

SAMPLE SYLLABUS

PSYC 101 - Introduction to Psychology

Credits: 3

An introduction to and survey of the basic concepts and findings within the field of psychology.

Course Overview:

This course is an introduction to the field of psychology, the study of brain and behavior. Your brain and your behavior are unique to you, and they have been shaped by genetics, environment, and culture. Thus, psychology can be understood in terms of the events that occur at different levels of analysis: the brain or biological factors; the person including his/her history, beliefs, desires, and feelings; and the world or group including social, cultural and environmental factors. The course will integrate the diverse range of theories and discoveries within the different fields of psychology. In addition, psychology is an interdisciplinary field that works closely with other disciplines including neuroscience, sociology, anthropology, and medicine (to name a few!) Throughout the semester we will learn how findings from these other areas are integrated into our knowledge of psychology. Finally, students will investigate psychological research and research methodology.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- o Apply scientific theories to summarize and draw conclusions from research data.
- o Compare and contrast theoretical perspectives on and approaches to the study of behavior and mental processes.
- o Demonstrate understanding of the principles of and the methods used to study human behavior across cultures and contexts.
- o Identify the major changes associated with the physical, cognitive, and psychosocial development of the individual.
- o Explain the basic concepts of learning, memory, and motivation.
- o Discuss the differences between “normal” and “abnormal” behavior; describe the major categories of psychological disorders, and explain how personality develops from several theories of personality.
- o Explain the differences between various treatments for psychological disorders and effectiveness of those treatments, and discuss how society, culture, and individual experience shape the treatment of psychological disorder.
- o Describe key concepts underlying social interactions among humans.

Required Textbooks and Materials:

1. King, Laura (2012). *The Science of Psychology* (2nd ed: Custom USC). McGraw-Hill: New York, NY.
2. Hock, R.R. (2009). *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research* (6th Ed.). Pearson Prentice Hall: Upper Saddle River, NJ.
3. i>clicker classroom response system (2nd edition).

Assignments:

I. Exams – four exams

Four exams will be given. Questions will be in multiple choice format. Questions will come from lectures, notes, videos, textbook, and other media used in class. The test questions are designed to assess the student’s knowledge of the course learning outcomes.

II. Research analysis/reaction papers – two papers

Each research study analysis/reaction paper will be a written response (three to five pages each) to studies in the Hock text. The Hock text describes historically important psychology studies in detail, including theoretical perspectives, methodology, analysis, and significance of results. Students will develop a written response and be prepared to assist in facilitating the discussion during the assigned class (according to the schedule in the syllabus). Each research study analysis/reaction paper is due one week following the assigned day listed on the syllabus course schedule.

III. Class Participation and Attendance

*i>clicker questions as well as class activities, discussions, and short participation assignments allow students to receive points for participation in class. Please submit all of your participation assignments to the **DIGITAL DROPBOX ON BLACKBOARD.***

PARTICIPATION ASSIGNMENTS – SEE BLACKBOARD FOR MORE DETAILS.

- NATURALISTIC OBSERVATION
- GENETIC DETECTIVE (NATURE VS. NURTURE)
- REINFORCEMENT OR OBSERVATIONAL LEARNING
- GENOGRAM AND LIFELINE

- MEMORY
- PSYCHOLOGICAL DISORDERS
- MOVIE REVIEWS (see below for Movie Review assignments)

“SUPERSIZE ME” MOVIE REVIEW – Chapter 17

Write a brief movie review from a psychological perspective, specifically the stress and health views.

1. Identify the issues and why the main character embarked on his “experiment”.
2. What should be done about the unhealthiness of Americans?
3. Who, if anyone, should be held responsible for the health problems experienced by a large majority of Americans?
4. How is the main character challenged about his health?
5. What did you think of the movie’s ending and what messages were presented?

Also include:

- Identify the overall message of the movie.
- Rate the movie (e.g., stars, thumbs up/down, etc.).

“A BEAUTIFUL MIND” MOVIE REVIEW – Chapter 15

Write a brief movie review from a psychological perspective, specifically regarding the development and experience of psychological disorders.

