

# Mind Individual & Culture

## Course syllabus 2020 教学大纲

Course Name (CH): 心智、个体与文化 (英)

Course Name (EN): **Mind Individual & Culture**

Course Number: 10700073

Credits: 3

Teaching Language: English

**Instructor: Jing Qian (钱静)**

[jqian@tsinghua.edu.cn](mailto:jqian@tsinghua.edu.cn)

Lecture Time: **9:50-12:15, Monday**

Lecture Location: **Tsinghua Xuetaang, Room 102 (学堂 102)**

Online meeting room: **Zhumu meeting 1470229476**

### 1. Course Description:

This course provides an introduction to the core concepts that form the foundation of the field of psychology. Topics include history of psychology, research methods, biological bases of behavior, sensation and perception, consciousness, learning and memory, life-span development, personality, human judgement and decision making. Class lectures emphasize an empirical approach to a scientific understanding of human behavior across these diverse domains. In addition to learning basic knowledge about psychology, students will learn how psychologists ask questions, evaluate evidence, and communicate with each other. This course aims to inspire students to reason about current affairs and social phenomenon through the lens of a psychologist. That is, to critically evaluate evidence and to form one's own opinion based on sound reasoning and data.

### 2. Format:

This is a **hybrid interactive class**, where onsite students come to the classroom on campus and online students join remotely via Zhumu meeting. The class is broadcasted live, and online students can voice in via Zhumu conference. Rain Classroom is used throughout the course to enable attendance checks, comprehension checks, assigning homework, and storing lecture videos for replay and review. It also has tweet function enabled to allow both onsite and online students to interact with the class during lectures and presentations.

The syllabus is designed with a **flipped classroom** in mind, freeing up more time in class for in-depth discussions, case analyses, and student presentations. 国家精品在线课 (National-award winning MOOC) “**Exploring Psychology's Core Concepts**” taught by **Jing Qian** is used as the material for students' independent learning. A SPOC (Small-Private Online course) class

is organized and monitored via XuetangX along with the schedule of the course. There are quiz questions after each learning episode, and the final exam is also held online at the end of the SPOC course. Class time is divided into lectures (67%) and student presentations (33%). Each student is allowed 10 minutes in class to present. Presentations include a 3-minute self-introduction, and a 7-minute presentation in groups introducing one of five perspectives in psychology. Students form their own groups (6-7 students per group) on a voluntary basis. Onsite and online students are encouraged to mix and cooperate within a group.

In addition to in-class lectures and learning via SPOC, we also provide 6 seminars to discuss extended reading materials and provide supervision for student presentations. Topics include: ① The miraculous brain (cases for brain damage and recovery), ② Incognito (chapters 1 & 2), ③ Super memory (cases for hyperthymesia), ④ False memory and eye-witness testimony, ⑤ Consciousness (the self illusion), ⑥ Personality (Theories and measurement). Seminars are organized biweekly toward the latter half the semester and students attend these seminars on a voluntary basis.

Participation in experiments is also part of the class experience. Throughout this course, there will be a number of available experiments inviting volunteers. By becoming a participant of a study, you will not only gain a full experiment experience, but also gain an understanding of how scientific studies are conducted. Experiment participation opportunities will be posted throughout the course.

### 3. Grading:

Assessment method	Percentage
Rain Classroom performance and experiments participation	20%
Homework and Class presentations	20%
Learning via SPOC (video learning +quizzes)	20%
SPOC exam	20%
Written work	20%

### 4. Main Textbooks:

- [1] Psychology: Core concepts (8th Ed.) Phillip Zimbardo, Robert Johnson & Vivian McCann(2016) , Pearson Publishing. ISBN: 9780134191485
- [2] 津巴多普通心理学(第七版)作者:[美] 菲利普·津巴多等; 译者: 钱静等, 出版社: 中国人民大学出版社, 2016, ISBN: 9787300229645
- [3] Forty Studies that Changed Psychology: Explorations into the History of Psychological Research (7<sup>th</sup> Ed.) Roger R. Hock (2012), Persons Publishing: ISBN-10: 9780205918393

[4] How to think straight about psychology (10th Ed.) Keith E. Stanovich (2012), Pearson Publishing. ISBN: 9780205914128

[5] The self illusion: How the social brain creates identity. Bruce Hood, (2012), Oxford University Press. ISBN: 978199897599

