

Psychology One

Introduction to Psychology

MWF 10:30 – 11:50AM, Room 420-040
Professor James Gross
Course Coordinator: Jennifer Randall Crosby

Course Objectives and Requirements

This course offers an overview of the history, current status, and promise of psychology. Students are expected to master a considerable body of information about the principles of psychology, its methodologies, contributors, and terminology. This course is designed for students who may major or minor in psychology and serves as a foundation for upper level courses in psychology; however, it also serves students for whom this knowledge is a general contribution to a liberal arts education.

By the end of this course, students should be able to:

- Recognize and appreciate the psychological dimension of everyday experiences, as well as important social problems (e.g., education, healthcare).
- Describe foundational psychological concepts and themes, along with the studies, findings, and scientists associated with these concepts and themes.
- Understand the biological basis of individual experiences and behaviors, as well as social interactions.
- Analyze psychological claims with an open-minded yet critical stance, including those that appear in popular portrayals of psychological science (e.g., popular press).
- Assess and synthesize scientific evidence, concepts, theories, and experimental data relating to human behavior.
- Understand the basic components of an empirical research article and know how to locate primary research articles on topics of interest.
- Understand and utilize the scientific method in formulating hypotheses and designing experiments to test hypotheses.
- Communicate more clearly orally and in writing.

To achieve these course goals, there are seven required elements of this course: (1) lectures, (2) textbook readings, (3) sections, (4) weekly quizzes, (5) scientific method and science communication writing assignments, (6) exams, and (7) research participation.

1. Lectures

Lectures will go well beyond what is in the text. In addition to lectures by Professor Gross, faculty with specific areas of expertise will join the course. Attendance for the full class period is required; if you cannot arrive by 10:30 and stay until 11:50, we ask that you drop the course. **Please see our policy on the use of laptops and other technology in class.**

2. Textbook Readings

Our textbook is a new digital textbook, *Interactive Psychology*, by Gross et al. Because the book is in a beta version, access for this quarter will be **free** to all enrolled students.

1. Go to digital.wwnorton.com/interactivepsych
2. Click the green button that says "Sign in, Register a Code, or Purchase Access"
3. Click "No, I need to register, purchase, or sign up for trial access," and then click sign in.
4. Enter your name, school email address, and create an account password in the fields provided.
5. Select "I have a registration code", and then enter the following code in the box: **HXP-FMT-ELA**
6. Click "Register My Code"

3. Sections

Sections are required, meet once a week for 50 minutes, and count for 10% of your grade. Attendance is mandatory; if you miss a section, you must seek approval from your Teaching Fellow (TF) to attend another section that *same week* or complete a make-up assignment that consists of a supplemental reading and written reaction paper. *For additional information on section make-ups, please see section information on Canvas.*

Attendance is not the only component your TF will consider when assessing your section grade. You can signal your involvement by actively investigating section topics in advance, participating in class discussion and asking questions that show you have done the reading and given thought to concepts, acknowledging and building on others' ideas in section, drawing out ideas or concerns of other students, and visiting your TF regularly during office hours.

Section sign-ups will take place during the first week of the quarter. We will send out an online form for you to fill out based on your schedule availability. If you do not fill out the form, you will be assigned to a section based on available space. Sections begin the 2nd week of the term. Email Jordan (jbialock@stanford.edu) with questions about section assignments.

Proof

Note that there will be a **special class meeting**: A group of professional actors will be performing a staged reading of the Tony-award winning play, *Proof*, specifically for our class on Wednesday, November 20 from 7:30 to 9:00pm in room 040. *Proof* addresses issues of mental illness, stigma, and heredity. Attendance at *Proof* is considered mandatory. Material from the play will be discussed in section and included on your final exam, and a brief reflection on the play will be included in your section grade.

