

Course No.	045.012	Lecture No.	006	Course Title	Introduction to Psychology	Credit	3
Representative Instructor	Name	Sowon Hahn (Professor)			Homepage		
	E-mail	swhahn@snu.ac.kr			Phone No.	02-880-8618	
	Time/Place : Thursdays 14:00~16:50, Building #16, Room 110						
Prerequisite Course	None						
1.Purpose of Course	Psychology is a laboratory-based science investigating the human mind and behavior. This course is a broad introduction to the field of psychology. We will review several subfields of psychology such as sensation and perception, cognition, neuroscience, social psychology, developmental psychology, biological psychology, and clinical psychology. Students in this course will learn the key concepts, perspectives and research findings that shaped contemporary psychology.						
2.Materials and Reference	Psychological Science, 5/e (IE) Michael Gazzaniga, Todd Teatherton, Diane Halpern						
3.Evaluation Method	Attendance /Quizzes	Midterm Exam	Final Exam	Assignment 1	Assignment 2	Total	
	10	30	40	10	10	100	
	Attendance Policy : Students who are absent for over 1/3 of the class will receive a grade of 'F' or 'U' for the course. (Exceptions can be made when the cause of absence is deemed unavoidable by the course instructor.)						
	Exams will consist of multiple choice questions. Midterm (60 questions) & Final (80 questions)						
4.Lecture Plan	<p>◇ Week 1 (March 7) Overview & Chapter 1 The Science of Psychology In-class discussion: Can you fall in love? http://www.nytimes.com/2015/01/11/fashion/no-37-big-wedding-or-small.html</p> <p>◇ Week 2 (March 14) Chapter 2 Research Methodology In-class discussion: Synesthesia Ramachandran, V. S., & Hubbard, E. M. (2003). Hearing colors and tasting shapes. <i>Scientific American</i>, 288, 52-59</p> <p>◇ Week 3 (March 21) Chapter 3 Biology and Behavior</p> <p>◇ Week 4 (March 28) Chapter 4 Consciousness & Chapter 5 Sensation and Perception In-class discussion: The Man Who Mistook His Wife for a Hat (Oliver Sacks)</p> <p>◇ Week 5 (April 4) Chapter 6 Learning In-class discussion: How to improve learning Roediger, H., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. <i>Psychological Science</i>, 17(3), 249-255.</p> <p>◇ Week 6 (April 11) Midterm Exam</p> <p>◇ Week 7 (April 18) Chapter 7 Memory In-class discussion: False Memory, Eyewitness Testimony</p> <p>◇ Week 8 (April 25) Chapter 8 Thinking, Language, & Intelligence In-class discussion: The Future of Artificial Intelligence * Assignment 1 Due</p> <p>◇ Week 9 (May 2) Chapter 9 Human Development</p> <p>◇ Week 10 (May 9) Chapter 10 Emotion and Motivation</p> <p>◇ Week 11 (May 16) Chapter 11 Health and Well-being In-class discussion: Happy Life</p> <p>◇ Week 12 (May 23) Chapter 12 Social Psychology & Chapter 13 Personality In-class discussion: Personality Test * Assignment 2 Due</p> <p>◇ Week 13 (May 30) Chapter 14 Psychological Disorders & Chapter 15 Treatment of Psychological Disorders</p> <p>◇ Week 14 (June 6) National Holiday, No Class</p> <p>◇ Week 15 (June 13) Final Exam</p>						

5. Assignments	<p>You will choose TWO assignments out of four topics below.</p> <p>◇ Assignment 1: Can you fall in love? According to some psychologists, you can fall in love with a stranger by asking each other a series of personal questions. You may or may not agree with the author. There are 36 questions Dr. Aron suggested. Choose a friend or a classmate and ask these questions over a coffee, and write a short report.</p> <p>- References</p> <p>http://www.nytimes.com/2015/01/11/fashion/no-37-big-wedding-or-small.html</p> <p>Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. <i>Personality and Social Psychology Bulletin</i>, 23(4), 363-377. Retrieved from http://search.proquest.com/docview/619126059?accountid=12964</p> <p>◇ Assignment 2: Enhance your learning. Researchers suggest that multiple tests can improve memory and spaced learning is better than massed learning. Do you have a special technique for effective learning? How can you apply these studies in the real world? Write a short essay on the topic.</p> <p>- References</p> <p>Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T., & Pashler, H. (2008). Spacing effects in learning: A temporal ridgeline of optimal retention. <i>Psychological Science</i>, 19(11), 1095-1102.</p> <p>Roediger, H., & Karpicke, J. D. (2006). Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention. <i>Psychological Science</i>, 17(3), 249-255.</p> <p>◇ Assignment 3: Psychology of Happiness. Are you happy? Do you know what will make you happy? What determines the quality of life?</p> <p>- References</p> <p>Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? <i>American Psychologist</i>, 54(10), 821-827.</p> <p>Wilson, T. D., & Gilbert, D. T. (2005). Affective Forecasting: Knowing What to Want. <i>Current Directions In Psychological Science</i>, 14(3), 131-134.</p> <p>◇ Assignment # 4: Artificial Intelligence and Ethics: Sooner or later, AI will approach the complexity level to make decisions autonomously, and have ability to reprogram itself (evolve) especially in a novel situation. When AI can make value-based decisions, what would be the ethical concerns and how can you resolve it?</p> <p>- References</p> <p>Allen, C., Wallach, W., & Smit, I. (2006). Why machine ethics?. <i>IEEE Intelligent Systems</i>, 21(4), 12-17.</p> <p>Deng, B. (2015). The robot's dilemma. <i>Nature</i>, 523(7558), 24-26.</p> <p>http://www.nature.com/news/machine-ethics-the-robot-s-dilemma-1.17881</p>
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6. Support Services for Students with Disabilities	For Lectures	<ul style="list-style-type: none"> ○ Visual Impairment: Make textbooks(digital textbook, braille textbook, enlarged textbook etc.), Allow note takers ○ Physical Disability: Make textbooks (digital textbook), Allow note takers and assistants ○ Hearing Impairment: Allow note takers and translators, Allow lecture recording ○ Health Impairment: Excuse absence due to health problems, Allow note takers ○ Learning Disability: Allow note takers ○ Intellectual Disability / Autism Spectrum Disorder: Allow note takers and mentors
	For Assignments & Evaluations	<ul style="list-style-type: none"> ○ Visual Impairment / Physical Disability / Hearing Impairment / Health Impairment / Learning Disability: Extend assignment deadlines, Offer alternate assignment submission and response method, Extend testing period, Offer alternate testing method, Offer different testing room ○ Intellectual Disability / Autism Spectrum Disorder: Offer individualized assignments and alternative evaluations
	Others	Students who take this course can get appropriate level of support service including the support listed above depending on the students' individual characteristics and needs through consultation with professors and the Support Center for Students with Disabilities. If you have any questions concerning support service for students with disabilities you can contact Professor *** (02-880-****) or Support Center for Students with Disabilities (02-880-8787).