

INTRODUCTION TO PSYCHOLOGY

PSYC 401, section 03

MWF 10:10-11:00

Conant Hall, Room 101

Instructor: Zorana Ivcevic
Office: Conant Hall, Room 15
Office hours: Monday 1:00-2:00
Wednesday 9:00-10:00
E-mail: zivcevic@cisunix.unh.edu
Phone: 862-4902

Textbook

Sternberg, R. J. (2002). *Pathways to Psychology*. Forth Worth, TX: Harcourt Brace.

Pastorino, E. E., & Doyle, S. M. (2002). *Study guide to accompany Pathways to Psychology*. Forth Worth, TX: Harcourt Brace.

Purpose

The purpose of this course is to investigate how we can better understand ourselves and other people. We will observe people from the inside and from the outside and examine popular beliefs about human behavior. Class activities and demonstrations will illustrate psychological phenomena and relate them to our everyday lives, while the class assignments will challenge you to explore your own ways of thinking, make you examine how to better use your strengths and invite you to work on your weaker points.

Goals

My goal is to make this course applicable to your lives and concerns. While this course will not make you able to transform your loud and messy roommate into an organized and sensitive friend, it could help you to understand that person's behavior.

The second goal for this course is to help you better understand yourself. You will be challenged to explore your ways of thinking. Are you better in creative, analytical, or practical thinking? How could you apply this knowledge in making better decisions about your own future?

Finally, the goal of this course is to cultivate your curiosity and critical thinking by asking questions. I will ask you to read the chapter before we start talking about it in class. In the first class meeting dedicated to one chapter you will hand in a list of 3-5 questions on the material covered in the textbook. There are no bad questions. You might ask anything from whether there is a 'cure' for test anxiety to whether marijuana can be used in treating pain. I will use these questions in developing the lectures and organizing class discussions. These questions are not graded, but completing this assignment contributes to your class participation grade.

Course structure

You will notice that the course will not completely follow the organization of the textbook. I will build the picture of what psychology has to say about the person by integrating the findings from different research areas. As in uncovering the picture of a 1000 piece puzzle, we will examine how we feel and think, how we learn and remember, and what are the forces that influence us. Why can't we think straight when we are depressed? Why do we learn more easily the material we are interested in? What we think, feel and experience interacts to form who we are and how we behave.

Grading

Tests: 10% each (50% total)

Papers: 10% each (30% total)

Integrative paper: 5%

Lab experience: 10%

Class participation: 5%

Tests

There will be 5 tests. You will have a chance to fight for answers that were marked as incorrect for a chance to earn extra credit. You will have an option to explain your answers for up to three questions marked as incorrect. If you can find support for your original answer in the course readings or notes, you could earn credit for your answer(s). If you have any questions about the test or your performance, please come to see me, and we will talk about possible ways of improving your performance.

Make up tests will be available at the end of semester for students with a legitimate reason for missing one regular exam. In case you plan to use this option, please come to see me and we will discuss your reasons for taking an exam at this alternative time. Please note that travel plans will not be considered as a legitimate reason for taking a make-up exam. I advise you to take into account the exam dates when making any travel arrangements.

Papers

You will write three short papers (1-2 pages) discussing the non-textbook reading assignments. The list of articles is attached. Some of these articles are available on-line through the website provided with your textbook, while the copies of the other articles will be at the Reserve Desk in the Diamond Library. You will have one non-textbook reading for each chapter we cover in class. Although you will write only three papers, you should read all the articles. Material covered in the articles will be included on the exams.

You might choose any three articles for your papers. However, you have to write one paper using each of the following options:

- a) Practical application - Use the material in the article to explain an everyday event, a movie or a piece from the mass media. Try to examine the relevance of the particular topic to a real life problem. How could research presented in the article be applied in solving a problem of everyday living?

- b) Critical thinking analysis - What are you being asked to believe or accept by the author of the article? Is there evidence available to support the claim? What did the researchers find? Can that evidence be interpreted in another way (i.e., Is there another explanation for the results?) What do we still need to know?
- c) Creative analysis - Suppose you are the author of the article. What other questions could you ask? What could be the next step in your research? To help you imagine challenges to the research presented in the article, you might picture being a journalist or a talk show host. Which questions would you ask?

In total, you will write one practical application paper, one critical analysis paper, and one creative analysis paper.

