

INTRODUCTION TO PSYCHOLOGY SYLLABUS

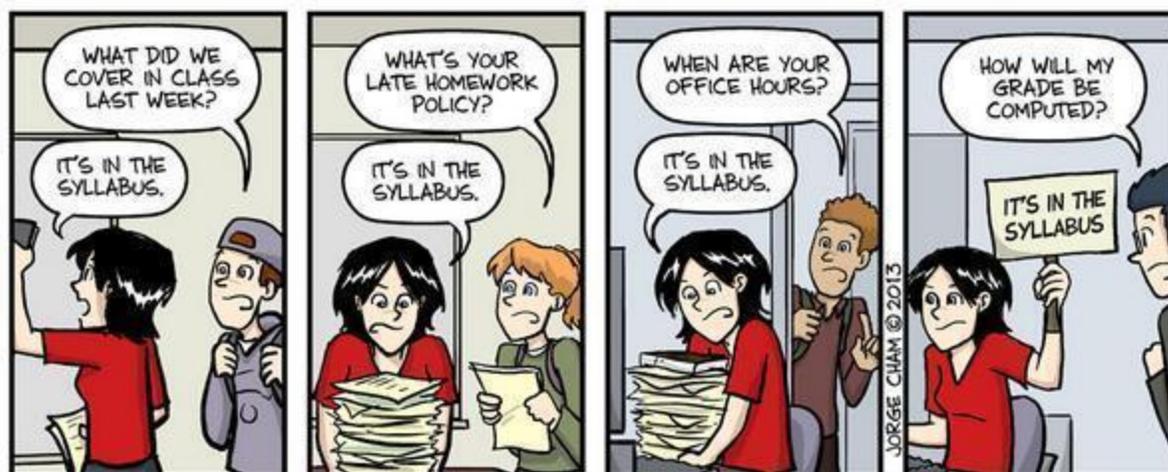
New York University, SPRING 2022

PSYCH-UA.1 Section 1

Mon & Wed 3:30-4:45 pm

Statement about the pandemic: We are all struggling to do our best under incredibly difficult circumstances. I understand that most of us in the course will be struggling with stress, illness, and burnout during the course of the semester. My goal is to be as patient and understanding as possible and my hope is that we will be able to pull through this together. I want to give you the best learning experience possible while maintaining our health and well-being. Therefore, several aspects of the course have been changed to maximize your virtual learning experience and keep the course as flexible as possible.

You can think of this syllabus as a contract: by continuing in this class, you are agreeing to abide by the guidelines of the syllabus. We have tried to make it as comprehensive as possible to address most of your questions. As such, please read the syllabus during the first week of class. If you find any errors, please let us know. If you are unable to accept the terms of the syllabus, we recommend dropping the course (see NYU [calendar](#) for deadlines).



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Instructor: Dr. Jay Van Bavel (You can call me Dr. Jay, if you wish)
 Position: Associate Professor of Psychology & Neural Science
 Email: jay.vanbavel@nyu.edu
 Class: Mondays and Wednesdays 3:30-4:45 pm
 Room: <https://nyu.zoom.us/j/96879178305>
 Office: Virtual

Hours: Most days I will linger after class to answer any questions (but you can email me to make an appointment to talk one-on-one).
 Website: www.jayvanbavel.com/
 Twitter: @jayvanbavel

Head TA: **Oana Dumitru**
 Position: PhD Candidate in Social Psychology
 Email: oana.dumitru@nyu.edu
 Zoom room: <https://nyu.zoom.us/j/2675621218>
 Hours: Wednesday 2:00-3:30 PM or by appointment, on Zoom

Recitation: All students are required to attend “in person” weekly recitation section. For times and locations, see below. Recitations will begin the second week of class and will cover material presented in the preceding course lectures.

