

**The Science of Psychology  
Psych W1001  
Spring 2025**

**Course and Instructor Information**

Instructor	Patricia Lindemann
Course Hours	Tues/Thurs 1:10-2:25 – 501 Schermerhorn
Office Hours	Drop in hours Tues/Thurs 11-12, room 317 Scherm or private meetings by appointment
E-mail	PGL2@columbia.edu (if I do not answer within 48 hours, feel free to send another message)

Course related Web-content:

- Course website on Canvas
- Inquisitive and Zaps (optional) supplementary textbook material. <https://digital.wwnorton.com/psychsci7> Note that you will need the code that came with your textbook for access. If you have a used text, you will need to pay a fee for access.

**Course Description**

This is a survey course, providing an overview of many topics within the discipline of psychology, including the biological bases for behavior, perceptual processes, learning, memory, development, social interaction, psychopathology and several others. You can get a fuller sense of the topics that will be covered by looking through this syllabus, exploring the course web site and/or by examining the textbook. Topics will be presented in class through lectures, demonstrations, and videos.

**Meet Your Professor**

My name is Patricia Lindemann. I was an undergraduate at Wesleyan University where I studied Psychology and Cognitive Science. After graduation, I taught English in Morocco as part of the United States Peace Corps. When I returned, I came to Columbia and earned my PhD in Psychology where I studied factors related to decision making. I am particularly interested in the variety of decision making strategies that people use in different circumstances. For example, under what kinds of circumstances do you choose with your head vs your heart? And how does that impact what you choose and how you feel about your choices?

I love teaching Science of Psychology because it introduces the full range of fascinating topics in the discipline – topics like neuroscience, perception, cognition, social interaction, human development, motivation, and psychopathology. We are studying the mind and human behavior, so everyone will find applications in their own lives. For me, one of the best aspects of this course is that it gives you the chance to see across the various subfields of psychology and explore how they interconnect. For those of you who intend to continue on in psychology, this course will help you identify topics of primary interest. For those whose primary area of study lies elsewhere, I expect that you will see connections to other disciplines. I hope you will all have questions. Please come to my office hours or talk with me after class. We have a big class, but that doesn't mean we can't get to know one another!

**Course Organization**

I have organized this course to help you to get the most out of it. My intention is to encourage you to regularly engage with the material and to be thoughtful in how you do so. My approach is based on research in memory and education which emphasizes the importance of spacing out your practice (not cramming) and elaborating on the concepts you learn to better incorporate them into your memory. All testing is open note. I emphasize understanding over memorization. I want you to be able to use the concepts we discuss, not just spit out definitions. I want you to think.

To this end, I require you to engage with the material regularly. You will be completing many short quizzes instead of one or two midterms – some quizzes are graded, some not. Lectures are often interactive. During class, you will answer questions and discuss with your classmates. You will participate in weekly discussion groups and complete activities that connect psychological concepts to the real world. You will engage with current research by participating in research studies and attending a research talk. And you will present what you have learned in writing and a video presentation. All of this is intended to help you think more carefully about the material, internalize it and apply it.

Also, even in this large class, to the extent possible, I want you to feel a sense of community and belonging. I hope that the opportunities to engage with fellow students in a variety of ways will facilitate this.

And finally, there is textbook reading. *I expect you to read the textbook.* Psychology is a broad field and there is no way that any instructor can cover all of the relevant topics in class. I definitely don't (and can't) cover it all. And I want you to be exposed to all of these fascinating ideas. So read the assigned material (you will be tested on some of it even if it is not covered in class).

**Meet Your Teaching Assistants**

Your teaching assistants are here to help. Your discussion group TA is your go-to person for all inquiries for this course, but you are welcome to contact any of the TAs, especially if their interests match your own. There will be extra time before or after your discussion to chat with your TA about whatever questions you might have. You can also email them with additional questions. The courseworks home page will be updated with discussion times.

