

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Psychology
Course Number and Title:	PSY 100 General Psychology
Division:	Lower
Faculty Name:	Dr. Wendy Lynch
Semester Credit Hours:	3
Schedule: Time (Location):	A days: 1110-1230 (Adlon)

Prerequisites: None

COURSE DESCRIPTION

This general psychology course will provide an introduction to the study of behavior and mental processes from a scientific perspective. We will discuss the major theories, concepts, research methods, and treatment approaches used within the major areas of study within psychology, including biopsychology, learning and memory, developmental, social behavior, cognition, sensation and perception, motivation and emotion, personality, abnormal behavior, and more. For each area, we will discuss the influence of biological and sociocultural factors such as gender, sex, age, culture, race, and ethnicity. Special attention will be given to differences and similarities between various cultures in the United States and around the world, focusing on the ports we will visit. Students will be encouraged to critically evaluate the influence of culture on psychological constructs, such as cognitive and social development, gender roles and gender-typed behavior, and the diagnosis and treatment of mental disorders.

LEARNING OBJECTIVES

By the end of this course, my goal is for all students to be able to:

- Describe different ways in which individuals learn new behaviors.
- Explain how biological factors and sociocultural factors influence memory, development, thought, and behavior.
- Compare and contrast the symptoms and treatment of various abnormal behaviors.
- Understand basic research methods and be able to critically evaluate evidence from multiple disciplines and perspectives.
- Apply knowledge in order to better understand one's own emotions, motivations, health, and psychological states.
- Apply knowledge of cultural and gender differences in psychological processes in order to better understand and appreciate diverse perspectives.

REQUIRED TEXTBOOKS

AUTHOR: James W. Kalat
TITLE: Introduction to Psychology
PUBLISHER: Cengage Learning, Inc.
ISBN #: 978-1305271555
DATE/EDITION: 11th Edition

TOPICAL OUTLINE OF COURSE

The course schedule outlined below indicates questions and topics addressed as well as readings and activities (quizzes, assignments, and exams) for each class meeting. Please note that classes will not cover all aspects of the readings; you are responsible for knowing the content of the readings even if they are not covered in class. I reserve the right to make changes in the schedule of topics and/or activities in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

Depart Amsterdam, The Netherlands — September 9 Done; Done and Loaded on Moodle

A1—September 11: What is Psychology?

Reading (prior to class): Chapter 1

T/F questionnaire – Not scored

Lecture: Syllabus, expectations, history, gender, and multi-cultural considerations

A2—September 13: Can science answer this question?

Reading: Chapter 2

Quiz #1 (first 5-10 min of class): A1 and Chapter 2

Lecture: Research design and methods

Gdansk, Poland — September 15-20

A3—September 21: Should data be used when collected under unethical conditions?

Reading: Article #1 (unethical human experiments)

Assignment #1 (due at start of class): 2 questions/comments on article

Lecture: Research method continued: statistics and ethical considerations

A4—September 23: Can you train your body to think it's had medicine?

Reading: Chapter 6

Quiz #2 (first 5-10 min of class): A3 and Chapter 6

Lecture: Classical Conditioning

A5—September 25: How do train a horse to dance?

Reading: Article #2 (gender/sex differences in operant learning)

Assignment #2 (due at start of class): 2 questions/comments on article

Lecture: Operant conditioning, reinforcement, and punishment

Lisbon, Portugal – September 26-28
Cadiz, Spain – September 29 – October 1

A6—October 3: How do neurons allow thought and behavior?

Reading: Chapter 3 (page 57-72)
Lecture: CNS, neurons, and neurotransmitters

A7—October 5: Why do you need a corpus callosum?

Reading: Chapter 3 (pages 73-97)
Quiz #3 (first 5-10 min of class): A6 and Chapter 3
Lecture: Neuroanatomy, brain and behavior

Dubrovnik, Croatia – October 6-10

A8—October 12: Exam 1

Exam #1 (first 20 min of class): A1-A7
Screening – A Class Divided (53 min)

A9—October 14: How far can an ant see?