1. What is the psychological disorder depicted in the movie? Describe.
2. How does it develop through the course of the movie?
3. How does the main character deal with it? What about other people in his life?
4. How do you think people with psychological disorders are treated in society?
5. Do people with psychological disorders experience stigmas, prejudices, and discrimination? Explain.
6. What did you think of the movie’s ending?

Also include:

- Identify the overall message of the movie.
- Rate the movie (e.g., stars, thumbs up/down, etc.).

“ANTWONE FISHER” MOVIE REVIEW – Chapter 16

Write a brief movie review from a psychological perspective, specifically the experiences of Antwone Fisher and the psychiatrist throughout the movie.

Identify the issues of concern for Antwone.

1. Discuss how the psychiatrist was able to connect with Antwone.
2. What were the underlying psychological issues that were affecting Antwone’s current functioning.
3. What did the psychiatrist do that impacted Antwone?
4. How were Antwone’s psychological issues resolved?
5. What did you think of the movie’s ending?

Also include:

- Identify the overall message of the movie.
- Rate the movie (e.g., stars, thumbs up/down, etc.).

“GOODWILL HUNTING” MOVIE REVIEW – Chapter 16

Write a brief movie review from a psychological perspective, specifically the experiences of Will and the psychiatrist throughout the movie.

Identify the issues of concern for Will.

1. Discuss how the psychiatrist was able to connect with Will.
2. What were the underlying psychological issues that were affecting Will’s current functioning.
3. What did the psychiatrist do that impacted Will?
4. How were Will’s psychological issues resolved?
5. What did you think of the movie’s ending?

Also include:

- Identify the overall message of the movie.
- Rate the movie (e.g., stars, thumbs up/down, etc.).

COURSE SCHEDULE by Week

| Week | Topic | Research Study/Activity |
|------|--|--|
| 1 | Ch 1 What Is Psychology? (King) <ul style="list-style-type: none"> • Defining psychology and exploring its roots • Contemporary approaches to psychology • Biology, environment, and social factors all affect psychology • Learning about psychology means learning about you | |
| | Ch 2 Psychology's Scientific Method (King) <ul style="list-style-type: none"> • Psychology's scientific method • Types of psychological research • Research samples and settings • Conducting ethical research | |
| 2 | Ch 3 Biological Foundations of Behavior (King) <ul style="list-style-type: none"> • The nervous system • Neurons • Structures of the brain and their functions • The endocrine system • Brain damage, plasticity, and repair • Genetics and behavior | Naturalistic Observation |
| | READING ONE: ONE BRAIN OR TWO? (Hock) – Patients with “split” brains. READING TWO: MORE EXPERIENCE = BIGGER BRAIN (Hock) – Brain changes in response to experience. READING THREE: ARE YOU A “NATURAL”? (Hock) – Sources of human psychological differences. | Readings 1, 2, & 3 |
| 3 | Ch 4 Sensation and Perception (King) <ul style="list-style-type: none"> • How we sense and perceive the world • The visual system • The auditory system • The other senses | Genetic Detective Nature v. Nurture |
| | Ch 5 States of Consciousness (King) <ul style="list-style-type: none"> • The nature of consciousness • Sleep and dreams • Psychoactive drugs • Hypnosis • Meditation | |
| 4 | READING SIX: TO SLEEP, NO DOUBT TO DREAM . . . (Hock) – Sleep cycles and the effects of sleep deprivation. READING SEVEN: UNROMANCING THE DREAM (Hock) – The brain and dreams. | Readings 6 & 7 |
| | READING FIVE: TAKE A LONG LOOK (Hock) – Infants and form perception. READING EIGHT: ACTING AS IF YOU ARE HYPNOTIZED (Hock) – Hypnosis: A cognitive, social, and psychological perspective. | Readings 5 & 8 |