TA	email
Rebecca Chiet	rc3435@columbia.edu
Susha Edwards	xce2000@columbia.edu
Eisha Haque	eh3072@columbia.edu
Oliver Green	owg2102@columbia.edu
Sabrina Hsu	ch3629@columbia.edu
Polina Mosharova	pm3209@columbia.edu
Chinonye Omeirondi	co2553@columbia.edu
Emily Phillips	ejp2169@columbia.edu
Brea Sloboda	bs3533@columbia.edu

## TA Bios

### **Rebecca Chiet**

Hi everyone, my name is Rebecca! I'm a senior in the JTS-Columbia Dual BA Program majoring in psychology and Jewish Bible. My clinical and research interests lie in the ways parental involvement and caregiver dynamics can modulate children's socioemotional development. I can't wait to meet you all, please don't hesitate to reach out if you have any questions or want to chat!

### **Susha Edwards**

Hi! I am a junior in Columbia College studying psychology and music performance. I'm particularly interested in the clinical side of psychology and exploring how the therapeutic effects of music on the brain can treat various illnesses. I am excited to get to know you all. I am always happy to help. Feel free to come up to me and ask questions!

### **Eisha Haque**

Hi! I am a second year Psychology PhD student working with Dr. Kevin Ochsner. My research focuses on the social regulation of emotion, how we make others feel better when they feel down, and the implications for personal and social well-being. Feel free to reach out if you have any questions or to say hi!

### **Oliver Green**

Hi! My name is Oliver, and I'm a junior in Columbia College studying psychology and history. I'm from the Los Angeles area, and I first decided to study psychology after taking Professor Lindemann's class in 2023. I'm specifically interested in social psychology and memory. I'm really excited to get to know you all, and I'm looking forward to this semester!

### **Sabrina Hsu**

Hello! I'm Sabrina, a junior in the Trinity-Columbia dual BA program majoring in Neuroscience and Behavior. This is my first semester in NYC and as a TA for Science of Psych, and I'm super excited to get to know you guys! Feel free to reach out with any questions or just to say hi.

### **Polina Mosharova**

Hi! My name is Polina, and I'm a junior at Columbia College studying Neuroscience with a concentration in Education Studies. After I graduate, I'm hoping to take a few years off to work or teach and then pursue medical school. I'm also from NYC and a SEAS to CC transfer student, so feel free to ask me any questions about that, or reach out in general! Excited to meet you all!

### **Chinonye Omeirondi**

Hey everyone! I'm a junior in CC studying psychology and creative writing, and I'm from Orange County, CA. My interests center around developmental psychology, specifically in the impact of childhood trauma on development and parent-child interaction. This is also my first time TA'ing for Science of Psych so I'm super excited to meet you all. Feel free to reach out or say hello!

### **Emily Phillips**

Hi everyone! My name is Emily Phillips. I am a junior in CC studying Neuroscience and Behavior. After graduation, I hope to pursue a career in medicine, and my current research interest is on how the prenatal environment shapes the infant brain. I'm looking forward to working with all of you, and don't hesitate to reach out!

### **Why are you taking this course?**

People take this course for a variety of reasons, but I want to highlight a few of the most common:

- 1) *Psychology seems interesting and I am considering a major.* I hope that this course will give you an overview of the field that will both serve as a basis for further study and inspire you to learn more about specific areas within the field. Take a look at the optional readings in areas that interest you and come talk with us about your interests. This course is required for the psychology major and for the neuroscience and behavior major. If you are considering one of these, this course is the right first step to take.
- 2) *I need this course for a science requirement.* For those who consider themselves to be “non-science” people, I hope this course will enable you to expand your self-perspective. Science of Psychology is intended to be challenging, but accessible to all students. I encourage you to keep an open mind about the connections you may discover across disciplines. What you learn here will likely relate to your work in other fields. It may interest you to know that some of your TAs have backgrounds that span both the sciences and the humanities. You can read their bios above.
- 3) *I am pre-med and psych is required for the MCAT.* The MCAT psychology requirement includes much of the material in the introductory psychology course. There are several online sites that describe this portion of the exam and list the specific topics that will be covered. Science of Psych will help you to think about how our biology and psychology are interrelated and may give you some perspective on issues relevant to the personal side of medical treatment.
- 4) *I want to pursue the business concentration.* This course is indeed a prerequisite for the business concentration. Many aspects of psychology are applicable in the business world. You will especially see many relationships with marketing and organizational behavior. Please note that there are specific grade requirements for the business prerequisite courses. If you are aiming for a particular grade, plan to work for it!