Reading: Chapters 4 and 10
Quiz #4 (first 5-10 min of class): Chapters 4 and 10 – Add questions from Chapter 10
Lecture: Consciousness and dreams; vision

Casablanca, Morocco – October 15-20

A10— October 22: How reliable is your memory?

Reading: Chapter 7
Quiz #5 (first 5-10 min of class): A9 and Chapter 7
Lecture: Memory, storage and processing

A11— October 25: How do nature and nurture influence human development?

Reading: Chapter 5
Quiz #6 (first 5-10 min of class): A10 and Chapter 5
Lecture: Developmental psychology, history, and gender differences

A12— October 27: What does it mean to be an adult?

Video: “The mysterious workings of the adolescent brain” (14:26)
Assignment #3 (due at start of class): 2 questions/comments on video
Lecture: Developmental psychology: adolescent and emerging adulthood; prepare questions for field assignment.

Tema, Ghana – October 28-30

Takoradi, Ghana – October 31 – November 1

A13—November 3: How do you make a decision?

Reading: Chapter 8

Field Class Assignment (due before the start of the class): Psychological development in rural versus village communities in Ghana: a focus on adolescence and emerging adulthood.

Lecture: Cognition, decision making

A14—November 6: What is intelligence and how do you measure it?

Reading: Chapter 9

Quiz #7 (first 5-10 min of class): A13 and Chapter 9

Lecture: language continued; Intelligence and measurement

A15—November 8: What do cultural differences in intelligence mean?

Reading: Article #3 (Intelligence and culture: how culture shapes what intelligence means, and the implications for a science of well-being)

Assignment #4 (due at start of class): 2 questions/comments on article

Lecture: Culture and gender differences on measurements of intelligence

Salvador, Brazil – November 10-15

A16— November 16: Exam 2

Exam #2 (first 20 min of class): A8-A15

Screening of Inception

A17—November 18: What motivates you?

Reading: Chapter 11

Quiz #8 (first 5-10 min of class): Chapter 11

Lecture: Motivation – intro, operant conditioning, cultural and gender differences

A18—November 20: What makes you happy?

Reading: Chapter 12

Quiz #9 (first 5-10 min of class): A18 and Chapter 14

Lecture: theories of emotion; effects on behavior and drive; reading emotion; cultural differences; what makes you happy?

A19—November 23: How do you cope with stress?

Assignment #5 (due at start of class): complete COPE survey

Lecture – acute and chronic stress

Port of Spain, Trinidad and Tobago – November 24

A20—November 26: What are your personality traits?

Reading: Chapter 14

Quiz #10 (first 5-10 min of class): A19 and Chapter 14

Lecture: personality traits, measurement, cultural differences

A21—November 28: The Bystander Effect, what would you do?

Reading: Chapter 13

Quiz #11 (first 5-10 min of class): A20 and Chapter 13

Lecture: Social influence, conformity and obedience

A22—December 1: Imagine you have been diagnosed with ...

Reading: Chapter 15

Quiz #12 (first 5-10 min of class): A21 and Chapter 15

Lecture: Abnormal Psychology – History, cultural views and diagnosis

Guayaquil, Ecuador – December 2-7

A23—December 9: Does culture influence drug addiction and its treatment?

Independent Field Assignment (due before the start of the class): A Comparative Port Assessment

Reading: Article #4

Assignment #6 (due at start of class): 2 questions/comments on article

Lecture: Influence of gender and culture on drug use and addiction and treatment.

Puntarenas, Costa Rica – December 11-15

A24—December 16: Treating mental illness

Lecture: Treating mental illness – History, cultural and gender differences

A25—December 19: Cumulative Final Exam

Arrive San Diego, California – December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class and Assignment:

The Field Class for this course is on Tuesday October 29th in Tema, Ghana

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title of Field Class: Psychological development in rural versus village communities in Ghana: a focus on adolescence and emerging adulthood.