If you want to attend a recitation virtually, you will have to contact your recitation leader to see if that is possible. This decision will be made by individual recitation leaders based on their abilities and the technical capabilities. I encourage the recitation leaders to be flexible with attendance, but their ability is outside my control. If your recitation leader is unable to include virtual sessions you can try to change recitation leaders in the first week.

Recitation schedule and locations:

Tue 9.30 am - 10.45 am at SILV 403
 Tue 4.55 pm - 6.10 pm at 7E12 LL25
 Mon 8.00 am - 9.15 am at 25W4 C-8
 Tue 2.00 pm - 3.15 pm at 7E12 121
 Wed 4.55 pm - 6.10 pm at SILV 403
 Thu 8.00 am - 9.15 am at 7E12 121
 Thu 11.00 am - 12.15 pm at SILV 403
 Fri 12.30 pm - 1.45 pm at GCASL 379
 Tue 4.55 pm - 6.10 pm at SILV 407
 Fri 11.00 pm - 12.15 pm at GCASL 265
 Wed 12.30 pm - 1.45 pm at MEYR 102
 Mon 12.30 pm - 1.45 pm at 25W4 C-13

Course Description

The goal of this course is to introduce you to the science of the mind. The field of psychology is incredibly broad, encompassing a wide variety of topics and perspectives, from evolution to morality. The common goal of all psychological science is to understand how the mind and brain interface with the external world to shape behavior. This course is designed to provide you with a basis for thinking about psychological questions and with an overview of the different specialized areas of psychology that you might choose to study in more depth in the future.

The course may also be incredibly useful. You will learn about the science of memory (to help you study), the science of decision-making (to help you make better life decisions), and the science of morality (which may help you be a better person!). These topics will not only expose you to the mysteries of the mind but also provide you with tools to make the most out of your time at NYU and beyond. Our goal is to give you the tools from psychology to improve your own life and hopefully these lessons will be useful long after you have finished the course.

Lectures

Weekly lectures will be fully available online. Many students say the lectures are the most engaging and interesting part of the course, so I hope you will join us for each lecture via the *Zoom link on NYU Brightspace*. However, I will also record them (please remind me at the start of the lecture, so I don't forget!) You are free to miss any lecture and there will be no penalty (so you do not need to let me know if you will miss them). You can always watch the recording at your convenience. The recorded lectures will be available on Brightspace a few hours after each lecture. Just be patient and they will appear online.

The lectures will also include an open chat function so you can share your thoughts, respond to questions, and ask questions throughout the lecture. I normally try to keep the chat function open and respond to some of the comments as they roll in. But my previous classes are highly engaging in the chat window and I would get up to a thousand comments in a single lecture(!) So I hope you will use the chat too. All I ask is that you keep it focused on the course and be respectful. Otherwise, it can be fun and funny and a lot less informal than a normal classroom environment. You are also free to turn off your camera for the lectures.

Reading Material

We will use a free online textbook available here (<http://noba.to/94n6zbf2>) and a short trade book (here www.powerofus.online). The first time you enter the Intro Psych textbook website, you will be prompted to create a free login. You can then read the individual chapters online or download each chapter or the entire book as a PDF. To make your life easier, I have created hyperlinks to all the textbook readings on the syllabus (see below). The PDF of the entire textbook will be posted on the Brightspace site along with any additional readings. Visiting the textbook website will give you access to videos, practice questions, and other materials.

I wrote "The Power of Us" trade book and it addresses many of the topics in the second half of the course. It is different from a normal textbook since it weaves together science and storytelling, as well as describes many studies run right here at NYU. It is designed to complement the textbook and help you understand the relevance of psychology for society and your own life. The other perk is that you can buy it in most bookstores or order it as an audiobook or for your kindle from Amazon.

