



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts & Sciences Department Psychology

Subject PSY Number 394 Title Quirky and Mad Science Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials


Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Clark Presson, Director of Undergraduate Studies Date: 9/12/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See syllabus, weekly calendar, and textbook table of contents.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Psychology</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology	See assignments on weekly calendar.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	See syllabus, weekly calendar, and textbook table of contents.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See syllabus, weekly calendar, and textbook table of contents.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
PSY	394	Quirky and Mad Science	Social and Behavioral Science

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	Students will learn to think scientifically about everyday things that will help them to understand more about themselves and the world around them through weekly discussions about popular studies and journal articles. Students will also develop their own study proposal.	See syllabus, weekly calendar, and textbook table of contents.
2. Course content emphasizes the study of social behavior such as that found in Psychology.	Students will review popular studies and published articles to better understand scientific thinking about social behavior.	See assignments on weekly calendar.
3. Course emphasizes the distinct knowledge base of the social and behavioral sciences. 4. Course illustrates use of social and behavioral science perspectives and data.	Course is designed to help students understand the scientific thinking and the experimental design underlying numerous psychological studies.	See syllabus, weekly calendar, and textbook table of contents.

Syllabus - PSY-394: Quirky and Mad Science of Psychology

Instructor: Michael K. McBeath
Time: Tues Thurs, 1:30-2:45 p.m.
Location: Rm. PSF-166
Book: *The Velocity of Honey* by Jay Ingram (2006) Basic Books: New York.
Articles: Weekly articles posted on **Blackboard** under Course Documents link

Office: Rm. 317 Psych North
Office Hrs: Tues. Thurs. 3:00-5:00 p.m.
Fri. 10:00-11:00 a.m.

Description: This is a General Studies Social Behavior course that examines examples of fun, quirky, and mad science, and explores how to think scientifically about relevant everyday phenomena with an emphasis in the area of Behavioral and Perceptual Psychology. Course material includes both readings from a popular science book, and corresponding research articles principally by Professor McBeath. Topics span the areas of sports, evolution, visual and auditory illusions, robotics, and ESP.

Learning Goals:

This course is intended to both teach scientific thinking about behavioral and perceptual psychology, and inspire your interest thinking scientifically and succeeding in academia.

Grading:

This course will be graded A-E. There will be no exams, just periodic in-class clicker-based quizzes. There are short weekly readings with grading primarily based on maintenance of regular attendance, (performance on clicker-quizzes 30% and completion of demonstration assignments 30%) and final project (40%).

Final Course grades will be assigned as follows:

- A 90%-100%
- B 80%-89%
- C 70-79%
- D 60-69%
- E 59% and below

Assignments:

See Weekly Calendar. Assignments will also include a final project in which students construct and present a poster on any example of a study of science of everyday life. The posters are due and will be shared with the class on our scheduled finals day, Thursday May 1st. No class Spring Break: March 11th and 13th.

Attendance:

Will not be taken, however; no clicker quiz, demonstration assignment or final project can be made up or will be accepted late. If you have extenuating situations, students must contact me.

Students with Disabilities:

When requesting accommodation for a disability you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

Academic Integrity:

Students will be held to the Arizona State University Student Academic Integrity Policy:
<https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