Description of Field Class: Societal expectations for teenagers and what it means to be an adult vary dramatically between different cultures and communities. In this field class

students will observe firsthand how young people living in an urban versus a village community in Ghana live – activities they engage in, problems they encounter, and societal expectations for them. In preparation for the field class, students will prepare a list of potential questions that may be used to help guide discussions during the field class. Students will then visit a community center/school in an urban area versus a village community in Accra. Students will have a dialogue with adolescent and young adults from these communities about social norms and roles of young people in those communities.

Field Class Objectives:

1. Connect theories of human development to real world situations.
2. Learn about how young people in an urban versus a village community in Ghana live – activities they engage in, problems they encounter, and societal expectations for them.
3. Observe first-hand how gender and culture can influence psychological development in an urban versus village community.

Field Class Assignment - Due November 3rd

The field class assignment will be worth 20% of your final grade in this course (20 pts total) and will include participation and a written report. You are required to attend the field class and be an active participant in the experience (5 points). After the field class, you will be required to write a report on the field class experience with photos or drawings to illustrate specific examples (up to 15 points). This report must be typed, double-spaced, and must include:

- 1) A summary of the experience, highlighting your personal observations (up to 1 page; up to 3 points).
- 2) Application of course concepts (from lectures, class discussions, assigned and other readings) to address one or more of the questions posed below (a-d; 2-3 pages; up to 10 points). Also include photos or drawings to illustrate key points.
- 3) A conclusion of your findings – what you learned and what you will take away from it (up to 1 page; up to 2 points).
 - a. How do societal expectations for adolescent/young adult males and females differ between urban and village communities in Ghana? (*i.e.*, education, level of independence and freedom, opportunities to engage in leisure and recreational activities)? *What factors contribute to these differences? Are there gender differences? How do they differ from your experience in the US?*
 - b. *What types of behaviors do adolescent/young adult males and females in Ghana engage in? How do these behaviors differ urban versus village communities? What factors contribute to these differences? Are there gender differences? How do they differ from your experience in the US?*
 - c. *What kind of problems do adolescent and young adults face in Ghana? How do they differ between urban and village communities? What factors contribute to these*

differences? Are there similarities? Are there gender differences? How do they differ from your experiences?

- d. *How is adulthood defined in Ghana? What types of criteria are used? Do these differ between urban and village communities? Are there gender differences? How do they differ from your experiences? Is there an emerging adulthood in either community? Explain your answers.*

Make sure you include evidence to support your views (interviews, billboards, photos, drawings, class discussions, text book and other readings). Your summary should include photos or drawings to illustrate specific examples/concepts. Your grade will be influenced by both the content of your report (insight and knowledge demonstrated, use of supporting evidence when appropriate) and the clarity and effectiveness of your communication (organization, spelling, grammar). Although a word document with imbedded photos is strongly recommended, other formats (e.g., video, PPT) will also be allowed with prior approval. **You will submit your report electronically before the start of the next class (on November 3rd) after the Field Class.**

Independent Field Assignment: A Comparative Port Assessment

The independent field report will be worth 15% of your final grade in this course (15 pts total). Create a final report which compares and contrasts a key concept studied in this class from at least 2 different countries on our voyage. Reports should include an analysis of differences, how these differences reflect the cultures, and evidence to support your conclusions (from interviews, artifacts from ports, billboards, newspaper clippings, etc). You are also expected to integrate material from class and class readings as well as other readings to support conclusions. Photos are strongly encouraged, but make sure you follow the guidelines set by Semester at Sea to ensure that you don't invade anyone's privacy or endanger yourself or others. Drawings are also acceptable. Examples of possible topics are below, and could also include an analysis of gender, age, and/or economic differences. You are also welcome to develop your own topic, but they must be approved by November 8th.