4. Weekly Quizzes

A quiz covering lectures and textbook reading will be posted on Canvas every Friday (or Mondays on exam weeks), by 5PM, and due on Thursdays at 10PM (except for finals week). The quizzes are designed to review the week's material and aid in your exam preparation. There will be eight quizzes over the 10 weeks in the quarter, but only your 6 highest quiz scores will be graded. The quizzes are open-note and open-book but may *not* be taken in collaboration with other students. You may attempt each quiz up to three times. We will then take your highest quiz score each week, and count all your quizzes for 20% of your section grade.

QUIZ TOPICS	RELEASED ON CANVAS	DUE DATE
Introduction, Methods, Evolution	Friday, 9/27 at 5PM	Thursday, 10/3 at 10PM
Biology, Brain, Perception, Learning	Monday, 10/7 at 5PM	Thursday, 10/10 at 10PM
Memory, Thinking, Language, Intelligence	Friday, 10/18 at 5PM	Thursday, 10/24 at 10PM
Emotion, Health, Influence, Social Reasoning	Monday, 10/28 at 5PM	Thursday, 10/31 at 10PM
Empathy, Culture, Cognitive and Social Development	Friday, 11/8 at 5PM	Thursday, 11/14 at 10PM
Adult Development Personality, "Abnormality"	Friday, 11/15 at 5PM	Thursday, 11/21 at 10PM
Mental Illness, Treatment	Friday, 11/22 at 5PM	Thursday, 12/5 at 10PM
Happiness, Wise Interventions, Big Picture	Friday, 12/6 at 5PM	Sunday, 12/8 at 10PM

5. Writing Assignments: Scientific Method and Science Communication

Students will complete three writing assignments focused on the scientific method and scientific communication for this course. Detailed descriptions of the assignments are available on Canvas.

- 1) Compare how a research study is described in a major media outlet to the original journal article. Students will assess the accuracy and fidelity of mainstream news descriptions of psychological research findings. Studies used for this assignment are chosen to highlight the use of biological measures. **(Due at 10pm on Friday 10/18)**
- 2) Locate, summarize, and extend or apply a journal article on a topic of interest to you. Students will locate an empirical journal article, provide a summary and commentary on the article, and propose either a new study that extends the research or an intervention that applies the psychological process in the article to a real-world problem. The proposal must have a clearly operationalized independent and dependent variable, as well as a procedure written in enough detail that someone could carry out the proposed study. **(Due at 10pm on Friday, 11/8)**
- 3) Revise your Assignment #2 submission based of feedback from your TF. **(Due at 10pm on Wednesday 12/4)**

6. Exams

There will be three exams, each covering one third of the course (lectures & textbook chapters). Each exam includes non-cumulative multiple-choice questions and one or two short-answer essay questions. The third exam (given during the final exam slot) also includes a longer comprehensive/integrative essay question. Exam locations will be announced as the exam dates approach.

Exam dates are as follows: Fri, Oct 11 and Fri, Nov 1 in class, and Monday, December 9 at 3:30PM.

Institutionally approved absences must be verified with Jordan **at least 1 week** in advance to arrange for alternative exams for exams 1 and 2. No other make-up exams are allowed, except for verified medical illnesses and emergencies. Early final exams will not be given. *To take this course, you must be able to attend the university-assigned final exam slot.*

7. Research Participation

Participation in 7 hours of psychology experiments is a requirement of the course. In addition to contributing to the advancement of the field, participating in research studies helps you see the variety of research methods available to approach questions of interest. These studies might involve measuring brain activity through EEG and fMRI, tracking eye movements, recording cognitive and social judgments, or interacting with other people. Experiments begin the second week of the quarter; the final day to participate is the last day of lecture. If you do not complete your experiment hours by the last day of lecture, you will receive an incomplete for the course. Detailed guidelines are available in the **Research Participation Requirement handout**.

If you wish not to participate, you may satisfy the requirement by writing a 5-page paper on the ethics of experimentation on human beings. You will need to declare this option before the first exam and turn it in by the second exam. To declare this option or ask questions about the assignment, email the course coordinator, Jennifer Randall Crosby (jrcrosby@stanford.edu).

