for each of 28 days</td>
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<td></td>
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<tr>
<td>Attendance</td>
<td>150 points</td>
<td>20%</td>
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<tr>
<td>5 pts for each of 30 days</td>
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<tr>
<td>Participation</td>
<td>75 points</td>
<td>10%</td>
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<td>25 pts at 3 times (every 5 weeks)</td>
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<tr>
<td>Article Summaries</td>
<td>75 points</td>
<td>10%</td>
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<tr>
<td>25 pts for each of 3 presentations</td>
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<td></td>
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<tr>
<td>Research Paper</td>
<td>150 points</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>75 points</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>750 points</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Class meetings and readings**

**Class 1, August 29**


**Class 2, August 31**

*Blink*, pp. 1-17.