Examples of topics are:

Differences in basic learning mechanisms (are there differences in the stimuli that are used to reinforce behavior; advertisements, billboards)

Differences in societal expectations for adolescent/young adults (when to start a family, earn a living, become dependent; interviews, observation in ports, billboards).

Differences in problems that adolescents and/or young adults encounter/have to deal with.

Differences in societal expectations and the treatment of elderly individuals (who cares for these individuals, where do they live, what is their role in society).

Differences in the treatment of individuals with mental illness (where do they live, what kind of care/treatment do they receive, what is their role in society).

Differences in views on alcohol and drug use and addiction (what kind of care/treatment do individuals with substance use disorders receive, what is the role of drugs in society)

Differences in stress management – coping techniques.

Differences in prosocial behavior and/or bystander interventions/behaviors.

Differences in non-verbal behavior in similar situations across cultures.

Make sure you include evidence to support your views (interviews, billboards, photos, drawings). Your report should be between 500 and 1000 words. Your grade will be influenced by both the content of your report (insight and knowledge demonstrated, use of supporting evidence when appropriate) and the clarity and effectiveness of your communication (organization, spelling, grammar). You will submit your typed report (double-spaced) electronically before the start of class on December 9th.

METHODS OF EVALUATION

In addition to the Field-Class Assignment and the Independent Field Report, students will also be graded on class participation, assignments, quizzes, and exams.

1. **Class participation:** Class participation is highly valued (20% of total grade). Thank you for coming to class prepared—having read the material, completed any homework assignment and ready to share your work and learning with others. The class will be a mixed format of interactive lecture, and individual, pair, and group activities/discussions. This will be an active learning environment, so please interrupt me during lectures with questions or comments about the topic being discussed. Evidence of participation will be collected at the end of each class (25 classes total, 20 points total, 0.8 points each class) and may include individual, pair, and group notes/assignments. It is your responsibility to make sure that you get credit for class participation by being sure to write your name on note cards/in-class responses at the time they are handed in. These activities will typically not be graded, only checked off as completed.
2. **Assignments:** Students will be asked to comment on an assigned reading and/or complete an assignment prior to each class, and come to class prepared to share their understanding with one another (5% of total grade). These assignments will be designed to help guide the review and critical analysis of an assigned reading. This preparatory work will also help to ensure a productive discussion for the in-class group activities. Students will receive full credit for all assignments handed in on time with thoughtful comments/answers. There will be a total of 6 assignments over the course of the semester, but I will drop the lowest grade (best 5 of 6 assignments; up to 1 point each). As such, no late or alternate assignments will be available.
3. **Quizzes:** Learning from a previous lecture, class activity, and/or reading will be assessed regularly using quizzes (10% of total grade). These quizzes will include a combination of a multiple choice and short answer questions that students will complete independently during the first 5-10 minutes of class. These quizzes will be

designed to help solidify and apply the learning, and as such, outside resources (“open book open note”) will be permitted. Students will submit their responses electronically, and may be asked to discuss their responses in class. There will be a total of 12 quizzes over the course of the semester, but I will drop the lowest two (best 10 of 12 quizzes, up to 1 point each). As such, no late or alternate quizzes will be available.

4. **Exams:** This is a cumulative course, not only in the sense that you will develop a cumulative knowledge of psychology, but also because the principles that you learn in the first several weeks of class will be used throughout the semester. The goal is to master the basic principles, and then apply them to understand psychological processes. Cumulative learning will be assessed in three exams (30% of total grade; up to 10 points each) given during the first 20-30 minutes of class on A8, A16, and A25 (although exam 2 will emphasize material from A8 to A15, and the final exam will emphasize material from A16 to A24). These exams will use the same format as the quizzes (i.e., multiple choice and short answer, open book), and students will complete them independently in class. Students may be asked to discuss their responses in class.