Grading

This course will be graded on a 100-point scale using standard cutoffs for letter grades (A,B,C,D,NP with +/-). Exams and assignments are not graded on a curve. Your final course grade will be determined in the following way:

10%	–	Section Participation
20%	–	Exam 1
20%	–	Exam 2
20%	–	Exam 3
10%	–	Exam 3 Integrative Essay
20%	–	Scientific Method and Science Communication Writing Assignments

Course Policies

Laptops and Other Classroom Technology

Active use of laptops and other technology (i.e., cell phones) is **not permitted during lecture**. This policy is based on careful analysis of the scientific literature as well as surveys and discussions with Psych 1 students. Research (including from our own course) shows that using a laptop in class is associated with poorer grades for both laptop users and their neighbors. Please see Jennifer about exceptions to this policy, including necessary academic accommodations (see below).

Academic Accommodations

Students who have a disability, which may necessitate an academic accommodation or the use of auxiliary aids and services in a class, must initiate the request with the Office of Accessible Education (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; a week's notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067). If accommodations are needed, please send your OAE letter to Jordan.

Academic Integrity

Students are expected to adhere to Stanford's Honor Code and are responsible for understanding the University rules regarding academic integrity. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration, and representing another's work as one's own. To view the honor code and receive tips for how to adhere to it, visit: <https://tinyurl.com/SUHonorCode>.

Recommended Resource

We recommend downloading the free **3D Brain** app on your phone or tablet (Apple, Windows, and Android versions available).

Affordability of Course Materials

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. As described above, digital materials are free for all students this quarter. For general information about assistance with the cost of course materials through the Diversity & First Generation Office Opportunity Fund, please see <https://diversityandfirstgen.stanford.edu/resources>,

Lecture Recording

We record each lecture to give faculty the chance to evaluate their lectures and improve their teaching. We do not distribute these videos to students unless there is a valid university responsibility (e.g., athletic or academic competitions) that prevents lecture attendance.

We understand that team competitions and athletic commitments require students to travel often. If your sport or event is in season and requires you to travel, you may ask your coach to email missed lecture dates to jbialock@stanford.edu and sign our video viewing agreement *by the end of week 2*. Email Jordan or stop by room 422 to receive the agreement.

Please note, there are no exceptions to this policy and no videos will be distributed beyond the approved dates submitted by the 2nd week of the quarter. If you expect to travel to represent Stanford, but are unsure of the dates, please contact Jordan.

Ongoing Improvements

As part of our ongoing efforts to make this course an even better experience for students, our teaching team continually conducts research to improve our teaching methods. In this course, new teaching methods may be used and various aspects of student performance may be analyzed on an ongoing basis. Information about your individual performance in this course will be kept strictly confidential. If you would like to opt out of participating in any new teaching methods or having your performance analyzed as part of this research, you may do so without penalty. For more information, please contact Jennifer Randall Crosby.

Course Content

The subject matter of this course can be challenging emotionally as well as intellectually. Among other topics, we will discuss our current understanding of the causes and consequences of psychological disorders, group-based bias, stereotypes, and discrimination, as well as aspects of cultural and scientific history that may be at odds with contemporary values. While the syllabus provides an overview of each day's general topic, we will not "warn" students about particular topics, because sensitivity to different topics varies from person to person, and because topics may arise unexpectedly in class discussion. Additionally, as you may know, there is a difference between being triggered (in the sense of post-traumatic stress disorder) and feeling uncomfortable. Feeling uncomfortable can be an important part of intellectual growth. In contrast, trauma is not helpful to your learning. If, as we move through the course, you believe you need an alternate assignment or means of participation, we welcome your discussing this with us.

