

NYU LONDON

Introduction to Psychology

PSYCH-UA9001001

Blended
Greenwich Mean Time

(NYC + 5)

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. **Please contact the site academic staff (nyul.academics@nyu.edu)** if you have trouble accessing the NYU

Classes site.

Instructor Information

- TBA

Link to Zoom course meeting:

Course Information

- **Tuesday & Thursday, 09.00-10.15 (London time)**
- Class location: Zoom
- London Academic Calendar: <https://www.nyu.edu/london/calendar.html>

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Course Overview and Goals

The course introduces and examines the core topics of research in Psychology. What is psychology? What are the methods used to study human behavior? What factors influence human behaviour? How do genetic and environmental factors influence human behaviour? Does human behaviour change in social situations? Can human thinking and behavior be empirically examined and predicted? What are the underlying neural substrates of thought and behaviour? The format of this course will be lectures, presentations, research exercises, and class discussions.

Upon Completion of this Course, students will be able to:

- Articulate knowledge of the main sub-disciplines of psychology.
- Demonstrate knowledge of the major methodological and theoretical approaches to understanding human thought and behavior.
- Critically evaluate psychological research and research from related disciplines.

Course Requirements

Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignment s/ Activities	Description of Assignment	% of Final Grade	Due
Short Answer Test	Definitions of key concepts.	10	Session 8
Research exercise wire up	1000-1200 words	10	Session 13
Oral presentation	The date and topic of the presentation will be agreed during the first 5 weeks.	10	From session 13

Documentary Film Assignment	600 words reflection (questions will be provided)	10	Session 22
Presentations Summary	Written summary of class presentations (1 paragraph per presentation)	25	Session 24
5-Questions Assignment	Written assignment based on the whole course	30	Session 28
Participation Grade	Participation in class discussions and exercises	5	All sessions

Grades

- Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A-range	90% and higher	Mastery of theoretical and empirical literature and evidence of independent/critical thought/analysis
B-range	80% - 89.49%	Basic understanding of theoretical and empirical literature
C-range	70% - 79.49%	Sufficient understanding but unsure of theoretical and empirical literature
D-range	63.5% - 69.49%	Poor attempt at grasping theoretical and empirical literature

F	63.49% and lower	Fail to acquire the knowledge, evidenced by inadequate progress in class assignments and exercises.
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Course Materials

Required Textbooks & Materials

- Holt, N., Bremner, A., Sutherland, E., Vlieg, M., Passer, M., & Smith, R. (2012).

Psychology: The science of mind and behaviour. London: McGraw-Hill. Older or newer editions are also acceptable.

- Reading for Oral Presentations:

At least one article on the topic of the session of the presentation. The articles should be confirmed with the tutor ahead of the presentation.

Optional Textbooks & Materials

The following volumes provide excellent summaries of different areas of psychology explored in this course. In addition, students are encouraged to read at least one empirical paper from the last 3 years when preparing their assignments.

- Chamorro-Premuzic, T. (2007 or later editions). Personality and individual differences. Oxford: Blackwell
- Carlson, N.R. (2005). Foundations of physiological psychology (6th Edition). London: Allyn & Bacon.
- Eysenck, M.W., & Keane, M.T. (2005). Cognitive psychology: A student's handbook (5th Edition). Hove, UK: Psychology Press.
- Graziano, A.M., & Raulin, M.L. (2004). Research methods: A process of enquiry (5th

Edition). Harlow: Pearson.

- Haier, R.J. (2017). The Neuroscience of Intelligence. Cambridge University Press.
New York.

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- Harris, M., & Butterworth, G. (2002). Developmental Psychology: A student's handbook.
Hove, UK: Psychology Press.
- Kovas, Y., Malykh, S., Gaysina, D. (Eds.) (2016). Behavioural Genetics for Education.
Palgrave Macmillan UK. ISBN 978-1-137-43732-7
- Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2007). Abnormal Psychology
(10th Edition, or nearest). Hoboken, NJ: Wiley.
- Reed, J. & Warner-Rogers, J. (Eds.) (2008). Child Neuropsychology: Concepts, theory
and practice. Oxford: Wiley-Blackwell.