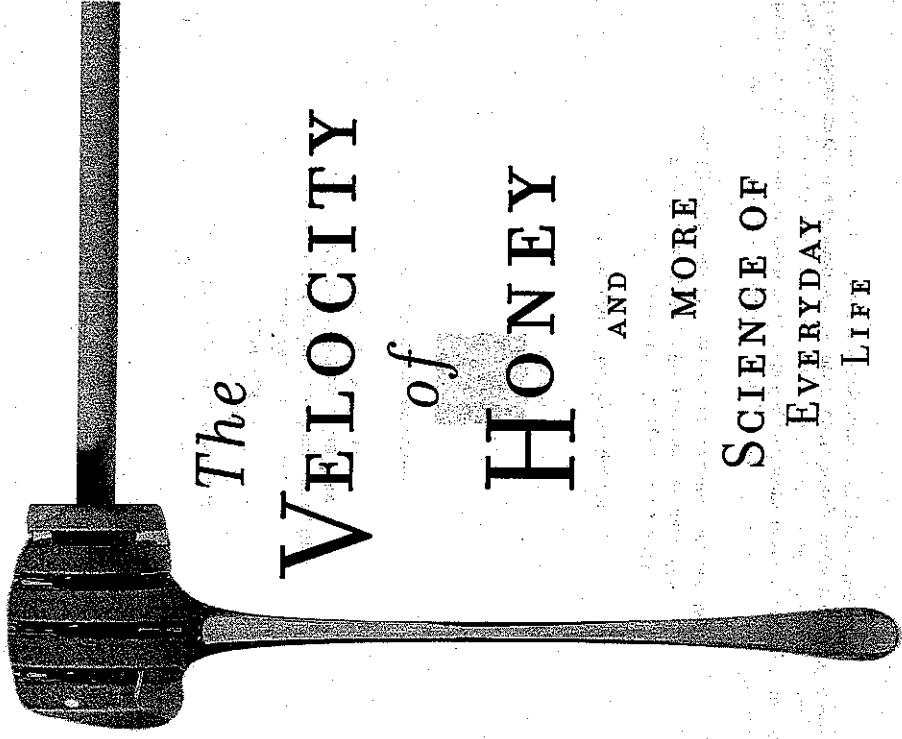
Inappropriate or Threatening Student Behavior:

Students will be held to the Arizona State University Student Service Manual: Handling Disruptive, Threatening, or Violent Individuals on Campus
<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

NOTE: *the information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.*

Weekly Calendar:

Week	Date	Velocity of Honey chapters	McBeath Articles: PGS-191	Assignment
1	January 14 th -16 th	Theme: Memory Resonance The Weird Physics of the Extremely Ordinary (p.1-6)	(2004) Teaching & humor. <i>Wakonse</i> .	Crunch 8 ½ by 11" paper into tiny cube.
2	January 21 st -23 rd	Theme: Need to know physics first Tumbling Toast (p.12-17)	(1990) Rising fastball. <i>Perception</i> .	Bring paper airplane (try for dip then rise)
3	January 28 th -30 th	Theme: Illusions & Helmholtz Infer. Life's Illusions (p.24-32)	(1992) Forward motion bias. <i>Psychological Science</i> .	Practice Moon Walk (<i>You Tube</i> for reference.)
4	February 4 th -6 th	Theme: Lateralization - Level of coding The Mysterious Art-and Science-of Baby Holding (p.32-42)	(2002) Right Turn. <i>Human Factors</i> . (2005) Lateralization. <i>Behavioral and Brain Sciences</i> .	Kiss or observe kiss, record head-tilt side.
5	February 11 th -13 th	Theme: Pattern Recognition. - Regularities Counting Coots (p. 43-52)	(1997) 3-D Symmetry. <i>Psychological Science</i> .	Describe something that is asymmetric.
6	February 18 th -20 th	Theme: Auditory Regularities Echolocation – Our Sixth Sense? (p.63-70)	(1997) Doppler illusion. <i>American Journal of Physics</i> .	Test walk distance from wall with eyes closed
7	February 25 th -27 th	Theme: Mental Representation.- Rotation The ATM & Your Brain (p.88-95)	(2008) Body tilt & gender. <i>Perception & Psychophysics</i> .	Tilt back in chair and judge when 45°.
8	March 4 th -6 th	Theme: Combining Regularities Speeding to a Stop (p. 96-102)	(2005) Football & Axis Motion. <i>Journal of Vision</i> .	Spin quarter & dime, time which is longer
9	March 18 th -20 th	Theme: Assessing Probabilities It's a Small World after all (p.103-112)	(2007) Erdős Chain (McBeath.Web) (2007) Advisor Ancestry (McBeath.Web)	Find a long lost friend on <i>Facebook</i> .
10	March 25 th -27 th	Theme: Superstimuli-Staring Detection Are you Staring at Me? (p.121-130)	(2001) Baseball center-of-attention. OR (2008). Robot & mirror therapy	Try to get others to look where you stare
11	April 1 st -3 rd	Theme: Assessing the Paranormal Psychic Staring (p.136-144)	(2006) Schlitz – Stare detection. <i>British Journal of Psychology</i> .	Test if can detect a stare from behind.
12	April 8 th -10 th	Theme: Flight & Naïve Physics The Ultimate Bargain Flight (p. 152-159)	(2005) Galileo bias. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> . (2013) Skateboard Naïve Physics. <i>Attention, Perception & Psychophysics</i> .	Find & drop 3 things that fall at different speeds
13	April 15 th -17 th	Theme: Applied theory in sports Catching Flies (p.160-169)	(1995) Outfielder. <i>Science</i> . (2008) Dogs catch Frisbee <i>Bark Magazine</i> .	Point while catching & verify arm rises.
14	April 22 nd -24 th	Theme: Multi-Domain Model-Robots Curling (p.180-189)	(2001) Robot catching. <i>Behavioral and Brain Sciences</i> . (2008) Robot catching. <i>ASU Research Matters Magazine</i> .	Find another article about real robots.
15	April 29 th -May 1 st	Class Poster Session: Everyone presents a poster of a study they designed that relates to everyday life. No Reading Assignment - No Final.		



