

# General Psychology

## Summer 2013 Syllabus

**The Instructor: Dr. Bill Altman**

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### Course Description:

Introduction to the study of behavior, focusing on the influences of physiological, cognitive, social, and personality factors on behavior, including discussion of the major theories in psychology and related research.

### Class Meetings:

We will meet Monday-Friday, 9:30-11:30 AM, and 1:00-2:30 P.M. Meetings will be organized discussions, following the agenda below. I expect them to branch out on various tangents within the broad limits of each topic area, as class interest dictates. We'll also engage in several in-class experiments and demonstrations. Attendance is extremely important so that you can participate in the demonstrations and fully understand the concepts covered. If you miss a class, you are responsible for all information discussed, materials provided, and announcements. In-class activities cannot be made up. If you miss a test due to extraordinary circumstances (illness, etc.), you may arrange a make-up by appointment. If you know ahead of time that you will need to miss a scheduled test, please see me to arrange an alternate exam BEFORE your absence. If you require testing or learning accommodations, please alert me as soon as possible. Be sure to read the assigned work for a chapter *before* that unit is discussed in class.

### Textbooks:

The text for this class is *Essentials of Psychology* (6<sup>th</sup> Edition) by Douglas Bernstein (2014), published by Wadsworth Cengage Learning (ISBN: 978-1-133-95898-7). Additional readings are specified for each topic; others may be recommended or provided in class. These recommendations are not meant to restrict your explorations, but to guide them. Follow your own interests and share your findings. I like to wander the library stacks in the general areas which contain works pertaining to my interests and root around on the shelves for things that seem interesting.

### Course Goals.

Through your work in this course, you will demonstrate:

1. the ability to approach and solve problems from a psychological perspective;
2. the ability to describe behavioral phenomena and the theories that attempt to explain them;
3. a working knowledge of the basic issues and constructs in psychological research;
4. critical thinking about science, especially of popular reports of psychological research; and
5. the ability to communicate effectively about psychological issues.

### Evaluation:

Grades are based on individual merit and accomplishment. There is no curve. Common expectations of collegiate level work will be applied to all evaluations. Violations of the Code of Academic Integrity will not be tolerated, and will be treated harshly. (See the Ithaca College Handbook for detailed information.)

The final grade evaluation will be as follows:

	<b>Requirement:</b>	<b>Percentage of final grade:</b>	
1.	3 Examinations	75%	(25% per exam)
2.	Active Learning Project	20%	
3.	Oral research presentations	5%	(2 at 2.5% each)

### Classroom Etiquette:

Please observe the following, so everyone will have the best chance to participate and excel:

1. You are welcome to bring food or drinks to class, but please do not bring things that will cause distractions, such as strong-smelling cheeses or foods that create a lot of noise.
2. Electronic communications devices (e.g., cell phones) must be turned off. The only exception is if you must monitor a medical situation. In such cases, please let me know at the beginning of class, set your phone to vibrate rather than ring, and sit near the door so that you can leave to receive your call.
3. Video and audio recording of the class are not permitted.

**Nota bene:** I reserve the right to modify this syllabus at any time. All changes will be announced in class.

Course Calendar:

Date	Topics	Textbook Chapters	Exams (Chapters covered) & Other Assignments	Birthdays
M 6/24	Administrivia & Introduction	1		Peter Weller, 1947
T 6/25	Biology & Behavior <i>I am what I am, and that's all what I am.</i>	2		Anthony Bourdain, 1956
W 6/26	Sensation & Perception <i>Tommy, can you hear me?</i>	3		Peter Lorre, 1904
	States of Consciousness <i>I can feel my mind going, Dave. I can feel it.</i>	4		
Th 6/27	Memory <i>Do you have any idea who I am?</i>	6	Exam 1 (1, 2, 3, & 4)	Bob Keeshan, 1927
F 6/28	Learning <i>Does the name Pavlov ring a bell?</i>	5	Active Learning Project Phase 1	Mel Brooks, 1926
M 7/1				Deborah Harry, 1945
T 7/2	Intelligence and Creativity <i>Intelligence is that faculty of the mind which is measured by a good, standardized intelligence test.</i>	7		Thurgood Marshall, 1908
W 7/3			Active Learning Project Phase 2	Leoš Janáček, 1854
Th 7/4	Motivation and Emotion <i>Winning isn't everything. It's the only thing.</i>	8		Louis Armstrong, 1900
F 7/5	Personality <i>I gotta be me!</i>	11	Exam 2 (5, 6, 7)	Phineas Taylor Barnum, 1810
M 7/8	Human Development <i>How did we get to be this way?</i>	9	Active Learning Project Phase 3	Marty Feldman, 1933
T 7/9				Nikola Tesla, 1856
W 7/10	Stress and Coping <i>Enough is too much, I can't stand no more.</i>	10		Théodore Simon, 1873
Th 7/11	Social Psychology <i>Fitting in as an individual...</i>	14	Exam 3 (8, 9, 10, 11)	Alfred Binet, 1857
F 7/12			Active Learning Project Phase 4	R. Buckminster Fuller, 1895