
INTRO TO PSYCHOLOGY in Spring 2021 (PY1000)

Course Code	PY1000	Professor(s)	Brian Schiff, Maria Medved
Prerequisites	None	Office Number	PL-102
Class Schedule	M: 13:45-15:05 in C-104 R: 13:45-15:05 in C-104	Office Hours	Thursdays 12h30-13h30 (or by appointment)
Credits	4	Email	bschiff@aup.edu, mmedved@aup.edu
Semester	Spring 2021	Office Tel. Ext.	829

Course Description

This course explores psychology as an academic discipline and a social phenomenon. Students will learn about developments of psychological theorizing, how implied ideas and concepts have been applied and how various notions of what it means to be human can be understood. Together we will explore phenomena such as identity, violence and obedience, memory, culture, perception, emotion, learning, and others. Students will learn about the classical branches of the discipline such as psychoanalysis, behaviorism, cognitivism, constructionism, as well as narrative approaches. Our goal is to introduce you to the ways in which psychological research shapes ideas about the human mind. To that end, we will read original research articles and discuss how psychological work relates to the world we live in.

Course Learning Outcomes

Students will understand and be able to apply a broad range of psychological theories. Students will learn how psychologists study human beings, begin to understand the limits of various methods of investigation and to question how knowledge is constructed. Awaken students' intellectual curiosity about how psychological approaches can help to better understand persons and real world social problems. Students will improve their ability to write clear and effective arguments. Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate. (CCI LO1) Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and

inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class. (CCI LO3)

Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world. (CCI LO4)

General Education

Integrative Inquiry Learning Outcomes:

- Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate.
- Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
- Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

Course Outline

	Subject	Reading
Week 1	-What is Psychology?	Slife and Williams, What's behind the rese
Sept 23	-Psychoanalysis	Freud, Five Lectures on Psychoanalysis. (1-3).
Week 2	-Do dreams have a meaning?	Hobson, Why did the analysis of dream c to become a science?
Sept 30	-Learning theory	Skinner, 'Superstition' in the pigeon. Watson, Conditioned emotional reactions.
Week 3	-Understanding research in psychology	Piaget, Cognitive Development in Children

Oct 7	- Developmental psychology	Vygotsky, Mind in society.
Week 4		McCrae & Costa, Personality Trait Structure as a
Oct 14	Personality	Human Universal McAdams, What do we know when we know a person? Nosek, Implicit-explicit relations.
Week 5		
Oct 21	Social psychology	Milgram, Behavioral study of obedience. Zimbardo, Maslach, Haney, Reflections on the Stanford Prison Experiment.
Week 6	Midsemester exam	
Oct 28		
Week 7	Neuropsychology	Weeks, What does my brain do?
Nov 4		
Week 8	No Class	
Nov 11	(Midterm Break 11-13 Nov)	
Week 9	Cognition	Wagoner, Learning and Memory
Nov 18		
Week 10	Development, Stress and Coping	Stanger & Walinga, Chapt 7.3, 7.4 & 16.2
Nov 25		
Week 11	Clinical and Abnormal Psychology I	Sabat, Disorders and Treatments
Dec 2		
Week 12	Clinical and Abnormal Psychology II	Norton Reader, Disorders
Dec 9	Observational Study Due	
Week 13	Final Exam	
Dec 16	Dec 16 at 20:00	

Textbooks

This course doesn't have any textbook.

Attendance Policy

Covid-19 temporary amendments:

Students studying at The American University of Paris are STILL EXPECTED TO ATTEND ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Attendance and participation

We expect students to attend every class, whether virtually or in person. We will meet for a limited number of sessions and class time is our opportunity to help you think about the subject matter. Please let us know as soon as possible if you are experiencing a medical emergency or if there is a family crisis. Students who miss several classes will receive a lowered final grade. It is expected that students will arrive on time to every class. If a student is habitually late to class, late arrivals will count as absences. All readings are required. Assignments must be completed by the date indicated on the syllabus at the beginning of class. Students are expected to make relevant and thoughtful contributions to class discussion and activities. In determining your final grade, we will take into account your attendance, classroom and on-line conduct and your comprehension of the assigned readings as demonstrated in class discussion and activities. We reserve the option to give surprise quizzes and count quiz grades as a portion of exam grades.

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

Grading

Course requirements will contribute the following portions to your grade:

Attendance and participation	20%
Literature Review	20%
Observational Study	20%
Exams	40% (2 x 20%)

Exams

Students will complete two exams.

Research papers

1: *Short literature review*. For this paper, students will learn how to conduct a short literature review. Students will learn how to frame questions directed toward a problem and to locate and read appropriate research in PsycInfo. Students will produce a critical paper that assesses the literature and documents their experiences and difficulties in this endeavor.

2: *Observation study*. For this paper, students will learn how to approach participatory observation. Students will learn how to access the research field, pay attention to details of everyday behavior, make notes along with their observations and interpret them. Students will also learn how to meaningfully represent their observations in a research paper and will present their study to the class.

classroom POLICIES

Professional behavior

Students are expected to maintain professional behavior in class. Students will be respectful of their fellow students and the instructor. Please come to class on time. If you are unavoidably late, please enter quietly and take the closest open seat to the door. Please do not use foul language in the classroom. During class, do not have private conversations, pass notes, text message, do your homework, or read. All electronic devices (such as computers, cell phones, blackberries, pagers, etc.) must be stored off your desk and respectfully turned off. Please take the time to go to the bathroom before class. If you have a medical problem, please let me know. If your attention needs to be elsewhere, then you shouldn't be in class.

Make up policy

We reserve the right to give NO CREDIT for late material. In order to make certain that you will receive credit for an assignment, you must contact me before the assignment is due. Please do not leave a message on my machine one minute before the final and expect to receive credit. In case of emergency, please contact me at the first moment possible to make certain that you receive credit for an assignment. If you have questions or problems with an assignment please come talk to me about it.

Academic dishonesty

Please take the time to learn about academic dishonesty and plagiarism. Plagiarism includes handing in work that is not your own and cutting and pasting passages (from the internet, journals, books, etc.) without citing the original source. These are very serious academic offenses and could lead to an "F" in the course, suspension, or expulsion from the university. If I detect plagiarism, the least serious consequence is failing the course. Please keep in mind that I read for plagiarism and use technology that detects plagiarism. It is always better to hand in a poor paper than to plagiarize. We take these issues very seriously and will follow through with consequences for students who misrepresent the work of others as their own intellectual product. If you have a question about academic integrity, please contact me as soon as possible so we can discuss your question. Keep up with assignments and let me know if you need extra help. Don't get desperate—ask for help as early as you can!

Other