### Textbook:

Phelps, A, Berkman, E. & Gazzaniga, M., (2022). *Psychological Science* (7<sup>th</sup> ed.). W. W. Norton & Co. New York, NY. (Note that an e-book version of the text is available at a substantially reduced cost. Go to: <https://digital.wwnorton.com/psychsci7> . Also note that prior editions of the text are fine, but the reading list will reference the newest edition. Also, I will not systematically go through to make certain that every question on every quiz/test is in every edition of the text. It is very possible that something that appears on one of the quizzes will not be in one the older versions.

### Schedule of Classes/Readings/Assignments

Classes will be in person. On in-class quiz days, you will need to bring your device to class. Quizzes will begin at the start of class. There will be a lecture after each quiz. Quiz days are **highlighted in the course schedule below**.

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
<b>Week 1</b>			
Tue, Jan 21	Introduction and Research Methods (Experiments)	Chapter 1 (skim) and Chapter 2 (2.1-2.8)	Practice Quiz 0 (due by Feb 6)
Thu, Jan 23	Research Methods 2 (Correlation is not Causality)	Chapter 2 (2.9 – 2.15)	Discussion Group Sign up
<b>Week 2</b>			
Tue, Jan 28	Neuropsychology 1	Chapter 3 (3.1 – 3.7)	Practice Quiz 1 (due Thursday) (usually due Tuesday, but due to shopping period due end of day on Thursday)
Thu, Jan 30	Neuropsychology 2	Chapter 3 (3.8 – 3.14) Note: we will cover 3.15-3.18 later	Discussion Group 1: Topic – Designing a Research Study  Note: This week only - Practice Quiz Due on THURSDAY midnight

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 3			
Tue, Feb 4	Sensation & Perception 1 (Vision basics)	Chapter 5 (5.1 – 5.5)	Practice Quiz 2
Thu, Feb 6	<b>Graded Quiz 1</b> Research Methods and Neuropsychology Sensation and Perception 2 (Color)	Chapters 2 and 3 (3.1 – 3.14)  Chapter 5 (5.6 – 5.8)	Study for quiz 1 and prepare your note page  Discussion Group 2: Topic - Considering Brain Function
Week 4			
Tue, Feb 11	Sensation and Perception 3 (Hearing and Language)	Chapter 5 (5.9 – 5.15) Chapter 8 (8.13 – 8.16)	Practice Quiz 3
Thu, Feb 13	Consciousness	Chapter 4	Discussion Group 3: Topic – Perception of Pain
Week 5			
Tue, Feb 18	Learning 1 (classical conditioning)	Chapter 6 (6.1 – 6.7)	Practice Quiz 4
Thu, Feb 20	Learning 2 (operant conditioning)	Chapter 6 (6.8 – 6.19)	Discussion Group 4: Topic - Conditioning your Behavior
Week 6			
Tue, Feb 25	Memory 1 (Memory, a cognitive perspective)	Chapter 7 (7.4-7.12)	Practice Quiz 5
Tue, Feb 27	<b>Graded Quiz 2</b> Consciousness, Sensation and Perception, Language Memory 2 (Memory systems + forgetting)	Chapters 4, 5, and 8(8.13-8.16)  Chapter 7 (7.1 – 7.3, 7.13-7.22)	Study for quiz 2 and prepare your note page  Discussion Group 5: Topic - Improving Your Studying. Introducing the Video Essay.
Week 7			
Tue, Mar 4	Thinking and Decision Making	Chapter 8 (8.1 – 8.8)	Practice Quiz 6
Thu, Mar 6	Emotion	Chapter 10 (10.1 – 10.7)	Discussion Group 6: Topic - Decision Making Strategies. Video Essay Topic Presentation.
Week 8			
Tue, Mar 11	Motivation	Chapter 10 (10.8 – 10.13)	Practice Quiz 7
Thu, Mar 13	<b>Graded Quiz 3</b> Learning, Memory, and Thinking Social Psychology (Stereotypes and bias)	Chapters 6, 7 and 8 (8.1-8.8)  Chapter 12 (12.9 – 12.17)	Study for quiz 3 and prepare your note page  NO DISCUSSION THIS WEEK
Spring Break			
Week 9			
Tue, Mar 25	Social Psychology (Conformity and other behavioral influences)	Chapter 12 (12.1 – 12.8) • <a href="#">Milgram Original (1962)</a> • <a href="#">Milgram replication</a>	Practice Quiz 8
Thu, Mar 27	Development 1 (Motor and Cognitive)	Chapter 9 (9.1 – 9.10)	Discussion Group 7: Topic – Video Essay Presentations. Submit your Video Essay online before your discussion section

