

**PSYCHOLOGY 201
INTRODUCTORY PSYCHOLOGY
Summer Institute 2016
(SI 2017 Syllabus will be similar)**

Instructor: Donald H. Ryujin.

Office: Faculty Office Building 47, Room 23Q.

Office Hours: Monday, 10:10-11:00 and Wednesday, 10:10-11:00
Other times are also available by appointment.

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Text: Invitation to Psychology (5th Edition) by Carole Wade & Carol Tavris

Course Objective & Format

The main objective of this course is to give you a broad overview of the field of Psychology. To accomplish this, the course will be structured primarily around a lecture format. However, discussion is highly encouraged. The lectures will attempt to expand upon the assigned readings and/or clarify an important or difficult concept. Thus, the lectures will overlap with, but not duplicate the course text.

Policy for Testing and Evaluation

Exams

There will be three one-hour examinations for the course. They are listed in the Reading and Exam Schedule on the following page. The exams are **not** comprehensive and will cover only those materials listed for a given section. The three exams will all have a multiple choice and short-answer essay format. Multiple choice questions will contain such alternatives as "a and b," "all of the above," and "none of the above." Short-answer essays involve questions that normally can be answered in 30 words or less (e.g., "Explain the problems associated with the theory of cognitive dissonance."). For the essays, handwriting is critical; if I can't read your answer, it will be marked wrong.

If for any reason you miss one of the three hourly exams, there will be no make-up test. Instead, you will have to write a 10-page paper pertaining to the area of Psychology covered by the test. The topic for the paper must go beyond the course text and be approved by the instructor in advance. The paper will be due **two weeks** after the date of the missed exam. A late paper will be penalized one-half letter grade for each day it is late. You will need to submit your rough draft and note cards with your paper, and the paper must be typed. You will also need to reference your work, and a list of references must be provided. If you miss a second scheduled exam, you will receive a zero for the test. It will not be possible to write a paper or take a make-up exam. Only one miss is permitted.

Behavior Modification Paper

In addition to the three in-class examinations you will need to write a paper detailing your efforts at a behavior modification (B-Mod) project. You will select a behavior of yours that you would like to change (e.g., quit smoking, increase study time, exercise more, stop biting your fingernails, etc.) and apply the principles of learning to modify your behavior. There is a

standard procedure for doing and reporting such a project, and all details will be explained in class. You are required to look up **two** journal articles pertaining to your project. The first page of the articles are to be photocopied and attached to your paper when you hand it in. The articles must be used to substantiate what you say in your paper.

The paper will be graded on both content (50%) and grammar (50%). A draft is due to **your English instructor by Tuesday, August 16**. Late drafts will result in a loss of 5% of your total grade (see grading policy). Drafts turned in on time will result in 5% being added towards your final grade. A final version of the paper will be due to Don at the beginning of class on **Friday, August 19**. A late final paper will lose one-half letter grade for each day it is late.

Grading Policy

The grading for the course will be based on the following distribution.

- Exam 1 20% of final grade.
- Exam 2 30% of final grade.
- Exam 3 30% of final grade.
- B-Mod Paper, Initial Draft 5% of final grade.
(Turn in to English Instructor)
- B-Mod Paper, Final Draft (to Don) 15% of final grade.

For each of the three exams, all grade cut-offs will be based on 90%, 80%, 70%, etc. of the **highest score**. Points for the paper will be based upon the quality of its content and the proper use of grammar. The final grade will be determined by adding together the highest score for each of the three exams plus the highest score for the behavior modification paper. Grade cut-offs will then be determined by taking 90%, 80%, 70%, etc. of this total score.

Finally, in terms of any written papers, all cases of plagiarism will receive an F for the paper. Similarly, all cases of cheating on an exam will receive an F for the exam.

Reading and Exam Schedule

The schedule below indicates the topics to be covered by each of the three hourly exams for this course. The chapters from the course text that are applicable to each topic and the dates by which they should be read are listed under the appropriate headings. The exams are **not** cumulative, and each test will cover only those chapters listed under the appropriate heading. The prospective date for each exam is noted on the schedule.