In Summary, grades in this course will be based on the following:

- Exams (3 x up to 10 points each, 10% per exam)	30%
- Quizzes (top 10 of 12 quizzes; up to 1 point each, 1% per quiz)	10%
- Assignments (top 5 of 6 assignments; up to 1 point each, 1% per assignment)	5%
- In-class participation (25 classes, 0.8 points each, 0.08% per class)	20%
- Field-Class Assignment (up to 20 points as described above)	20%
- Independent Field Report (up to 15 points as described above)	15%

	100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

If absent from a lecture, you are responsible for making sure to get the notes from a classmate when you return (lecture slides aren't distributed). Attendance in the Field Class is mandatory.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM/VIDEO REQUEST

Title of Film: Inception (2010)
Distributor: Legendary Pictures

Title of Film: A Class Divided (1986/2003)
Distributor: Yale University Films

Title of Film: Obedience (1965)
Distributor: Penn State Media Sales

Title of Film: Quiet Rage: The Stanford Prison Experiment (1988/2004)
Distributor: Zimbardo, Inc.

Title of Film: Why Zebras Don't Get Ulcers: <https://www.youtube.com/watch?v=5ePYet3Fbts>.
Distributor: Stanford University, Robert Sapolsky (2:56)

Title of Film: It's Not About the Nail: <https://www.youtube.com/watch?v=-4EDhdAHRog>
Distributor: Jason Headley

Title of Film: The mysterious workings of the adolescent brain:
<https://youtu.be/rWHul9XKuBU> (14:26)

Distributor: TED Talk

Title of Film: Pavlov clip: <https://youtu.be/80Ldb9Vh10E>
Distributor: Youtube

Title of Film: Office clip: <https://youtu.be/mtTE7OPsktw>
Distributor: The Office

Title of Film: Positive Reinforcement - The Big Bang Theory: <https://youtu.be/JA96Fba-WHk>
Distributor: The Big Bang Theory

Split brain behavioral experiments - <https://www.youtube.com/watch?v=ZMLzP1VCANo>
Distributor: Youtube 4:35

ELECTRONIC COURSE MATERIALS

#1 - AUTHOR: Weindling P, von Villiez A, Loewenau A, Farron N
ARTICLE/CHAPTER TITLE: The victims of unethical human experiments and coerced research under National Socialism
JOURNAL/BOOK TITLE: Endeavour
VOLUME: 40(1)
DATE: 2016
PAGES: 1-6

#2 - AUTHOR: Dalla C, Shors TJ

ARTICLE/CHAPTER TITLE: Sex differences in learning processes of classical and operant conditioning.

JOURNAL/BOOK TITLE: Physiology & behavior

VOLUME: 97(2)

DATE: 2009

PAGES: 229-238

#3 - AUTHOR: Sternberg RJ, Grigorenko EL

ARTICLE/CHAPTER TITLE: Intelligence and culture: how culture shapes what intelligence means, and the implications for a science of well-being.

JOURNAL/BOOK TITLE: Philos Trans R Soc Lond B Biol Sci

VOLUME: 359(1449)

DATE: 2004

PAGES: 1427-34

#4 - AUTHOR: Salwan J, Katz CL

ARTICLE/CHAPTER TITLE: A review of substance use disorder treatment in developing world communities

JOURNAL/BOOK TITLE: Ann Glob Health

VOLUME: 80(2)

DATE: 2014

PAGES: 115-21

ADDITIONAL RESOURCES

Psychology Degrees & Careers Trends for Psychology Majors (2:33)

A brief outline of the most common careers in psychology, with mean salaries

<https://www.youtube.com/watch?v=eRpD-Kq6fCQ>

The birth of Psychology (6:22)

A brief discussion of the history of psychology and its origins in philosophy

<https://www.youtube.com/watch?v=p3m-Ge-bTPM>

Clever Hans (2:35)

