

# PSYC1111: Self, Mind & Society

Fall 2022

Tuesday/Thursday 1:30-2:45pm  
McGuinn 121

**Prof:** Andrea Heberlein (she/her/hers; [andrea.heberlein@bc.edu](mailto:andrea.heberlein@bc.edu))

McGuinn 306

Office hours: M 2:45-3:45pm, Th 3-4:30, F 1-2 (sign up for a timeslot at the link on Canvas. Note signups are 10-min blocks; sign up for 2 if you have a lot of questions.)

Or email to set up an alternate time.

## **TAs:**

Molly Byrne (she/her; [byrnemx@bc.edu](mailto:byrnemx@bc.edu))

Office hours: Thursday 2:45-3:45, McGuinn lobby. Sign up at the link on Canvas.

Michael Deutsch (he/him; [deutscmi@bc.edu](mailto:deutscmi@bc.edu))

Office hours: Tuesday 2:45-3:45, McGuinn lobby. Sign up at the link on Canvas.

Jacob Glassman (he/him; [glassmja@bc.edu](mailto:glassmja@bc.edu))

Office hours: Wednesday 10-11am, Zoom. No sign-up needed; link here:

<https://bccte.zoom.us/j/93764449421>

Where do our thoughts, intuitions, and feelings come from? Should we trust our intuitions or question them? How are people from different cultural backgrounds so deeply different in some ways, and so similar in others? How are individuals from even very similar cultural backgrounds so deeply different in some ways? What changes, in terms of people's cognitions, emotions, social relationships, and self-understanding, as people move through infancy, childhood, adolescence, and adulthood? How do we influence one another? How can well-intentioned, thoughtful people come to drastically different conclusions about important social and moral issues? How can understanding stress help us improve our own mental health and that of others? What causes depression and anxiety, and how can these conditions be treated?

This course introduces tools and approaches from social, cultural, developmental, personality, and clinical psychology to explore questions like these. You will learn about both classic and current research on a range of topics within psychology, and you will likely also come to understand your friends'—and your own—minds more deeply, or at least from a new perspective.

**Course goals:** The primary goal of this course is to develop students' understanding of the field of psychology: What questions are asked, how they are formulated, what methods are used to test them, how results are interpreted, what theories have been built, and how this understanding can be applied. This course satisfies the Social Science core requirement. No background in psychology is required for this course.

The Boston College Department of Psychology and Neuroscience is – and I, personally, am—dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. My intention is that our class meetings and online interactions will take place in a supportive, welcoming environment for **all** students. In this course, we explicitly commit to fostering an inclusive, anti-

oppressive environment where each of us takes responsibility for our language, actions, and interactions. We may feel *uncomfortable* as we learn new information and confront our internal assumptions and biases, but will seek to work against language, actions, interactions, and ideologies that *hurt* people, whether intentionally or unintentionally.

It is critical that we listen to each other about how our words and actions are affecting one another. The skills that we will build in this context are, like many other classroom skills, applicable to a wide range of real-world situations. If you want to bring anything to my attention that would improve our work towards these goals, at any point in the class, I would be grateful to hear from you. There will also be opportunities to provide feedback anonymously mid-semester and at the end of the course.

**Textbook:** Myers, David G. and Dewall, C. Nathan (2021). *Psychology* (13<sup>th</sup> edition). New York; Worth Publishers.

***(13<sup>th</sup> edition is required. Achieve is *\*not\** required for completing this course, you just need the text in any format.)***

### **Requirements**

1. There will be 6 **online quizzes**. Each will count for 10% of your semester grade, for a total of **60%** of your grade.

Quizzes are assumed to be open-book and are based on both lecture/class content and reading. That said, you should take them on your own, and you will be asked to sign a statement that you did so. You will have 1 hour to complete each quiz, starting from when you begin the quiz, unless you have an accommodation for extended time. You must begin each quiz by the deadline listed on the syllabus; they will be posted on Thursdays and due Tuesdays (see the schedule below).

If either of these time requirements will be difficult for you due to internet access issues, please contact me (Prof H) to make alternate arrangements.

***If illness or other circumstances make it difficult for you to complete any of the quizzes by the deadline, we can set up an alternate deadline; please contact Prof H to do this before the quiz due date. Note that “forgetting” or short-duration athletic travel will not typically be sufficient reasons for an alternate deadline, given that all quizzes are announced well in advance and available for multiple days.***

Note that there will not be any exams.