I. Topics for Exam 1.

<p>Read by Monday, August 1 Ch.1: Introduction</p>	<p>The chapters assigned for Exam 1 are selected to give you both an introduction to Psychology and an</p>
<p>Tuesday, August 2 B-Mod Topic Due</p>	<p>impression of the breadth of the field. Ch. 1 discusses the subfields of Psychology, its history, methods, and the theoretical approaches within the discipline. Ch. 4 and</p>
<p>Wednesday, August 3 Begin Baseline Count of Behavior</p>	<p>Ch. 10 encompass the diverse areas of physiological and social psychology</p>
<p>Read by Wednesday, August 3 Ch. 10: Social Psychology</p>	<p>We will discuss everything from prejudice and romance to neural functioning in the brain.</p>
<p>Read by Friday, August 5 Ch. 4: Physiological/Biological Psychology</p>	

Monday, August 8: Exam 1

II. Topics for Exam 2.

Read by Monday, August 8
Ch. 7: Intelligence (238-249)
Ch. 8: Memory

Tuesday, August 9
B-Mod Procedures Due

Wednesday, August 10
Begin B-Mod Project

Read by Wednesday, August 10
Ch. 9: Learning

Read by Friday, August 12
Ch. 14: Motivation

Monday, August 15: Exam 2

III. Topics for Exam 3.

Read by Monday, August 15
Ch. 2: Personality

Tuesday, August 16
B-Mod Papers Due to
English Instructors

Read by Wednesday, August 17
Ch. 11: Psychological Disorders

Read by Friday, August 19
Ch. 12: Therapy

Friday, August 19
B-Mod Papers Due to Don at 8:40

Monday, August 22: Exam 3

The topics assigned for Exam 2 may loosely be classified as dealing with the cognitive or intellectual aspects

Of the individual. Thus, we will be studying learning, memory and intelligence. From here we will branch out to the broader area of motivation and emotion before examining the overall person in the next section.

The topics assigned for Exam 3 examine the formation of the entire personality. Then, they combine the cognitive and emotional aspects of the individual to study how they can adversely affect both the mind and the body. We will also

examine how such problems are currently being treated. Finally, we will end where everything begins by looking at the early development of the individual

California Polytechnic State University
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Psychology & Child Development Department

<p>Psychology 201 Chapter Learning Objectives Examination I</p>
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CHAPTER ONE: *What is Psychology?*

1. Distinguish psychology from pseudoscience.
2. Summarize the early history and development of psychology as a formal discipline.
3. Describe the five major theoretical perspectives within psychology.
4. Distinguish between basic psychology and applied psychology.
5. Distinguish between the various types of psychotherapists.
6. Describe each of the essential elements of critical thinking.
7. Describe the qualities of good scientific theories and good scientific definitions.
8. Understand the purpose of descriptive research methods and the issue of representative samples in research.
9. Describe the characteristics of case studies, naturalistic observation, laboratory observation, psychological tests, and surveys, and discuss the advantages and disadvantages of each.
10. List and discuss the characteristics of and limitations of correlational studies, and identify examples of positive and negative correlations.
11. Understand the advantages of an experiment and distinguish between independent and dependent variables, providing examples of each.
12. Distinguish between experimental and control groups and know how they are formed.
13. Know the difference between descriptive statistics and inferential statistics, and understand statistical significance.