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
<b>Week 10</b>			
Tue, Apr 1	Development 2 (Social)	Chapter 9 (9.11 – 9.17)	Practice Quiz 9
Thu, Apr 3	Genes and Environment Intelligence (How are we different?)	Chapter 3 (3.15-3.18) Chapter 8 (8.9 – 8.12)	Discussion Group 8: Topic – Everyday applications of social psychology
<b>Week 11</b>			
Tue, Apr 8	Intelligence	Catch up	Practice Quiz 10 <b>Submit Analysis 2 – Experiment Paper</b>
Thu, Apr 10	<b>Graded Quiz 4</b> Emotion and Motivation, Social Psych, Development  Personality 1 (How else are we different?)	9, 10 and 12  Chapter 13 (13.1-13.7)	<b>Study for quiz 4 and prepare your note page</b>  Discussion Group 9: Topic - Intelligence – Interpreting Data
<b>Week 12</b>			
Tue, Apr 15	Personality 2	Chapter 13 (13.8 – 13.16)	Practice Quiz 11
Thu, Apr 17	Health and Well-Being	Chapter 11	Discussion Group 10: Topic - Big 5 Personality Dimensions
<b>Week 13</b>			
Tue, Apr 22	Psychopathology 1 (Classification)	Chapter 14 (14.1 – 14.10)	Practice Quiz 12
Thu, Apr 24	Psychopathology 2 (Disorders)	Chapter 14 (14.11-14.21)	Discussion Group 11: Topic – Pros and Cons of Classification
<b>Week 14</b>			
Tue, Apr 29	<b>Graded Quiz 5</b> Genes & Environment, Intelligence, Personality, Health and Well-Being  Treatment 1	Chapters 3 (3.15-3.18), 8 (8.9 – 8.12), 11, 13  Chapter 15 (15.1 – 15.9)	No Practice Quiz this week <b>Study for quiz 5 and prepare your note page</b>
Thu, May 1	Treatment 2	Chapter 15 (15.10 – 15.20)	Work on Final Review Sheet <b>Optional Analysis Assignment 3 Due</b>
<b>Reading Period</b>			
<b>FINAL EXAM!</b> Tuesday, May 13 – 1:10 – 4:00 Cumulative Final Exam (Projected Exam Date - to be confirmed by the registrar)			

Note: The exam date and time are set by the registrar. The projected exam date is nearly always correct, but it is possible that it will change. PERSONAL TRAVEL PLANS ARE NOT AN ACCEPTABLE REASON TO MISS THE EXAM. If you will not be able to attend the final, do not take this course.

## Grading

This course has a lot of parts. Many of them are related to participation and are “free points” if you complete them. They are intended to help you to keep up with the material and engage with it more deeply.

Make sure to take a look at the assignment calendar on the last page of this document. Print it. (Maybe laminate it!)