"A fascinating journey into the science of identity."
 —Charles Duhigg, author of *Smarter, Faster, Better* and *The Power of Habit*

The Power of

Harnessing Our Shared Identities to
 Improve **Performance**, Increase **Cooperation**,
 and Promote **Social Harmony**

JAY J. VAN BAVEL, PhD,
 and DOMINIC J. PACKER, PhD

As with any course, I encourage you to read the assigned course reading *before* each lecture. That way, the material covered in lecture will serve as a review, and you will be in a much better position to ask informed questions and to seek clarification on any confusing aspects of the material. This is especially true in this course because the articles are often dense and contain complex source material. However, there is not a complete overlap between the book and the lectures and *you are expected to know both for the exams*. Here is a good argument [against cutting class](#).

Website

The course Brightspace site will be used to post lecture slides, review sheets, course announcements, and student grades. Log in and you should see this course. If you do not, please let the **Head TA** know immediately. The slides are available to assist with your note taking, but much information will be covered in class that is not available on the outlines. I will aim to post the lecture slides at the start of each class (but they may not be posted earlier since I am often editing and improving the materials before class). Reading the available lecture slides is **NOT** a substitute for attending class.

Requirements and Assignments

Exams (90%)

Three midterm exams, each covering a different portion of the course materials (i.e., non-cumulative), will be given during the regular lecture time. Exams will consist of multiple choice and brief essay questions. Each exam will count for **30%** of your final grade. There will also be an **optional cumulative exam offered during the final exam period**. You may choose to take this exam and substitute the score for your lowest score on one of the midterm exams. Or, if you miss an exam for approved reasons you will take the cumulative exam to replace the missing exam. Most students take this extra exam as many students want a bonus opportunity to increase their grade, but it is ultimately your choice if you wish to take it. Note that the bonus cumulative exam *cannot* be rescheduled due to illness or any other reason—it is only offered once. Any requests for additional assignments or exam dates will be returned with a copy of this paragraph. **DUE TO THE PANDEMIC, THE EXAMS WILL BE OPEN BOOK.**

Test questions will aim to assess your understanding of the material and ability to apply it to new situations, rather than focusing on the memorization of facts or terms. Exams will cover both lecture and reading (with an emphasis on material that overlaps between the lecture and reading). In short, you are responsible for all the assigned lectures and readings. **For this reason, attendance and note-taking are essential.** A review sheet—listing the concepts covered for each exam—will be posted on the NYU classes website. A good strategy is to review this sheet each week and make notes on the relevant concepts from lecture, readings, and recitations as the term progresses. However, if a class is canceled due to weather or other unforeseen event, you will NOT be responsible for any lecture content we are unable to present.

We will use this [google document](#) to share note-taking responsibilities. You can take turns taking notes and this will ensure you can see the notes if you miss a lecture due to illness. In the past, students made excellent notes and helped one another ensure the notes were complete and accurate. You can also include notes or comments from the readings if you wish. However, students must use it at their own risk since it will not be reviewed by the instructor or staff.

Recitation assignments/challenges (10%)

The main purpose of the recitation is to give you a chance to apply what you learn in lecture. For this reason, you will be given a challenge related to the material each week (see schedule below). You may choose to turn in your impression/experience with the challenge in many different ways: you can write a couple short paragraphs about your experience, make a TikTok video, do an Instagram or Facebook post, a Twitter thread, or any other creative way to communicate your experience. All we ask is that each week you turn in some kind of “proof” that you did the challenge (e.g., a word/PDF document, a screenshot, a link to a video, etc.) The purpose of these challenges is to get you to think critically about the concepts learned in class and apply them in your own life.

We assume you will be busy, sick, or have scheduling conflicts during the semester. To give you flexibility to account for this, you may miss **one recitation assignment** for any of these reasons without affecting your grade. Beyond this one day, there will be no make-ups,

regardless of the reason for an absence. Therefore, you should save the “freebie” assignment for a time when you might be sick or need to miss class for another unavoidable reason. If you choose to miss an assignment early in the term, but then have to miss class later in the semester because of illness or another unexpected event, you will not be able to make-up any assignments. Any requests for additional extensions will be returned with a copy of this paragraph.