CHAPTER TEN: *Behavior in Social and Cultural Context*

1. Explain how norms, roles, and culture influence behavior and cognition.
2. Summarize the “obedience” and “prison” studies, and discuss how they illustrate the influence of roles on behavior.
3. List and explain reasons why people obey authority, including entrapment.
4. Summarize the major aspects of attribution theory, the fundamental attribution error, and the three biased attributions people commonly make.
5. Define “attitudes” and describe methods to change them.
6. Describe how the Asch study reveals social conformity in groups.
7. Explain the ways decision making and individual behavior can be influenced by group processes including groupthink, diffusion of responsibility, and deindividuation.
8. List the factors that lead to altruism.
9. Define “ethnocentrism” and explain its consequences.
10. Describe ways in which stereotypes are useful, and discuss three ways in which they distort reality.
11. Define “prejudice” and describe the psychological, social, and economic factors that perpetuate it.
12. Describe the four measure of implicit prejudice and their criticisms.
13. Discuss approaches that are used to reduce prejudice and conflict between groups.

CHAPTER FOUR: *Neurons, Hormones, and the Brain*

1. List and describe the main features and functions of the central and peripheral nervous systems.
2. Distinguish between the somatic, autonomic, sympathetic, and parasympathetic nervous systems.
3. Describe the structure of a neuron, and explain how impulses are transmitted from one neuron to another.
4. Describe the roles of glial and stem cells in the brain.
5. Describe the roles of neurotransmitters, endorphins, and hormones.
6. List and describe techniques that psychologists use to study brain functions.
7. List and describe the location and function of each of the major portions of the brain.
8. Summarize the functions of the brain's two hemispheres, and explain the relationship between the two hemispheres.
9. Summarize the evidence for sex differences in the brain, and explain how any differences might affect behavior.

**Psychology 201
Chapter Learning Objectives
Examination II**

CHAPTER SEVEN: *Thinking and Intelligence*

1. Define and explain the “g” factor in intelligence and how it is measured.
2. Distinguish between the psychometric and cognitive approaches to intelligence.
3. Discuss how the use of the IQ test changed when it came to America, and know the criticisms of IQ tests, including stereotype threat.
4. Describe the components of Sternberg's triarchic theory of intelligence.
5. Define emotional intelligence.
6. Describe how genes affect intelligence.
7. Describe factors other than intelligence that contribute to achievement.

CHAPTER EIGHT: *Memory*

1. Discuss the reconstructive nature of memory and the phenomena of flashbulb memories and confabulation.
2. Discuss the ways in which memory is vulnerable to suggestion.
3. Compare recognition, recall and priming, and explicit and implicit memory.
4. Describe the information-processing approach to memory.
5. Describe the three-box model of memory and explain its components.
6. Describe the parallel distributed processing (PDP) model of memory.
7. Discuss the role of the sensory register in the memory process.
8. Describe the processes and limitations of short-term memory (STM), and list and discuss ways STM can be expanded.
9. Describe the characteristics of long-term memory (LTM), and explain how information is organized.
10. Distinguish between procedural and declarative memories, and between semantic and episodic memories.
11. Know the role of neurons in forming memories and the brain centers associated with various types of memory.
12. Describe techniques for keeping information in STM and for transferring information to LTM.
13. List and discuss theories of why forgetting occurs.

CHAPTER NINE: *Learning*

1. List and explain the four components and the major principles of classical conditioning.

2. What is actually learned in classical conditioning?
3. Understand how fear and taste aversion can be classically conditioned, and know how phobias can be eliminated.
4. Explain the two types of consequences a response can lead to, and distinguish between positive and negative reinforcement, and primary and secondary reinforcement.
5. Describe shaping, extinction, stimulus generalization and stimulus discrimination in operant conditioning.
6. Distinguish between continuous and intermittent schedules of reinforcement.
7. Describe how superstitions might be learned according to operant conditioning.
8. Discuss six limitations of punishment as a way to control behavior and list alternative strategies.
9. What is behavior modification and how is it used in real world applications?
10. Distinguish between intrinsic and extrinsic reinforcers, and discuss the effects of extrinsic reinforcers on motivation.
11. What is latent learning, and how do social cognitive theories describe observational learning processes?