2. **Participation** will be worth 30% of your grade. Note that this 30% is not evaluative—if you are contributing to online synchronous discussion, group activities, and/or online asynchronous discussion, you will receive credit. Participation options include:
  - submitting answers during class **Poll Everywhere** polls (not including demonstration polls; I will clearly announce which polls count for participation credit, and which are for demonstrations). Some of these will be individual, and some will be based on group activities. There will be some opportunity to participate this way at least once each week, and you will receive 1 credit for each poll in which you participate. ***Note that you need to have a Poll Everywhere account, and to be logged into your account, when you respond in order to receive credit—you can do this on a smartphone, tablet, or laptop.***

- submitting **online discussion questions or answers on Ed Discussion**, within Canvas. Ed Discussion is an online discussion where students and instructors can post questions, and students and instructors can answer them. You may submit as many questions and/or responses as you like, but will receive 1 point for each day/topic in which you participate. Note that Prof Heberlein will answer any questions that aren't (correctly) answered by students, and will note when a question has been correctly answered, shortly before online quizzes are posted on the relevant topic.
- answering discussion prompts on Ed Discussion posted by Prof Heberlein (worth 1 or 2 points, as noted on the question).
- attending **office hours**: Attending office hours of any of the teaching staff, whether during the scheduled office hours or by appointment, counts for 1 participation point, up to 2 total over the semester.
- **Communicate a psychology message**: Create and submit a meme, TikTok video, comic, or short poem that communicates a scientific finding from any point in the class. Note that people shouldn't need any background knowledge (outside of general cultural familiarity, but this \*shouldn't\* include familiarity with the style of meme). You may do this once during the semester. 2 participation points if it is both relevant to class and accurately communicates a take-away point from class. 1 point if it is relevant but not accurate. Point deduction if neither your middle-aged professor nor her high-school-aged children understand it without further explanation needed.

Adding all of these up: you have many times and ways to earn participation points, all of which are designed to help you learn and to engage with the course material. You should select the ones that are the right combination of useful, feasible, and enjoyable for you. **Please note the deadlines on the syllabus, which are there to prevent students from waiting until late in the semester to complete this requirement. Given the size of the class and the inherent flexibility of this class requirement, we will not be flexible about these deadlines.**

*Note that if you are not able to attend class synchronously due to quarantine or other illness, we can make alternate arrangements for you to answer the poll—please contact Prof H as needed to set this up.*

- 3. Psychology in the media:** This is a 2-part assignment focused on the goal of becoming more educated consumers of psychology as portrayed in the media.
- a. Part 1 (2.5% of your semester grade) involves reading & reviewing a news article communicating research on a topic related to this class. The assignment consists of a worksheet focused on assessing: *What is the media article (newspaper or magazine article) telling you about the research?*
  - b. Part 2 (7.5% of your semester grade) involves reading & summarizing the scientific research article on which the news article was based. We'll spend time in class talking about how researchers communicate with each other using articles in scientific journals, and will demonstrate how to use databases to find specific scientific journal articles. The assignment is to summarize the scientific journal article with a worksheet that parallels the one for Part 1. Finally, you'll

compare the interpretation of the research in the media article with the one in the scientific journal article. You can opt to do this assignment on your own or as part of a pair (pairs will be randomly assigned).

More details on both parts of the assignment will be available on Canvas one month before Part 1 is due (see schedule below).

- 4. Research participation requirement:** Students in this course must complete one hour of research participation or an equivalent. Those who do not will receive an Incomplete ("I") grade. The requirement for this semester is explained on the Psychology Department's website at this link: <https://www.bc.edu/content/bc-web/schools/mcas/departments/psychology/undergraduate/research-opportunities.html>

**Credit breakdown:**

60% online quizzes (5 x 12%; lowest of 6 quizzes will be dropped)  
30% Participation  
10% (2 parts) Psychology in the media  
0% (required to pass, no points) participate in ONE Sona study or ONE for-credit workshop (or alternate assignment)

**Course policies:**

Canvas: All class materials (downloadable pdfs of the lecture slides, details on the paper assignments, readings except main textbook chapters, Panopto recordings of lectures, links to Ed Discussion for discussions, links to Calendly for Zoom office hours) will be on Canvas.

Office hours: See above, or contact any of us to set another time. I am happy to go over questions from the lecture or reading, questions about assignments, or to discuss anything else related to the course, to psychological research, or to the majors. If your schedule conflicts with the posted office hours, please email or talk to us to set up a mutually convenient alternative.

Quiz make-up policy: Quizzes and written assignments have due dates that are listed on the weekly schedule. **Please communicate with me** (Prof H.) if you will be unable to complete a quiz, turn in an assignment, or attend class/discussion.

Plagiarism and Academic Integrity: Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on quizzes or assignments may fail the course, and a letter of explanation will be placed in their files. Students who plagiarize are subject to dismissal from the College. **Note that substantial paraphrasing, or knowingly using the words or thoughts of another individual (from conversation, web sources, or published or unpublished material) without citation can also be considered plagiarism.** This would include, for example, using exact text from a lecture slide for a quiz question, or answering part of an assignment with exact text from an article. Any work that has been confirmed to be plagiarized will receive a grade of 0. For information on Boston College's Integrity Policy, see: <http://www.bc.edu/integrity/>. If you are unsure of the appropriate way to give credit in a paper or about any other aspect of an assignment, please contact any of the teaching staff.