Participation – 15%

In class Participation (4%)

Discussion Group Participation (4%)

Practice Quizzes (4%)

Research Participation (3%)

Graded Quizzes – 35% (5 quizzes, lowest quiz grade will be dropped)

Cumulative Final Exam – 30%

Analysis Assignment Average – 20% (3rd assignment optional to replace assignment 1 or 2)

Assignment 1 – Video Essay (10%)

Assignment 2 – Experiment Analysis (10%)

## Grading Scale

This course is not curved. The scale below presents grades and their letter equivalents. In general, I do not round up.

A+ 97-100

A 93-96.99

A- 90-92.99

B+ 87-89.99

B 83-86.99

B- 80-82.99

C+ 77-79.99

C 73-76.99

C- 70-72.99

D 60-69.99

F Below 60

When assessing your class average, please note that it is expected that all (or nearly all) students will receive 100% for participation (15% of your grade) which will give your overall average a substantial boost.

## Participation

### **Class Participation**

Class attendance is required. You are allowed three free absences for any reason. I also allow excused absences for university sanctioned events (e.g., religious holidays) and medical or other emergencies with appropriate documentation (i.e. a doctor's or dean's note). I recommend making every attempt to miss no more than 3 class periods. Attendance facilitates learning. Students who exceed 3 unexcused absences will have points deducted from their participation grade proportionately.

There will NOT be an option to zoom in. If you are ill with COVID or another contagious disease, do not attend class, use one of your free absences or get a medical excusal from the health services or your dean. Lecture audio recordings and slides will be available online.

*Attendance Radar* will be used for attendance tracking. This will be discussed in class. Check to make sure it is working for you. This is your responsibility. If it isn't working, come up after class with your id and I will record your attendance. This is your responsibility. We will start tracking attendance after the add/drop period.

*Poll Everywhere* will be used for in class activities. With Poll Everywhere, you can easily answer questions in real time on your device with immediate feedback. You can use it to actively participate and assess your own level of understanding. I can also assess your understanding, collect data for demonstrations and do anonymous polling on sensitive topics. You will need to download the Poll Everywhere App and bring a device to class. Use of poll everywhere is optional. I think you will find it useful.

### **Weekly Discussion Groups**

There will be weekly Discussion Group Sessions (signups will be at the end of the first week of class). You will be assigned to a group of 10 - 15 students who will meet weekly for 45 minutes with one of the TAs or me. This will be an opportunity for you to apply psychology concepts in real life contexts. Your group will establish a smaller intellectual community which supplements the large classroom setting. Your discussion leader will be a resource for questions about course material or logistics. Feel free to talk with them after discussion or to contact them by email.

Weekly discussion topics are listed in the schedule of classes and is subject to change.

You are allowed to have 3 free discussion section absences. We do not allow excused absences for discussions. Any missed discussions count as absences. If you know in advance that you must miss a discussion due to a scheduling conflict, let us know at least one week in advance and you can attend a different section for that week.

### **Practice Quizzes**

There will be a practice quiz due before class every Tuesday. These quizzes are intended to refresh material presented in class and practice topics covered in the text that are not presented in class. They are multiple choice and are meant to challenge you to think about the material and learn it better. I encourage you to do them together. These quizzes will help you prepare for the Graded Quizzes. The Practice Quizzes are harder than the Graded Quizzes! Can't figure out the answer to a quiz question? Come to Practice Quiz office hours with me on Tuesdays from 11-12 for help!

Practice Quizzes will be graded pass/fail with 75% as a passing grade. If you earn 75% or better, you will get full points for the quiz. If you get below 75% you will get zero credit. You can take a quiz as many times as you like up until the due date. You will need to complete 10 out of 12 quizzes to get full credit. You can miss two. A "review" version of each practice quiz will be available with an answer key after the due date. Scroll down to the bottom of the Quizzes section on canvas to see the review versions. If you miss a quiz, you can take the review version for half credit.

### **Research Participation**

Psychology is an active scientific discipline with a growing body of knowledge. You can learn about this in the classroom, but you can also learn about it by attending talks by researchers or by participating in ongoing research studies conducted by faculty, graduate students and advanced undergraduates in the Columbia psychology department.

You will be able to do both of these things as part of this course. You will need to earn 6 Participation Credits. You can do this with a combination of Research Study Participation and Talk Attendance. Note: everyone must complete 3 credits of research study participation. For the remaining 3 credits you have a choice.