Written assignments should be based on the relevant textbook chapters, as well as journal articles. Students can use internet as a resource to guide their research, particularly for their presentation and the 5-questions assignment. On-line resources, such as Wikipedia, may be unreliable, and should only be used as a direction toward primary source material in peer reviewed journals.

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com)
(nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Reminder: Links to join class Zoom meetings will all be available in NYU Classes.

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1: January 28	What is Psychology? Introduction to the interdisciplinary field of psychology.	Holt, et al, 2012, chapter 1	Read the recommended chapter, prepare for class discussion.
Session 2 February 2	What is Psychology? Methods in Psychology. Practical applications of Psychology.	Same as for session 1	Class discussion
Session 3 February 4	The Biological Basis of Behaviour The brain and the neural system.	Holt et al. (2012), chapters 3&4. Supplemental reading: Carlson (2005), chapters 2, 3, 4 & 5.	Prepare to describe the basic structure of the brain; the neuron; and the foundations of neuronal communication.

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Session 4 February 9	The Biological Basis of Behaviour. Neuroscientific and genetic findings.	Same as for session 3	Class discussion based on the Chapter reading
Session 5 February 11	Sensation and Perception	Holt et al. (2012), chapter 5. Supplemental reading:	Class discussion based on the Chapter reading

		Bruce, Green & Georgeson (2000), chapters 1, 2, 3.	
Session 6 February 16 Note that next class is on the 23rd (no class on the 18th)	Learning and Behaviour	Holt et al. (2012), chapter 7. Supplemental reading: Domjan (2003), chapters 1, 2, 3, 5	Class discussion based on the Chapter reading
Session 7 February 23	Interim Revision, Preparation for the Short Test	Go over material for Sessions 1-6	Revision, preparation for the Short Test
Session 8 February 25	Short answer test Discussion	Working on developing a topic for Oral Presentation	-Short Answer Test (in class)
Session 9 March 2	Research Methods in Psychology	Holt et al. (2012), chapter 2. Supplemental reading: Graziano & Raulin (2004), chapter 3.	Class discussion based on the Chapter reading
Session 10 March 4	Research Exercise (Write up submission is in Session 13).	Lab handouts	Lab handouts

<p>Session 11 March 9</p>	<p>Memory</p>	<p>Holt et al. (2012), chapter 8.</p> <p>Supplemental reading: Eysenck & Keane (2005), chapters 6, 7 & 8</p>	<p>Results of the experiment.</p>
<p>Session 12 March 11</p>	<p>Working Memory</p> <p>Discussion of the Experiment results</p>	<p>Read the following 3 articles and prepare for discussion: -Baddeley, A.D. (2003).</p>	<p>Discussion of the Working Memory articles</p>

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		<p>Working Memory:</p> <p>Looking back and looking forward. Nature Reviews Neuroscience, 4, 829- 839.</p> <p>-Baddeley, A.D., Thomson, N., & Buchanon, M. (1975). Word length and the structure of short term memory. Journal of Verbal Learning and</p>	
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		<p>Verbal Behavior, 14, 575-589.</p> <p>-Tulving, E. (2002).</p> <p>Episodic memory: From mind to brain. Annual Review of Psychology, 53, 1-25.</p>	
<p>Session 13 March 16</p>	<p>Oral Presentations Discussion</p>		<p>-Research Exercise Write-up is due. -Oral presentations</p>
<p>Session 14 March 18</p>	<p>Attention and Consciousness</p>	<p>Holt et al. (2012), chapter 6. Supplemental reading: Eysenck & Keane (2005), chapter 5.</p>	<p>Class discussion based on the Chapter reading Oral presentations</p>
<p>Session 15 March 23</p>	<p>Motivation and Emotion</p>	<p>Holt et al. (2012), chapter 11. Supplemental reading: Chamorro-Premuzic (2007), chapter 9</p>	<p>Class discussion based on the Chapter reading Oral presentations</p>
<p>Session 16 March 25</p>	<p>Personality</p>	<p>Holt et al. (2012), chapter 15. Supplemental reading: Chamorro-Premuzic (2007), chapters 2 & 3.</p>	<p>Oral presentations</p>