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| 5 | Exam 1 (Chapters 1-5, 17; Hock 1-3; 5-8; 23, 27) | |
| | Ch 6 Learning (King) <ul style="list-style-type: none"> • Classical conditioning • Operant conditioning • Observational learning • Cognitive factors in learning • Biological, cultural, and psychological factors in learning READING NINE: IT'S NOT JUST ABOUT SALIVATING DOGS! (Hock) – Pavlov and classical conditioning READING TEN: LITTLE EMOTIONAL ALBERT (Hock) – Conditioned emotional responses | Readings 9 & 10 |
| 6 | READING ELEVEN: KNOCK WOOD! – Pigeons and superstitious behavior READING TWELVE: SEE AGGRESSION . . . DO AGGRESSION! (Hock) – Social learning in children | Readings 11 & 12 Reinforcement or Observational Learning |
| | Ch 7 Memory (King) <ul style="list-style-type: none"> • The nature of memory • Memory encoding, storage, and retrieval • Forgetting • Tips for studying and life | |
| 7 | READING FIFTEEN: MAPS IN YOUR MIND (Hock) – Cognitive maps in rats and men. READING SIXTEEN: THANKS FOR THE MEMORIES! (Hock) – Leading questions and the eyewitness report. | Readings 15 & 16 Memory |
| | Ch 8 Thinking, Intelligence, and Language (King) <ul style="list-style-type: none"> • The cognitive revolution in psychology • Thinking, intelligence, and language • Genetic, biological, and environmental effects on cognition • Does gender influence language? READING THIRTEEN: WHAT YOU EXPECT IS WHAT YOU GET (Hock) – Teachers' expectancies influence pupils' IQ gains. READING FOURTEEN: JUST HOW ARE YOU INTELLIGENT? (Hock) – Theories of multiple intelligences. | Readings 13 & 14 |
| 8 | Ch 10 Motivation and Emotion (King) <ul style="list-style-type: none"> • Theories of motivation • Hunger and sex • Beyond hunger and sex: Approaches to motivation in everyday life • Emotion (Biological, Cognitive, Behavioral, and Sociocultural Factors) • The pursuit of happiness (Biological and Sociocultural Factors) READING TWENTY-TWO: I CAN SEE IT ALL OVER YOUR FACE! (Hock) – Constants across culture in the face and emotion. | Reading 22 |
| | Exam 2 (Chapters 5-8, 10; Hock 5-16; 22) | |
| 9 | NO CLASS – SPRING BREAK | |

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| | NO CLASS – SPRING BREAK | |
| 10 | <p>Ch 9 Human Development (King)</p> <ul style="list-style-type: none"> • Nature versus nurture • Effects of early experiences • Child development • Adolescence • Adulthood and aging • Physical, cognitive, and socioemotional development during all stages <p>READING FOUR: WATCH OUT FOR THE VISUAL CLIFF! (Hock) – Development of danger perception.</p> <p>READING EIGHTEEN: OUT OF SIGHT, BUT NOT OUT OF MIND (Hock) – Development of object permanence.</p> <p>READING NINETEEN: HOW MORAL ARE YOU? (Hock) – Development of moral reasoning.</p> | <p>*Bring baby picture</p> <p>Readings 4, 18 & 19</p> |
| | <p>Ch 9 Human Development (King)</p> <p>READING SEVENTEEN: DISCOVERING LOVE (Hock) – The nature of love.</p> <p>READING TWENTY: IN CONTROL AND GLAD OF IT! (Hock) – The effects of choice on the aged.</p> | <p>GENOGRAM & LIFELINE</p> <p>Readings 17 & 20</p> |
| 11 | <p>Ch 11 Gender, Sex, and Sexuality (King)</p> <ul style="list-style-type: none"> • Biology of sex • Cultural and religious factors • Sexual behavior and orientation <p>READING TWENTY-ONE: SEXUAL MOTIVATION (Hock) – Human sexual response cycle.</p> <p>READING TWENTY-SIX: MASCULINE OR FEMININE . . . OR BOTH? (Hock) – The measurement of psychological androgyny.</p> | <p>Readings 21 & 26</p> |
| | <p>Ch 12 Personality (King)</p> <ul style="list-style-type: none"> • Psychodynamic, Humanistic, and Trait perspectives • Personological and life story perspectives • Social cognitive and biological perspectives • Personality assessment <p>READING TWENTY-FIVE: ARE YOU THE MASTER OF YOUR FATE? (Hock) – Expectancies for external versus internal control of reinforcement.</p> <p>READING TWENTY-EIGHT: THE ONE, THE MANY (Hock) – Individualism and collectivism: Cross-cultural perspectives.</p> <p>READING THIRTY: YOU'RE GETTING DEFENSIVE AGAIN! (Hock) – The ego and mechanisms of defense.</p> | <p>Reading 25, 28 & 30</p> |
| 12 | <p>Ch 13 Social Psychology (King)</p> <ul style="list-style-type: none"> • Social cognition, social behavior, and social influence • Intergroup relations (group identity & | |