**Up to 6 Credits: Research Study Participation:** Your participation is both a learning experience for you and a tremendous help to the faculty and students who could not complete their research without your assistance. To earn 3 credits, you must complete 1.5 hours of study participation and complete one Research Participation Worksheet. To earn 6 credits, you must complete 3 hours of study participation and complete two Research Participation Worksheets.

A member of the psychology department will be visiting our class to explain the details of the Columbia University Introductory Psychology subject participation requirement. NOTE: If anyone enrolled in this course is a minor (under 18), please speak with me about an alternative to this requirement as you are not legally eligible to participate in these research studies until your 18th birthday

**3 Credits: Talk Attendance:** We will provide you with a list of available talks this semester that you can attend for credit. You will sign up for a specific talk, attend the talk, and complete a Research Talk Reflection to earn 3 credits.

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### **Graded Quizzes**

There will be five short graded quizzes during the semester. Quizzes will be taken in class on Canvas. Quizzes will be proctored and attendance will be taken. You may not take these quizzes unproctored. Bring a device to class on Quiz days.

Quizzes will be open note. You may have one page of notes front and back in whatever format you prefer. Questions will be multiple choice. Vocabulary lists will be available for each quiz, though the objective will be to test your understanding of concepts – not your recall of vocabulary. Each quiz will be focused on the Chapters listed and related lectures. Questions may also reference related topics that were covered earlier in the course. Your lowest quiz grade will be dropped.

#### Graded Quiz Absences:

You must complete 4 of 5 quizzes. If you miss a quiz for any reason, you can drop that grade. If you feel you have a serious reason for needing a make-up quiz, you will need to speak to me and your academic dean to get approval.

#### Graded Quiz Evaluation Policy:

Quizzes will be automatically graded by canvas but please note that the system does not correctly assign partial credit.

Grades will be reviewed before and adjusted for partial credit before being released to the class. Please review your graded quiz. If you believe it has been graded incorrectly, please notify me. All grade adjustment requests must be submitted prior to the next quiz date.

#### Cumulative Final Exam

The 3-hour, open note, cumulative final exam will take place during the final exam period as scheduled by the registrar. I will provide you with a study guide and a sample question to help you prepare. There will be 10 paragraph responses with a rubric provided for each question. You will complete your choice of 8 out of 10 questions. Students tend to do well on this exam as long as they are prepared.

#### Final Exam Extra Credit:

There will be an opportunity to participate in research studies developed by students in Psychology Department Research Methods courses for 2 extra credit points on the exam.

#### Final Exam Absence:

If you must miss the final exam for a personal emergency, please let me know as soon as possible so we can determine the best course of action.

#### Final Exam Grading Policy:

The final exam will be available for review in the following semester. If you have concerns about final exam grading, please contact me.

#### Analysis Assignments

There will be 2 required short analysis assignments. See the Course Schedule and/or Assignment Calendar for due dates.

Assignment 1 – Group Video Essay on a topic related to class material. This project will be developed in your discussion section. DUE – before your discussion section for Week 9 (depending on your section Thurs, March 27 – Tues, April 1).

Assignment 2 – Written report on one of the research studies you participate in. You will explain the study, discuss your experience and thoughtfully connect the study back to topics covered in class. DUE – by midnight on April 8.

Assignment 3 – (optional) You may complete a 3<sup>rd</sup> assignment to replace one of the other two. Your final grade will be the weighted average of the two assignments (lower grade = 25%, higher grade = 75%)

#### ASSIGNMENT GRADING POLICIES

Assignments will be graded by TAs according to the rubric. Late assignments will lose 10 points per day late. If you have a question about your grade, please see the grading TA first to get a better understanding of how they graded your assignment. If you feel there was a grading error after speaking with the grader, please submit the assignment to me for review.

#### **How to Succeed in this Course**

##### YOU MUST

1. Complete all participation requirements – this will help with your understanding. Plus it counts for 15% of your grade!
2. Attend class and discussion and participate actively – this will help you think more deeply about the material and retain it better.
3. Read the assigned textbook sections – I can't cover everything in class! You WILL be tested on the reading.