Common Questions and Key People

The key people in this course are listed on the following page, along with their contact information. Here are some of the various issues you might encounter and who you should contact:

- **Any questions about course content or policies: Jennifer Randall Crosby (jrcrosby@stanford.edu)**
- An illness or personal situation interfering with your ability to attend class or keep up with class exams and assignments: Talk to your Residence Dean and/or Jennifer Randall Crosby (jrcrosby@stanford.edu)
 - Find your Residence Dean at: <http://studentaffairs.stanford.edu/resed/about/contact/rds>
- General questions about experimental participation: psych1research@lists.stanford.edu
- Questions about a specific experiment (rescheduling, following up on credits): the researcher for the study
- Questions about signing up for section or switching sections: jbialock@stanford.edu
- Making up missed sections: Your TF
- Exam arrangements (i.e., athlete make-ups or OAE-approved requests): jbialock@stanford.edu
- Questions or problems with the Psych One Canvas site: jbialock@stanford.edu
- Finding out more about course topics and opportunities in the psychology department, feedback on ideas writing assignments, or how to study for exams: Jennifer Randall Crosby or any TF's office hours.

Contact Information and Office Hours

The Psych One teaching team holds regular office hours at the times and locations listed below. Alternatively, please schedule an appointment on their youcanbook.me website.

Teaching Team

James Gross	Instructor	gross@stanford.edu	Email for appointment	Jordan 436
Jennifer Randall Crosby	Course Coordinator	jrcrosby@stanford.edu	jrcrosby.youcanbook.me	Jordan 423
Jordan Bialock	Course Administrator	jbialock@stanford.edu	Email jbialock@stanford.edu	Jordan 422
Rebeca Lopez	Research Participation Coordinator	psych1research@lists.stanford.edu	Email psych1research@lists.stanford.edu	-

Teaching Fellows

Lauren Borchers	lrborchers@stanford.edu	Mondays 12-1pm, Fridays 2-3pm	Jordan Hall 169
Emma Clark	emclark@stanford.edu	Mondays 3:15-4:15pm, Wednesdays 1:15-2:15pm	Psych Lounge
Ariel Grayson	arielg1@stanford.edu	arielg1.youcanbook.me	Old Union
Khuyen Le	khuyenle@stanford.edu	khuyenle.youcanbook.me	Psych Lounge
Christopher Lee	cwj198@stanford.edu	Fridays 2-4pm	Tresidder Union
Kengthsagn Louis	klouis@stanford.edu	Mondays 1-3pm	Jordan Hall 248
Daniel O'Leary	djolear@stanford.edu	Mondays 1:30-3:20pm	Jordan Hall 425
Tiffany Phu	tiffphu@stanford.edu	tiffanyphu.youcanbook.me	Lathrop Learning Lab
Jonathan Qi	jonqi@stanford.edu	Mondays 3:30-4:30pm Wednesdays 7:30-8:30pm	Psych Lounge
Matthew Riley	rileym01@stanford.edu	Tuesdays 1-3pm	Psych Lounge
Ana Saavedra	anamar@stanford.edu	Wednesdays 7:20-9:20am	4th Floor Wallenberg Hall
Luiza Almeida Santos	lsantos1@stanford.edu	Tuesdays 10am-12pm	Jordan Hall 126
Anna Salamone	annasal@stanford.edu	Mondays 1:20-3:20pm	Old Union
Sanja Savic	sanjas@stanford.edu	Tuesdays 9:20-10:20 Thursdays 9:20-10:20	CoHo
Daphna Spivack	dspivack@stanford.edu	Tuesdays 8-10am	Jordan Hall 248
Angeline Truong	altruong@stanford.edu	altruong.youcanbook.me	Norcliffe Hall
Isaac Vaught	ivaught@stanford.edu	Mondays 11am-1pm	Old Union
Marianna Zhang	marianna.zhang@stanford.edu	mariannapsych1.youcanbook.me	Jordan Hall 290