CHAPTER FOURTEEN: *The Major Motives of Life: Love, Sex, Food, and Work*

1. Distinguish between intrinsic motivation and extrinsic motivation.
2. Describe the biological mechanisms that regulate weight and how these affect efforts to lose weight.
3. Understand the causes of and differences between anorexia nervosa and bulimia nervosa.
4. Describe the biological similarities in infant attachment and adult love.
5. Distinguish passionate from companionate love, and summarize the elements of the attachment theory of love.
6. Summarize the findings from biological research on the sexual behavior of men and women.
7. Discuss the principles and criticisms of the evolutionary view of sexual motivation and behavior.
8. List and explain interpersonal and cultural factors that influence sexual attitudes and behaviors of men and women.
9. Discuss the motivational factors involved in rape and unwanted sexual behavior.
10. Describe traditional and current approaches to understanding the origins of sexual orientation.
11. Know the types of goals that promote motivation.
12. Distinguish approach from avoidance goals and performance from mastery goals.
13. Understand how working conditions can affect motivation.
14. List and discuss three types of motivational conflicts.
15. Summarize Maslow's hierarchy of needs and its criticisms.

**Psychology 201
Chapter Learning Objectives
Examination III**

CHAPTER TWO: *Theories of Personality*

1. Define personality.
2. Explain the basic principles of Freud's psychoanalytic approach to the study of personality, and list the emphases shared by modern psychodynamic theories.
3. Describe the structure of personality according to Freud, explain the defense mechanisms listed in the text, and summarize Freud's view of personality development.
4. Discuss the challenges to psychoanalytic theory made by Jung and by the object-relations school.
5. Summarize the criticisms of psychodynamic theories in general.
6. Distinguish between scientific and unscientific personality tests.

7. Summarize the study of core personality characteristics, and describe the “big five” personality traits.
8. Discuss how genes and environment affect temperament and its consistency.
9. Explain how heritability is estimated, and discuss some of the problems that arise in measuring it.
10. Describe the social-cognitive learning approach to personality.
11. Discuss the relative influence of parents and peers on a child’s personality.
12. Describe two basic types of culture and give some examples of how cultural norms influence behavior.
13. Summarize the principles of humanistic psychology proposed by Maslow, Rogers, and May.

CHAPTER ELEVEN: *Psychological Disorders*

1. Discuss the ways in which abnormal behavior has been defined.
2. Describe the purpose and limitations of the *Diagnostic and Statistical Manual of Mental Disorders*, 4th edition (DSM-IV).
3. Distinguish between projective and objective tests, and summarize the strengths and weaknesses of each in diagnosis.
4. Describe the main characteristics of the anxiety disorders: anxiety states, phobias, and obsessive-compulsive disorder.
5. Distinguish between major depression and bipolar disorder.
6. Using the vulnerability-stress model, describe the four factors that account for depression.
7. Define personality disorders, and describe the problem personalities mentioned in the text.
8. Describe the factors in the theory of antisocial personality/psychopathic disorders.
9. Distinguish between the biological model of addiction and the learning model of addiction.
10. List the characteristics of dissociative identity disorder, and discuss the competing views on its existence.
11. Describe the five basic symptoms of schizophrenia and three factors thought to contribute to its development.

CHAPTER TWELVE: *Approaches to Treatment and Therapy*

1. Discuss the uses of antipsychotic drugs, antidepressants, minor tranquilizers, and lithium carbonate in treating emotional disorders.
2. Summarize the problems inherent in treating psychological disorders with drugs.
3. Describe the following procedures used in attempts to control brain activity: prefrontal lobotomy, electroconvulsive therapy, transcranial magnetic stimulation, and deep brain stimulation.
4. List and explain the goals and principles of the four major schools of psychotherapy. [long question]
5. Describe the results of efforts to evaluate the effectiveness of psychotherapy, and discuss the scientist-practitioner gap.
6. Discuss the factors most likely to lead to successful therapy, and discuss the role of the therapeutic alliance.
7. Describe which therapies and which therapeutic structures work best for specific problems.
8. Discuss the circumstances in which therapy can be harmful.