##### YOU SHOULD

1. Find someone to study with. Need a partner? let us know!
2. Have questions about the practice quizzes? Come to my office hours, we will go over them!
3. For the Graded Quizzes
  - a. Know the vocabulary (vocab sheets available on canvas). Practice using it.
  - b. Put together a good note sheet
  - c. Study! Your notes will help as a crutch, but won't substitute for knowing the material!

4. For the analysis assignments, be sure to follow the rubric!
5. For the final exam – work on the review sheet with your study partner! Make sure your notes are clear and organized!

### Ed Discussion

We will be using Ed Discussion on courseworks as a forum for addressing student questions. If you have a question, check the discussion there. It may already have been asked and answered. And if not, this is a great place for you to raise it! If you know the answer to a question another student has posed, feel free to contribute.

### Academic Integrity

"The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent."

(From the Faculty Statement on Academic Integrity.)

You are expected to always act in accordance with the Columbia honor code. Cheating or plagiarizing in any form, including unauthorized use of AI will be taken very seriously by all members of the teaching team. All suspected violations of academic integrity will be reported to the Columbia Center for Student Success and Intervention (CSSI). Students found responsible for academic dishonesty will earn a 0 for the assignment in question. If you have questions about any aspect of academic integrity at Columbia, please refer to the following link: <https://www.college.columbia.edu/academics/academicintegrity>

### Students with Disabilities:

From the office of Disability Services:

- To receive disability-related academic accommodations for this course, students must first be registered with their school's Disability Services (DS) office. Detailed information is available online for both the [Columbia](#) and [Barnard](#) registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).
- For this course, students registered with the Columbia DS should refer to the DS [Testing Accommodations](#) page for more information about accessing exam accommodations.

### Additional Resources for Students:

Columbia University Writing Center	<a href="https://www.college.columbia.edu/core-curriculum/undergraduate-writing-program/writing-center">https://www.college.columbia.edu/core-curriculum/undergraduate-writing-program/writing-center</a>
Tutoring Service	<a href="https://www.cc-seas.columbia.edu/csa/tutoring">https://www.cc-seas.columbia.edu/csa/tutoring</a>
Health Services	<a href="https://health.columbia.edu/">https://health.columbia.edu/</a>
Go Ask Alice! (answers to health questions)	<a href="https://goaskalice.columbia.edu/">https://goaskalice.columbia.edu/</a>
Counseling and Psychological Services (CPS)	<a href="https://health.columbia.edu/content/counseling-and-psychological-services">https://health.columbia.edu/content/counseling-and-psychological-services</a> For appointments, call 212-854-2878. For after-hours assistance, call 212-854-9797 or contact Public Safety at 212-854- 5555.
Office of Disability Services	Columbia - <a href="https://health.columbia.edu/content/disability-services">https://health.columbia.edu/content/disability-services</a> Barnard - <a href="https://barnard.edu/disabilityservices">https://barnard.edu/disabilityservices</a>
Office of University Chaplain	<a href="http://ouc.columbia.edu/">http://ouc.columbia.edu/</a>

# ASSIGNMENT CALENDAR

	Jan				Feb								Mar								Apr								May		
	21	23	28	30	4	6	11	13	18	20	25	27	4	6	11	13	18	20	25	27	1	3	8	10	15	17	22	24	29	1	13
	Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu
Practice Quizzes Pass 10 of the 12	P0*		P1	P2		P3		P4		P5		P6		P7		BREAK	P8		P9		P10		P11		P12						
	*due by Feb 6																														
Graded Quizzes (Drop lowest)					Q1						Q2				Q3								Q4						Q5		
Analysis Assignments A1 = Video Essay A2 = Research Analysis													A1a						A1b			A2								A3?	
FINAL																															Final
Additional Requirements																															
Group Discussion	Attend 8 of 11																														
Schedule based on your section																															
Research Participation (6 credits)																															
See syllabus for details																															