[6] 自我的本质, 作者: [英] 布鲁斯·胡德; 译者: 钱静 (2020) 浙江人民出版社 ISBN: 9787213096280

## 5. Class Timetable:

Time	Topic in class	Learning (self-paced)
9.14	1.1 General Introduction 1.2 Scientific nature of Psychology 1.3 Mind, Individual and Culture: Three level of analyses in Psychology	1. Textbook Chapter 1 2. SPOC 1.1-1.5 3. Reading: <i>How to Think Straight About Psychology (6th Ed.)</i> Chapter 1 by Keith E. Stanovich
9.21	2.1 What is science 2.2 What is psychology 2.3 Branches in psychology 2.4 Facts and fiction in psychology. (Quiz) 2.3 Critical Thinking	1. Textbook Chapter 2 2. SPOC 2.1-2.5 3. Reading: <i>How to Think Straight About Psychology (6th Ed.)</i> Chapter 2-4 by Keith E. Stanovich
9.28	3.1 Origin of brain research 3.2 Stroke of insight 3.3 Structure of the brain and its regional functions	Watch the documentary: Brain the miraculous <u>Homework:</u> Write your reflection in a report
10.2	<u>Seminar 1</u> Topic: ① The miraculous brain (cases for brain damage and recovery)	Q&A for Groups 1&2
10.5	[Flipped Classroom] Student presentation: The <b>biological</b> perspective] <u>Group 1 vs. Group 2</u>	Reading: Gazzaniga, M.S. (1967). The split brain in man, <i>Scientific American</i> , 217, 24-29. Further reading: <i>Tales from both sides of the brain</i> by Michael Gazzaniga 《双脑记》[美]迈克尔·加扎尼加
10.12	5.1 Gazzaniga's experiments on split brains 5.2 The case of Chinese rain man (Zhou Wei)	1. Textbook Chapter 3 2. SPOC 3.1-3.5 3. Reading: The Thatcher effect <i>Thompson, P. (1980). Margaret</i>

	5.3 Einstein's brain and his characters 5.4 Neurons and the nervous system	<i>Thatcher: a new illusion. Perception, 9, 483-484.</i>
10.19	6.1 Sensation (Vision): the Da vinci code 6.2 Perception: Top-down processing 6.3: Perceptual organization 6.4 Perceptual constancy	1. Textbook Chapter 3 2. SPOC 3.6-3.11 3. Extended Reading: <i>Vision and art: The biology of seeing</i> By Margret Livingstone
10.26	7.1 Color-vision theories 7.2 The measurement of sensations 7.3 Perceptual interpretations 7.4 Auditory perception 7.5 Smell and Taste	1. Textbook Chapter 5 2. SPOC 4.1-4.5 3. Extended Reading: <i>Incognito</i> (Chapter 1&2) By David Eagleman <i>《隐藏的自我》</i> [美]大卫·伊格曼 钱静译
11.2	8.1 Structure of memory: Sensory memory, Short-term memory, and Long-term memory 8.2 Sensory memory and Eidetic memory 8.3 Attention and Short-term memory 8.4 Working memory: Digit span test	1. Textbook Chapter 5 2. SPOC 4.6-4.9 3. Extended Reading: LePort et.al. (2017). A Cognitive Assessment of Highly Superior Autobiographical Memory, <i>Memory, 25</i> , 276-288. Brandt & Bakker (2018). Neuropsychological Investigation of "The Amazing Memory Man", <i>Neuropsychology, 32</i> , 304-316.
11.5	<u>Seminar 2</u> Topic: <i>Incognito</i>	Q&A for Group 3&4
11.9	[Flipped Classroom] Student presentation: The <b>cognitive</b> perspective <u>Group 3 vs. Group 4</u>	Watch the film: <i>Inception</i> (2010) Discuss the validity of the main plot in <i>inception</i> , and relate to false memory research. How to implant a false memory?
11.12	<u>Seminar 3</u> Topic: Super memory	Textbook Chapter 6
11.16	10.1 Long-term memory 10.2 Why do people forget 10.3 False memory research 10.4 Constructive Memory and its applications in marketing 10.5 Peak-end effect	Watch the TED talk: By Elizabeth Loftus (2013) <u>Homework:</u> Write your own plot of a story involving either one of these following concepts: <input type="checkbox"/> false memory <input type="checkbox"/> déjà vu

11.19	<u>Seminar 4</u> Topic: Discuss false memory research and its relevance to eye-witness testimony in law. Exchange your plot and your views on inception.	Q&A for Groups 5&6
11.23	[Flipped Classroom] Student presentation: The <b>humanistic</b> perspective <u>Group 5 vs. Group 6</u>	Watch the TED talk: By Kelly McGonigal (2013) <u>Homework:</u> Write your own experience of how your transform your flight into a fight.
11.30	12.1 States of consciousness 12.2 Sleep and dreams 12.3 Influence of the subconscious 12.4 Motivation 12.5 “Fight or Flight”: two sides of the same coin	1. Textbook Chapter 8 2. Extended Readings: Dijksterhuis, A., & Aarts, H. (2009). Goals, attention, and (un)consciousness. <i>Annual Review of Psychology</i> , 6, 467-490. Baumeister, R.F., Masicampo, E.J., & Vohs, K.D. (2011). Do conscious thoughts cause behavior? <i>Annual Review of Psychology</i> , 62, 331-361.
12.3	<u>Seminar 5</u> Topic: Consciousness, self-illusion, and bundle theory.	Textbook Chapter 10 Q&A for Groups 7&8
12.7	[Flipped Classroom] Student presentation: The <b>developmental</b> perspective <u>Group 7 vs. Group 8</u>	1. Textbook Chapter 7 2. SPOC 5.1-5.7
12.14	14.1 Are humans rational 14.2 Behavioral game theory: descriptive and normative 14.3 Anchoring effect 14.4 Nudge and ways to better decision	1. Textbook Chapter 7 2. SPOC 5.8-5.14 3. Extended reading: <i>Predictably irrational</i> By Dan Ariely
12.15	<u>Seminar 6</u> Topic: Personality.	Q&A for Groups 9&10 Practice: Big-5 personality test.
12.21	[Flipped Classroom] Student presentation: The <b>social-cultural</b> perspective <u>Group 9 vs. Group 10</u>	1. Textbook Chapter 1 2. Extended reading: <i>The Lucifer effect: Understanding how good people turn evil</i> By Phillip Zimbardo