A presentation that largely overlaps the information in the text

<https://www.youtube.com/watch?v=r7850YI1rbg>

How Ice Cream Kills! Correlation vs. causation (5:26)

Examples of how correlation differs from causation

<https://www.youtube.com/watch?v=VMUQSMFGBDo>

Is there a reproducibility crisis in science? (4:46)

A discussion of the importance of replication

<https://www.youtube.com/watch?v=FpCrY7x5nEE>

2-minute neuroscience: Action potential (2:01)

https://www.youtube.com/watch?v=W2hHt_PXe5o
2-minute neuroscience: Synaptic transmission (1:51)
Another good presentation of the basics
<https://www.youtube.com/watch?v=WhowH0kb7n0>

Split brain clip (7:20)
Testing of the split-brain patient "Vicki."
<https://www.youtube.com/watch?v=BvcH4Yfb8xw>

Module 3.4 Genetics and evolutionary psychology
Genetics 101 National Geographic (3:12)
An overview of the basics of genetics
<https://www.youtube.com/watch?v=v8tJGlicgp8>

2-minute neuroscience: the retina (1:55)
A quick overview of the cells of the retina, with good, simple illustrations
<https://www.youtube.com/watch?v=fZDAwXh54is>

How We See Color (3:43)
A clear, insightful explanation of the basics of color vision
https://www.youtube.com/watch?v=l8_fZPHasdo

How Color Blind People See the World (6:35)
An explanation of varying types of color vision deficiency
https://www.youtube.com/watch?v=GCQE1U2EQ_4

Hearing, Ear Anatomy & Auditory Transduction (5:27)
Hearing is complicated. This video does a good job of illustrating how it works.
<https://www.youtube.com/watch?v=sSgZXrdllIM>

How does your brain respond to pain? (4:57)
A discussion of individual differences in response to pain, and brain mechanisms
<https://www.youtube.com/watch?v=l7wfDenj6CQ>

How the olfactory system makes sense of scents (2:14)
A diagrammatic explanation of how olfaction works
<https://www.youtube.com/watch?v=NEyQ1NoNH8c>

What's It Like to Hear Colors? (4:19)
A woman with synesthesia explains what she experiences. I find this more memorable than the first suggested site about synesthesia.
<https://www.youtube.com/watch?v=obrBAysVef0>

Children on gender roles (4:27)
Children describe how they perceive boy-girl differences
<https://www.youtube.com/watch?v=A8TN6FyfsiM>

Bilingual and bicultural Latina (3:23)

A young woman describes her experiences with a Latin-American family living in the United States

<https://www.youtube.com/watch?v=muJHUVFRxBg>

Operant conditioning (3:57)

Operant conditioning of a pigeon, with comments by B. F. Skinner

https://www.youtube.com/watch?v=I_ctJqjlrHA

ABA therapy with Sarah (4:35)

An example of applied behavior therapy with a child who has been diagnosed with autism

<https://www.youtube.com/watch?v=SLBLnNxzftM>

Conditioned aversion (1:24)

Psychologists apply conditioned taste aversion to train wolves not to attack sheep

<https://www.youtube.com/watch?v=irPHesHX0yY>

Royal Andalucian School of Equestrian Art

https://www.youtube.com/watch?v=bd_nYE4c790

Linda Sachs: Problem Police Lineups (2:59)

<https://www.youtube.com/watch?v=p178vW8VN9g>

Elizabeth Loftus—Eyewitness Testimony (3:05)

An interview with Elizabeth Loftus, focusing on some of her earlier research. How someone words a question influences the answers.

<https://www.youtube.com/watch?v=syo1tOH0rfw&t=22s>

Selective Attention Test (1:21)

The “gorilla” experiment. People counting basketball passes may fail to notice the gorilla in the room.

<https://www.youtube.com/watch?v=vJG698U2Mvo>

Inside NOVA: Change Blindness (4:07)

Demonstrations of change blindness. Definitely impressive.