Research Participation

The field of psychology you are about to learn did not emerge from the mind of some deity or genius. Most of this knowledge has been generated through empirical studies and experiments—much of it done at universities like this one. Therefore, as a part of your education about psychology, it is important that you learn something about the scientific process by which this knowledge has been generated.

There are several ways for students in Introduction to Psychology to satisfy the research requirement. One of the best ways to do this is to participate as a subject in experiments. If you choose this option we will ask that you put in a total of 7 credit hours as a subject in a variety of studies being conducted this fall semester by researchers in the Psychology Department. All of the studies that qualify for this option have been approved as minimal risk by NYU’s Institutional Review Board. Students under 18 years old are not required to obtain parental permission to participate in Sona studies.

You may be interested to learn that NYU is one of the top research universities in the country, and our psychology department was recently ranked [in the top 10 in the world](#). You have a very rare opportunity to learn from the very best psychological scientists and contribute something important to science by taking part in research. Research participation provides an invaluable opportunity to see how research is done and gives you the chance to see whether you may be interested in conducting your own research in the future as a psychology major (and potentially as an [honors student](#)). It also helps researchers in the department learn more about basic psychological processes. I encourage you to get involved in research early and often.

The Participation Option

- Students can participate in **7 credit hours** of research studies. You can sign-up for studies via [Sona](#), the Psychology Department’s experiment management system.
- Students must request a Sona account on the [Sona website](#). Your login information (User ID and password) will be emailed to you within 24 hours.
- The Psychology Battery and Battery Supplement will be the first opportunity for students to participate in Sona studies. The Battery will be administered the first week of classes, and the Battery Supplement will be administered the second week of classes.
- Participation in research studies is voluntary. However, we ask that you encourage your students to participate in studies, as it is a great way for them to experience firsthand how knowledge in psychology is acquired through research.
- Students can participate in an additional 4 hours of research studies for **extra credit**.

The Read-Write Option

- Students can select 3 published research articles that have been approved for the Read-Write Option and write a two-page critique of each.
- A list of research articles you can read as well as guidelines for writing your two page critique will be posted on Classes by the head TA. If you wish to choose this option, you must notify the head TA and the coordinator of research subjects in the Psychology Department, Brenda Woodford (brenda.woodford@nyu.edu) by **March 1st**, and the critiques must be handed in by email to the head TA by **May 9th**. No extensions are available for these papers.

A Combination of Both Options

- Students can choose to combine the participation and read-write options. One research article critique substitutes for 2 research participation hours.

Note: You will not be graded for participating in research studies or completing the Read-Write Option.

The No-Show Policy

After two unexcused no-shows (two appointments that were not excused by the researchers), students' Sona accounts will automatically be disabled. At this point, students will need to complete the alternative Read-Write Option or contact Brenda Woodford (brenda.woodford@nyu.edu) to provide her with a reasonable explanation for the two unexcused no-shows so that she may reactivate your account.

Unfulfilled Research Requirement

If by the last day of the spring semester students have not fulfilled the research requirement, they will be given an incomplete (I) grade. Students will have until the end of the Fall 2022 semester to fulfill the research requirement by completing any missing participation hours OR by submitting the alternative written assignment. If you are taking more than one psychology course that requires research participation, it is important to make sure that your research credits are assigned to the correct course. If your credits are not correctly assigned by the last day of classes, they will be lost.

At the first class you will be briefed by Brenda Woodford about the subject pool and the details of how you sign up and receive credit for these experiments by accessing the [NYU Research Participation System](#). You will log into the system using your NYU NetID (located on the back of your NYU ID card) as both your user ID and password. Studies will run throughout the semester.

I encourage you to complete your research participation early in the semester for two reasons: (1) Sometimes researchers post more studies at the start of the semester and it can be hard to complete your credits around your course schedule at the end of the semester, (2) Getting directly involved in research will give you first hand insights into the material and may help you get a better grade in the course.