The
VELOCITY
of
HONEY
AND
MORE
SCIENCE OF
EVERYDAY
LIFE

JAY INGRAM

THUNDER'S MOUTH PRESS
NEW YORK

Also by Jay Ingram

The Science of Everyday Life

Talk, Talk, Talk

The Burning House

The Barmaid's Brain

For Children

Twins: An Amazing Investigation

Real Live Science

A Kid's Guide to the Brain

THE VELOCITY OF HONEY
and More Science of Everyday Life

Published by
Thunder's Mouth Press
An Imprint of Avalon Publishing Group, Inc.
245 West 17th Street, 11th Floor
New York, NY 10011

www.thundersmouth.com



AVALON
publishing group, inc.

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Originally published by Viking Canada in 2003
First Thunder's Mouth Press edition, February 2005
First Thunder's Mouth Press paperback edition, October 2006

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Library of Congress Cataloging-in-Publication Data is available.

ISBN-10: 1-56025-911-6
ISBN-13: 978-1-56025-911-4

9 8 7 6 5 4 3 2

Book design by Viking Canada
Printed in the United States of America
Distributed by Publishers Group West

To Cynthia, Rachel, Amelia and Max

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Prologue:

Regis Was Wrong—There Is No Final Answer

This book is based entirely on the premise that “There’s got to be more to it than that,” “it” being any one of the thousands of moments that pass by unnoticed. Our lives are full of routine, much of which we are not even aware of, some that we have the good sense to ignore. But consequently we miss much—the little, apparently unremarkable events that, with a little digging, turn out to have charm and intrigue. That is the science of everyday life.

The word “science” inevitably raises expectations that answers or explanations will soon be delivered. This is a false expectation, based at least partly on how science is taught in school: there is no experiment performed in the lab, no page of a science text that fails to deliver a set of “facts.” But science in the classroom bears little resemblance to real science in the real world, where there are very few, if any, final answers. If you’re thinking of reading this book to find out those answers, I’m afraid you’ll be disappointed. If instead

you're hoping to gather some insight into the ongoing mysteries of science; then read on.

Science makes you pause, dig beneath the surface and think about things you'd ordinarily ignore. Is this a good thing? Of course it is. What kind of life is it to hurry like Alice's rabbit through the daily happenings without pausing and giving a little extra thought to any of them? Pausing to think has two obvious benefits: one, it guarantees at least a brief interruption in the ridiculous rush of life, which in turn is good for your mental and physical health, and two, sometimes you can't help but laugh at the irony of how little we know about what's right in front of our eyes. So think of this as a self-help book, a series of essays that reduce stress and restore a sense of being "in the moment." (If only it sells like a self-help book!)

I chose the topics based on the appeal of their science, which really meant their appeal *for me*. (For some unknown reason, there seems to be a lot of psychology and physics, with not much in between.) I don't pretend that this is anything more than a collection of experiences that we all occasionally share and recognize enough to say, "Yes, I've noticed that" (and at least one—echolocation—that most of us likely have never noticed). They are not, in most cases, the kind of research that makes it onto *Science* magazine's top ten advances of the year or wins Nobel prizes. But these pieces will make you think a little more about your life—if you let them.

The VELOCITY of HONEY AND MORE SCIENCE OF EVERYDAY LIFE