Psych One Course Calendar

	Date	Lecture	#	Speaker	Textbook Reading	Important Dates & Deadlines	
Week 1	M 23 Sep	Introduction	1	Gross	Ch. 1*	Sign up for section! Create SONA account and complete prescreen questions.	
	W 25 Sep	Scientific Method	2	Gross	Ch. 2		
	F 27 Sep	Evolution	3	Crosby			
Week 2	M 30 Sep	Biological Basis of Mind	4	Gross	Ch. 3*	1st week of section	
	W 2 Oct	The Brain	5	Gross			
	F 4 Oct	Perception	6	Crosby	Ch. 4		
Week 3	M 7 Oct	Learning	7	Crosby	Ch. 6	Alt. essay option closes 10/11	
	W 9 Oct	Memory	8	Crosby	Ch. 7		
	F** 11 Oct	EXAM 1 (9/23-10/7)					
Week 4	M 14 Oct	Thinking	9	Crosby	Ch. 8	Eligibility Survey Due 10/14 at 10pm Assignment #1 due 10pm 10/18	
	W 16 Oct	Language	10	Yoon			
	F 18 Oct	Intelligence	11	Crosby			
Week 5	M 21 Oct	Emotion	12	Gross	Ch. 9		
	W 23 Oct	Health	13	Leibowitz	Ch. 10		
	F 25 Oct	Influence	14	Gross	Listen: "The Bad Show"		
Week 6	M 28 Oct	Social Reasoning	15	Roberts	Ch. 15	Alt. essay due 11/1	
	W 30 Oct	Empathy	16	Zaki	Listen: "Hidden Brain"		
	F** 1 Nov	EXAM 2 (10/10-10/29)					
Week 7	M 4 Nov	Culture	17	Tsai		Assignment #2 due 10pm 11/8	
	W 6 Nov	Cognitive Development	18	Crosby	Ch. 11		
	F 8 Nov	Social Development	19	Gross			
Week 8	M 11 Nov	Adult Development	20	Gross			
	W 13 Nov	Personality	21	Gross	Ch. 12		
	F 15 Nov	"Abnormality"	22	Gross	Ch. 13		
Week 9	M 18 Nov	Mental Illness	23	Gross		Staged reading of Proof, Wednesday 11/20 at 7:30	
	W 20 Nov	*Proof – evening class*					
	F 22 Nov	Treatment	24	Gross	Ch. 14		
	M 25 Nov					Mon, 11/25- Fri, 11/29: No class (Thanksgiving Recess)	
	W 27 Nov						
	F 29 Nov						
Week 10	M 2 Dec	Happiness	25	Gross		Assignment #3 due 10pm 12/4	
	W 4 Dec	Wise Interventions	26	Walton			
	F 6 Dec	Big Picture	27	Crosby			
	M 9 Dec	3:30-6:30PM: EXAM 3 (10/30-12/6) and Integrative Essay					Last Day of Experiments

Campus Resources

These are some of the campus offices and resources that may be helpful for the work in this course, related to topics discussed in this course, and/or generally just good for all students to know about.

Hume Center for Writing and Speaking

<https://undergrad.stanford.edu/tutoring-support/hume-center>

Building 250, Lasuen Mall
650-723-0045

humecenter@stanford.edu

VPTL Academic Skills Coaching

<http://academicskills.stanford.edu>

Lathrop Learning Hub

Office of Accessible Education

<https://oe.stanford.edu/>

563 Salvatierra Walk
650-723-1066

oe-contactus@stanford.edu

Schwab Learning Center

<https://slc.stanford.edu/>

563 Salvatierra Walk, Rm 126
650-497-3391

schwablearningcenter@stanford.edu

CAPS Counseling Services

<https://vaden.stanford.edu/caps-and-wellness/counseling-and-psychological-services-caps>

866 Campus Drive
650-498-2336

The Bridge Peer Counseling Services

<https://stanfordbridge.wordpress.com/>

581 Capistrano Way
650-723-3392

thebridgepeercounseling@gmail.com

Title IX Office

<https://titleix.stanford.edu/>

Kingscote Gardens (2nd floor)
419 Lagunita Drive
650- 497-4955

titleix@stanford.edu

Office of Community Standards

<https://communitystandards.stanford.edu/>

Tresidder Memorial Union, 2nd Floor, Suite 9
650-725-2485

community-standards@stanford.edu