You can learn more about the research requirement [here](#). Send questions about the research requirement, battery, or SONA to psych.subjects@nyu.edu

Extra credit

Many students are interested in improving their grade. It is not sufficient to simply say “you worked hard” to get extra credit since we assume that everyone worked hard. Instead, we are offering bonus credit to everyone: you can complete up to four additional hours of research participation for **extra credit** (1/4 a percentage point will be added to your total grade for each hour completed). If you complete all 4 hours you will get a full grade point (e.g., moving your final grade from a 86 to an 87 or a 70 to a 71). **OR** you can edit Wikipedia by adding research you learned in class to the relevant topics. To get credit for editing Wikipedia, you need to take a screenshot before + after you made the edit and email it to Dr. Jay. The edits should be at least one paragraph long, describe psychology research you learned in class, and include a citation to the original research article. You must email this to Dr. Jay before the last day of class to earn the extra percentage point.

No other opportunities for extra credit will be available and requests for additional credit will be returned with a copy of this paragraph.

Grading Scale

A	= 93-100	C	= 73-76
A-	= 90-92	C-	= 70-72
B+	= 87-89	D+	= 66-69
B	= 83-86	D	= 60-65
B-	= 80-82	F	< 60
C+	= 77-79		

Final grades will be rounded before they are submitted to NYU (e.g., if you have a final average of 86.5% it will be rounded up to a B+, but a 86.4% will be rounded to a B). We will not curve grades down, but reserve the right to curve them up if the average is very low.

Grading Accuracy

It is each student’s responsibility to monitor their grades online and report any discrepancies to the **Head TA** *within one week* of the contested assignment. You will be able to review your exams during recitations. If you believe that there is a mistake in the grading of an exam, please notify your **recitation leader** **within one week**. If your **recitation leader** believes that you have a valid point they will give your exam back to the grader for re-grading. Please note that the entire question will be re-graded, so it is possible for your grade to increase or decrease after the dispute is resolved. These disputes must also be resolved **within one week of the contested assignment**.

DO NOT wait until the end of the term to check your grade. All requests must be resolved throughout the term (within one week). Also please do not request any grade changes that are not based on clear factual errors. In the past, students have requested changes because they want to get into medical school, because they want to keep a scholarship, because their parents paid a lot of money in tuition, and many other reasons that have nothing to do with this course. It would be **unfair and unethical** to change your grade or offer you additional assignments that are not offered to all the other students. Please do not ask your instructor or the teaching staff to engage in unethical behavior and change your grade for any of these

reasons. As such, any requests to contest grades one week after the grades have been posted or based on reasons that are unethical will be returned with a copy of this paragraph.

Make-up Exams

Make-up exams can only be arranged in advance and only if **proper documentation** of an acceptable reason for the absence is provided, like an official doctor's note (e.g., a note that you've visited the Student Health Center is not sufficient unless the doctor can verify that you were too ill to take the exam). Please notify the **Head TA** that you need to arrange a make-up exam as soon as you know you have a conflict. **All requests must be received prior to the start of the exam.** Please note that if you have to miss an exam and do not qualify for a make-up, you may take the optional final exam and use it as a substitute for the missed exam.

Academic Honesty

All work must be your own. No form of academic dishonesty will be tolerated. All suspicions of academic dishonesty during exams or weekly recitation assignments will be reported to and adjudicated by the Associate Dean for Students. If a case of academic dishonesty is confirmed, it will result in a penalty that is *at least as* severe as receiving a 0 on the assignment or exam. Academic dishonesty includes all forms of plagiarism. Plagiarism includes (but is not limited to): copying or paraphrasing from someone else's work (another student, an online source, or a journal article), turning in someone else's work as your own, or presenting someone else's ideas (a student, online source, or scholar) as your own.