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| | <p>prejudice)</p> <ul style="list-style-type: none"> • Close relationships (attraction & love) • Biological, environmental, and sociocultural effects on social behavior | |
| | <p>READING TWENTY-FOUR: THOUGHTS OUT OF TUNE (Hock) – Cognitive consequences of forced compliance.</p> <p>READING THIRTY-SEVEN: A PRISON BY ANY OTHER NAME (Hock) – The pathology of imprisonment.</p> <p>READING THIRTY-EIGHT: THE POWER OF CONFORMITY (Hock) – Opinions and social pressure.</p> <p>READING THIRTY-NINE: TO HELP OR NOT TO HELP (Hock) – Bystander intervention in emergencies.</p> <p>READING FORTY: OBEY AT ANY COST? (Hock) – Behavioral study of obedience.</p> | Readings 24, 37-40 |
| 13 | Exam 3 (Chapters 9, 11-13; Hock 4, 18-19; 21; 24-26; 28; 30; 37-40) | |
| 14 | <p>Ch 15 Psychological Disorders (King)</p> <ul style="list-style-type: none"> • Defining abnormal behavior • Anxiety, mood, eating, dissociative, and personality disorders • Schizophrenia • Genetic, environmental, sociocultural factors • Combating social stigma | |
| | <p>READING TWENTY-NINE: WHO'S CRAZY HERE, ANYWAY? (Hock) – On being sane in insane places.</p> <p>READING THIRTY-FIVE: PROJECTIONS OF WHO YOU ARE (Hock) – Assessment of psychological disorder.</p> <p>READING THIRTY-SIX: PICTURE THIS! (Hock) – Explorations in personality.</p> <p>READING THIRTY-ONE: LEARNING TO BE DEPRESSED (Hock) – Consequences of failure to escape traumatic shock.</p> <p>READING THIRTY-TWO: CROWDING INTO THE BEHAVIORAL SINK (Hock) – Population density and social pathology.</p> | Readings 29, 31-32, 35-36 |
| 15 | <p>Ch 16 Therapies (King)</p> <ul style="list-style-type: none"> • Biological therapies (drugs, ECT, and surgery) • Psychotherapy • Sociocultural approaches and issues in treatment • The effectiveness of psychotherapy <p>READING THIRTY-THREE: CHOOSING YOUR PSYCHOTHERAPIST (Hock) – Meta-analysis of psychotherapy outcome studies.</p> <p>READING THIRTY-FOUR: RELAXING YOUR FEARS AWAY (Hock) - The systematic desensitization treatment of anxiety.</p> | <p>PSYCHOLOGICAL DISORDER</p> <p>Readings 33 & 34</p> |

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| | <p>Ch 17 Health Psychology (King)</p> <ul style="list-style-type: none"> • Health psychology and behavioral medicine (Biopsychosocial model) • Making positive life changes • Resources for effective life changes • Controlling stress • Behaving as if your life depends on it • Psychology and your good life <p>READING TWENTY-THREE: LIFE, CHANGE, AND STRESS (Hock) – The social readjustment rating scale.</p> <p>READING TWENTY-SEVEN: RACING AGAINST YOUR HEART (Hock) - Association of behavior and cardiovascular function.</p> | <p>Readings 23 & 27</p> |
| <p>16</p> | <p>Final Exam</p> | |