<https://www.youtube.com/watch?v=VkrrVozZR2c>

Change Blindness demonstration (1:54)

A try-it-yourself demonstration of change blindness

https://www.youtube.com/watch?v=bh_9XFzbWV8

Kanzi and novel sentences (1:53)

The researcher tests a bonobo’s understanding while covering her face to prevent “Clever Hans” type cuing.

<https://www.youtube.com/watch?v=2Dhc2zePJFE>

Reel example: Broca’s aphasia 1 (1:29)

Example of a young woman with Broca's aphasia
<https://www.youtube.com/watch?v=IP8hkopObvs>

Stereotype threat: A conversation with Claude Steele (8:18)
Claude Steele discusses how reactions to stereotypes impairs test performance by African Americans. Worth seeing and discussing.
<https://www.youtube.com/watch?v=failyR0nrY>

Why Do We Dream (6:31)
Informative discussion of stages of sleep and theories of why we dream
<https://www.youtube.com/watch?v=7GGzc3x9WJU>

The Science of Hypnosis (9:16)
A discussion separating fact from fiction
<https://www.youtube.com/watch?v=RWMYNTnoEyQ>

Finland hosts wife-carrying world championships (2:01)
The start of this module mentions that people will compete at just about anything. Here is one droll example.
<https://www.youtube.com/watch?v=p7IM9f16QZ4>

The Marshmallow Test and Executive Functions (7:12)
This is a longer version of the marshmallow experiment, with more explanation.
<https://www.youtube.com/watch?v=Rwxf1BTyKz4>

Hormone Control of Hunger (3:36)
Information about how insulin, leptin, and ghrelin influence appetite
<https://www.youtube.com/watch?v=EVkFPeP5sFI>

How Emotions Differ Across Cultures (5:37)
Emotional expressions have similarities across cultures, but also important differences.
<https://www.youtube.com/watch?v=JChxT9Yv2iw>

Doug Williams, Polygraph Expert tells how to pass your polygraph test (2:31)
Williams debunks the idea of using the polygraph to detect lies.
<https://www.youtube.com/watch?v=vFJXsku4wnk>

Hans Selye's General Adaptation Syndrome (4:01)
A discussion of how the autonomic nervous system reacts to stress
<https://www.youtube.com/watch?v=9FdmxfXrygA>

Prisoner's dilemma (5:44)
An animation to explain the prisoner's dilemma
<https://www.youtube.com/watch?v=t9Lo2fgxWHw>

The Bystander Effect (7:04)
Real-life tests of whether people will come to the aid of a person in need

https://www.youtube.com/watch?v=ybpg_B9S_q0

The Milgram Experiment (11:47)

This is a shorter version with enough highlights to illustrate the point.

<https://www.youtube.com/watch?v=mOUEC5YXV8U>

The Big 5 Personality Traits (6:19)

Movie and television clips to illustrate five personality traits

<https://www.youtube.com/watch?v=fqf4Lvd01NQ>

Dr. David Matsumoto discusses culture and personality (7:13)

A leading researcher discusses how culture influences personality, but he also emphasizes individual differences within a culture.

https://www.youtube.com/watch?v=T-_ke3zy08Q

Rorschach Inkblot Test with Answers—What's Normal? (2:57)

Compare your answers to the most common replies.

https://www.youtube.com/watch?v=QFOG1yA_DMU

Psychology Mythbusting: Criminal Profiling (6:20)

Illustrates the unreliability of criminal profiling.

<https://www.youtube.com/watch?v=5Y5sLK5IC0A>

Therapists are using VR headsets to cure phobias (HBO) (4:58)

Virtual reality as a method to treat phobias

<https://www.youtube.com/watch?v=GMttQHMjbJo>

Four Patients with Schizophrenia (9:22)

Four examples of schizophrenia

<https://www.youtube.com/watch?v=bWaFqw8XnpA>