Email Policy

Who should you email for questions about the course? First you should read the syllabus before you send us an email. As such, we will not respond to any questions that are clearly addressed in the syllabus. If many students ask the same questions, we will assume that other people have the same question and add it to our [Frequently Asked Questions](#) document rather than responding to dozens of emails. This way everyone in the class can see the same answer and there is no confusion. If your question is not covered by the syllabus or the Frequently Asked Question document, here is who you should email for different issues or questions:

1. **Recitation leader:** You should email your recitation leader about any relevant questions related to the recitation.
2. **Head TA:** You should email the Head TA about anything about the course (e.g., setting an appointment, medical absence from an exam, etc).
3. **Instructor:** You should email the instructor for any questions that cannot be resolved by the Recitation leader or the Head TA or to set up a meeting with the Instructor.

We will aim to respond to all emails **within 2 business days** (but please note that the pandemic may disrupt our normal response time). In a class this large, we receive several hundred emails. Simply include "INTRO PSYCH" in the subject line of your email. You do not need to email the Instructor or Head TA if you will miss a lecture. Simply get the lecture materials from NYU Classes and view the notes from the class google doc (see above).

Course Withdrawal

To learn how to withdraw from this course, go to [this](#) website.

Commitment to Diversity and Constructive Disagreement

This classroom environment supports a diversity of backgrounds and perspectives and respectful, critical inquiry through the free exchange of ideas. The following principles will guide discussions:

- Treat every member of the class with respect, even if you disagree with their opinion;
- All backgrounds and viewpoints are welcome as long as they are respectful;
- Science is an evolving process and no ideas are immune from scrutiny in the classroom (including any ideas presented by the professor, Head TA, or recitation leaders);
- But please try to bring light, not heat to any discussion;
- Please allow time and space for other people to contribute to discussion;
- Reasonable people can differ on a number of perspectives, opinions, and conclusions;
- Because diverse perspectives and constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is encouraged;
- No harassment of staff or students will be tolerated;
- Finally, you will not be graded on your opinions during discussion or on any of your responses to polls or questions in class lectures.

Accommodation

Disability Disclosure Statement: Academic accommodations are available for students with disabilities. The Moses Center website is www.nyu.edu/csd. Please contact the Moses Center for Student Accessibility (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. We will work with the Moses Center to administer exams and ensure other educational activities are accessible.

We are committed to helping students who may be facing personal risk to participate in their classes in ways that are as safe as possible. We encourage students based in any place that monitors internet use for political content to carefully consider how you can and will participate. If you have any further concerns about political safety, please email Carol Shoshkes Reiss <carol.reiss@nyu.edu> asking for a consultation, and we will find a way to discuss the situation as safely as we can.

Wellness Services

NYU offers a rigorous academic environment, devoted to scholarship, teaching, and learning. NYU's approach to the health of our students is one of "wellness": supporting students in all aspects of their lives in order to enable them to achieve academic success. However, the demands of academic life, coupled with work, family, community, and personal responsibilities can create a stressful environment for students. As such, NYU offers an extensive network of physical and mental health resources [here](#) as well as a 24/7 hotline (212-443-9999), which can also be used to schedule a [same-day urgent counseling session](#). Additionally, you can chat via the Wellness Exchange [app](#) or email the Wellness Exchange at wellness.exchange@nyu.edu. Please use these resources if you need additional support outside the classroom (unfortunately our staff is not equipped to help with these issues, but we are happy to direct you to these resources when necessary).

Getting the Most Out of University

Since many of you are freshmen, I thought it would be useful to share some resources for helping you get the most out of your time at NYU. First, life is going to be different at university compared to high school and it's not always clear what is expected of you. I would recommend reading this [short article](#) about the rules of etiquette that are more common in university. Second, some people get far more out of their university experience than others. The wisest students move into a peer relationship with the institution rather than a consumer relationship with it. They seize leadership roles. They serve as research assistants. I strongly encourage you to read this [article](#) on how to get the most out of college. These are not required readings, but they may benefit you more than anything else you learn in this course.