<p>Session 17 March 30</p>	<p>Psychodynamic theories</p>	<p>Visit the Freud Museum London online: https://www.freud.org.uk/ https://www.freud.org.uk/2020/07/02/freuds-home-movies/</p>	<p>Complete the virtual museum tour; watch the videos; read the materials. Prepare for class discussion. Prepare to answer 5 of the Questions from the handout (to be provided)</p>
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<p>Session 18 April 1</p>	<p>Intelligence</p>	<p>Holt et al. (2012), chapter 10. Recommended: -Kovas, Y. & Plomin, R. (2008). Genetics of learning abilities and disabilities: Implications for cognitive neuroscience and translational research. In Reed, J. & Warner Rogers, J. (Eds.). -Kovas, Y., Malykh, S.,</p>	

		Gaysina, D. (Eds.) (2016). Behavioural Genetics for Education. Palgrave Macmillan UK.	
Session 19 April 6	Psychopathology	Holt et al. (2012), chapters 17 & 18. Supplemental reading: Chamorro-Premuzic (2007), chapter 4	Class discussion based on the Chapter reading
Session 20 April 8	Ethical, legal and other societal implications of Research Invited Speaker	Recommended reading will be provided by the Invited Speaker.	Prepare for class discussion.
Session 21 April 13 Home assignment	Watch the Documentary Link to be provided.	Documentary	Documentary
Session 22 April 15	Oral Presentations		Documentary Reflections due
Session 23 April 20	Genes and Gini Seminar Invited speaker	Recommended Reading will be provided by the Invited Speaker.	Review all Oral presentations
Session 24 April 22	Social Psychology	Holt et al. (2012), chapter 14.	Oral Presentations Summary Due

Session 25 April 27	Discussion of Social Psychology Concepts	Read the following article and be prepared for discussion: Milgram, S. (1963). Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67, 371-378	Prepare for discussion of the Milgram's study.
Session 26 April 29	Summary, Revision, Exercises	Go over all course presentations	Receive the 5 questions
Session 27 May 4	Consultations	Reading for the 5 questions assignment.	
Session 28 May 6	Discussion		5-Question Assignment Due

Course Policies

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19

Safety protocols, please use the same seat for the duration of the semester.

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students.

And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic**

experience, class attendance at the centers or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html)

(<http://www.nyu.edu/london/academics/attendance-policy.html>)

Classroom Etiquette/Expectations

Things to consider:

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- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the London Academics team

(nyul.academics@nyu.edu) as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Incomplete Grade Policy

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

Academic Honesty, Plagiarism and Late Work

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

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You can find details on these topics and more on this section of our NYUL website

(<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and

Procedures section of the NYU website for students studying away at global sites

(<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU London, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center **as early as possible in the semester for assistance**. Accommodations for this course are managed through the site

sponsoring the class once you request it.

Instructor Bio/About Your Instructor

Yulia Kovas is Professor of Genetics and Psychology at Goldsmiths, University of London (<http://www.goldsmiths.ac.uk/psychology/staff/kovas.php>) and a visiting Professor at 7 leading universities. Professor Kovas is the director of InLab (International Laboratory for Interdisciplinary Investigations into Individual Differences in Learning) at Goldsmiths (<https://tagc.world/inlab/>); the director of the Laboratory for Cognitive Investigations and Behavioural Genetics at Tomsk State University (<http://cogbglab.tsu.ru/>); and also co-directs the International Centre for Research in Human Development, TSU (<http://lab.tsu.ru/cognitivestudies/?lang=en>). Professor Kovas directs the Russian School Twin Registry (RSTR; <http://www.protwins.ru/>) and leads the genetically-informative mathematics research in the [Twins Early Development Study \(TEDS; http://www.teds.ac.uk/\)](http://www.teds.ac.uk/) at King's College, London. The aim of her research is to provide insights into the complex co-action between genetic and environmental factors in their effects on learning, motivation, achievement and other human traits. Her research uses psychology, neuroscience, twin methodology, cross cultural comparisons and molecular genetics.