Policy on Appropriate Use of Course Materials: The materials distributed in this class and on Canvas, including the syllabus, exams, slides, handouts, study aides, and in-class presentations, may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to re-distribute them for purposes unapproved by the instructor; in particular you are not permitted to post course materials or notes from lectures and discussions on commercial websites (sharing notes with your fellow students in this class is fine). Unauthorized uses of course materials may be considered academic misconduct.

Students with Documented Disabilities: If you are a student with a documented disability and you would like to set up an accommodation for this class, please see me during the first week of class or as soon as possible thereafter. To arrange documentation, please contact Kathy Duggan, (617) 552-8093, [dugganka@bc.edu](mailto:dugganka@bc.edu), at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, [paulette.durrett@bc.edu](mailto:paulette.durrett@bc.edu), in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. I will be happy to arrange accommodations but cannot do so retroactively (e.g. after an exam has already taken place). We can also add accommodations for subsequent assignments, exams, and quizzes if you receive a diagnosis or documentation at any point in the semester.

Grade questions/grade changes/grade communication: If you have a question about a graded assignment or quiz, please talk to me. Unless there are extenuating circumstances, grade change requests must take place within one week of when the graded assignment was returned; that said, grade explanations can take place at any point in the course.

*3 notes:*

***If you are feeling stressed and/or are having challenges managing your time, managing your sleep, or making choices around alcohol and/or food, the Office of Health Promotion (OHP) offers Individual and Group Health Coaching appointments with a trained Health Coach. Please reach out by going to the [OHP website](#) or walk over to Gasson 025 and talk with a staff member.***

***Any student who is having difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Prof Heberlein if you are comfortable doing so. This will enable her to provide any resources that she may possess.***

***Finally, I want to acknowledge that none of us can predict how the (still ongoing!) COVID-19 pandemic will affect us individually or collectively as the Fall 2022 semester progresses. I recognize that you may face added obstacles to your classroom success this semester. If you become unable to engage with the class material as laid out in this syllabus for any reason, please contact me as quickly as possible so that we can work together to develop a mutually workable plan. Please reach out if you have questions or concerns, or would like help getting connected with other campus resources.***

**OUTLINE**

<b>Date</b>	<b>Topic</b>	<b>Reading &amp; Assignments</b>
T 8/30	1. Orientation/Syllabus/Introductions/Goals	Syllabus
Th 9/1	2. Introduction: What is psychology?	<b>Create your registered Poll Everywhere account by this date (ungraded assignment)</b>
T 9/6	3. What is psychology, cont.	Prologue; <i>9/7 is the last day to add, to declare P/F, or to drop online</i>
Th 9/8	4. Picture a Scientist	
T 9/13	5. Methods in psychology 1	Ch 1 <b>Sign up for Sona by this date (ungraded assignment)</b>
Th 9/15	6. Methods in psychology 2	<b>QUIZ 1 posted; covers syllabus &amp; classes 2-5</b>
T 9/20	7. Nature & nurture: Evolution <i>guest lecturer</i>	4; <b>QUIZ 1 DUE</b>
Th 9/22	8. Nature & nurture: Culture	
T 9/27	9. Development: Infancy & childhood	5
Th 9/29	10. Development: Adolescence & adulthood <i>guest lecturer</i>	<b>QUIZ 2 posted: Covers classes 6-9</b>
T 10/4	11. Language 1	9; <b>QUIZ 2 DUE</b>
Th 10/6	12. Language 2	<i>Must have at least 10 participation points by this date</i>
T 10/11	<b>NO CLASS, Monday schedule</b>	
Th 10/13	13. Motivation: basics	11

T 10/18	14. Social motivation: Relationships & belonging	<b>Part 1: Psych in the media DUE</b>
Th 10/20	15. Emotion 1	12 (pages TBA) <b>QUIZ 3 posted: covers classes 10-13</b>
T 10/25	16. Emotion 2	<b>QUIZ 3 DUE</b>
Th 10/27	17. Social Psychology: Attitudes & persuasion	13
T 11/1	18. Social psychology: Influence & conformity + some time in class on PITM 2	
Th 11/3	19. Social psychology: Prejudice & stereotyping	<b>QUIZ 4 posted: covers classes 14-18</b>
T 11/8	20. Personality psychology	14; <b>QUIZ 4 DUE</b>
Th 11/10	21. Stress 1	12 (pages TBA); <i>Must have at least 20 participation points by this date</i>
T 11/15	22. Stress 2: Coping & health	<b>Part 2: Psych in the media DUE</b>
Th 11/17	23. Depression & anxiety	15; <b>QUIZ 5 posted; covers classes 19-22</b>
T 11/22	24. Other conditions	<b>QUIZ 5 DUE</b>
Th 11/24	<b>NO CLASS, THANKSGIVING</b>	
T 11/29	25. Therapy	16
Th 12/1	26. Happiness	podcast TBA
T 12/6	27. Careers in psychology	Appendices B & C
Th 12/8	28. Summary & wrap-up	<i>Must have at least 30 participation points by this date. QUIZ 6 posted; covers classes 23-28. Due 12/14.</i>