If you enjoy this course and do decide to get more out of your university experience, you may want to get directly involved in conducting research. Therefore, I wanted to send a quick set of tips to help you find a volunteer position in a psychology lab. It's fairly simple:

1. Go to the psychology department [website](#). Look at the faculty research interests, if you find someone doing interesting work go to their website or lab website. You can see the work we do in my lab (the Social Identity & Morality Lab) at our [website](#).
2. As you learn more about psychology, you will also get a sense of which topics excite you and then you can look for faculty studying those topics.
3. Email a few faculty members doing interesting work. Keep your email to two paragraphs (one on your own background and one on the research topics that interest you). Attach your resume/CV.
4. If you don't hear back in two weeks, send it out to a few more faculty members.
5. You can also reach out to faculty in Psychiatry or Applied Psychology if you want to get more clinical or field experience.

If you truly fall in love with psychology and want to learn more, I have collected a list of [podcasts](#) you can listen to in your daily life to learn more about the field (My favorites include Hidden Brain, You Are Not So Smart, and the Happiness Lab). And if you get inspired and want to complete a PhD, I wrote this [article](#) offering tips on how to get into graduate school. It will give you some advice about how to prepare yourself for the next step in the field of science.

Since many of you are freshmen, I have collected a bunch of other short essays to help you get the most out of your university experience. Feel free to read these or not. It's up to you:

- ["Are You a Self-Interrupter?"](#)
- ["The Distracted Classroom: Is It Getting Worse?"](#)
- ["How to Email Your Professor \(without being annoying AF\)"](#)
- ["What do you call a professor?"](#)
- ["Just Because I Grade You, Doesn't Mean I'm Judging Your Intelligence"](#)
- ["Neither a Wallflower Nor a Paris Geller Be"](#)
- ["Defining the Relationship"](#)
- ["Whatever You Do, Don't Say This to a Professor"](#)

Schedule of Lectures and Readings

Date	Topic	Reading (go to: http://noba.to/94n6zbf2)
January 24 January 26	Introduction Methods	Syllabus & Why Science? Scientific Replication in the Study of Social Animals , Research Designs & Statistical thinking Correlation Challenge
January 31 February 2	Evolution Brain	Evolutionary theories The Brain Brain Myths Challenge
February 7 February 9	Sensation & Perception Consciousness	Sensation and Perception & Vision & Power of Us Chapter 2 Consciousness & The Unconscious Perception Challenge
February 14 February 16	Review EXAM #1	
February 21 February 23	NO CLASS: President's Day Learning	Conditioning and Learning Social Media Challenge
February 28	Memory	Memory (Encoding, Storage, Retrieval), Forgetting and Amnesia & Eyewitness Testimony Study Guide Challenge
March 2	Decision-making 1	Judgment and Decision-Making + Power of Us Chapter 4
March 7	Decision-making 2	Power of Us Chapter 5 Categories and Concepts
March 9	Thinking	Critical Thinking Challenge
March 14 March 16	NO CLASS: Spring Break NO CLASS: Spring Break	
March 21 March 23	Development 1 Development 2	Cognitive development in childhood Research methods in development + Attachment Challenge
March 28 March 30	Language 1 Language 2 (Angelica Hill)	Language and Language Use Live Interview with Angelica Hill from the New York Times + Headline Challenge
April 4	Review	

April 6	EXAM #2	
April 11 April 13	Social cognition Groups	Theory of Mind + Power of Us Chapter 3 Conformity and obedience & Rethinking the Stanford Prison Experiment Social Norms Challenge + Power of Us Chapter 1
April 18	Prejudice	Prejudice, Discrimination, & Stereotyping & Power of Us Chapter 6 + Implicit Bias Challenge
April 20	Moral psychology	Helping and Prosocial behavior & Power of Us Chapter 7
April 25	Emotion	Functions of emotions & Culture and emotion
April 27	Disorders (Ian Reed)	History of mental illness & Therapeutic Orientations + Bad News Challenge
May 2 May 4	Personality Review	Personality traits Personality Challenge
May 9 May 11	EXAM #3 FINAL EXAM	