Integrative paper. In the final paper assignment you will explore your preferred way of thinking. What have you learned from using practical, critical, and creative analyses in writing papers? Are you mainly a practical thinker, creative, or critical/analytical thinker? Maybe you are equally comfortable with more than one way of thinking. Have you learned something new about yourself? How can you use this in your academic career or future life?

All the papers have to be typed, using a 12 point font, a 1 inch margin, and double spaced. There are no specific due dates for the papers. You can turn them in as late as the last day of class. However, I would encourage you not to wait this long. You will get feedback on each of your papers that can potentially help you boost your grade.

Supplemental readings:

Chapter 1

Cuvelier, M. (2001). The Pursuit of Pseudoscience. *Psychology Today*, 24.

Chapter 2

The Nun Study: How one scientist and 678 sisters are helping unlock the secrets of Alzheimer's. (2001, May 14). *Time*, 54.

Chapter 3

*Brown, W. A. (1998). The placebo effect. *Scientific American*, 70-75.

Chapter 4

Domhoff, G. W. (1999). Drawing theoretical implications from descriptive empirical findings on dream content. *Dreaming*, 9, 201-210.

http://psych.ucsc.edu/dreams/Articles/domhoff_1999b.html

Chapter 5

*Bushman, B. J., & Anderson, C. A. (2001). Media violence and the American public: Scientific facts versus media misinformation. *American Psychologist*. 56, 477-489.

Chapter 6

Gerry, M., & Polaschek, D. (1999). Reinventing yourself. *Psychology Today*, 32, 64.

Chapter 8

*Gardner, H. (1998). A multiplicity of intelligences. *Scientific American*. 36-42.

Chapter 9

*Csikszentmihalyi, M. (1996). Creative aging. In M. Csikszentmihalyi, *Creativity: Flow and the psychology of discovery and invention*. (p. 211-233). New York: Harper Collins Publishers.

Chapter 10

Glass, S., & Marano, H. E. (1998). Shattered vows. *Psychology Today*. 31, 34.

Chapter 11

*Winter, D. G. (1996). Measuring Richard Nixon's motives. In D. G. Winter, *Personality: Analysis and interpretation of lives*. (pp. 164-169). New York: McGraw Hill.

Chapter 12

*McAdams, D. P. (2000). One person's life: Karen Horney, psychiatrist. In D. P. McAdams, *The person: An integrated introduction to personality psychology*. (pp. 10-21). Forth Worth, TX: Harcourt College Publishers.

Chapter 13

*Jamison, K. J. (1995). Manic-depressive illness and creativity. *Scientific American*, 56-61.

Chapter 15

Blum, D. (1998). Finding strength: how to overcome anything. *Psychology Today*, 31, 32.

*Articles on reserve in the library. All the other articles you can find on the web page that comes with your textbook (www.infotrac-college.com; password provided with the book)

Lab experience. You will have an opportunity to participate in four hours of laboratory experience. The experiments are advertised on the board by the back entrance to Conant Hall. To earn the lab experience credit, you will also have to write a one page paper describing the experience. In the paper, you will: (1) describe the goals and hypotheses tested in the study; (2) describe measures that you filled out (e.g., personality questionnaires, attitude surveys, ability tests); (3) discuss your own impressions from the study (i.e., was it interesting, do you think you learned something about yourself or research in psychology).

Class participation. During the course of the semester you will participate in a variety of in class activities. In addition to class group activities, at the beginning of each new chapter I will collect your questions and will periodically ask you for brief one-minute papers that reflect on that day's class. These activities do not get graded, but your active participation will be recorded (and rewarded).

Extra credit.

Your textbook comes with a study guide. The use of the study guide is optional, but I highly recommend it because it is a substantial help in preparing for the exams. To add an extra motivation, I will offer 3 extra credit points on every exam for completing the study guide.

You will have a chance to earn additional extra credit that could add up to 5% to your final grade. To earn this extra credit you will have to take a cumulative section on the final exam. In three open-ended questions you will be asked about the main concepts from the course (e.g., what are the major types of learning or how does stress influence health).

Determining your grade. Your test will be graded on the following scale:

93-100	A	67-69	D+
90-92	A-	63-66	D
87-89	B+	60-62	D-
83-86	B	59 and below	F
80-82	B-		
77-79	C+		
73-76	C		
70-72	C-		

TOPICAL COURSE OUTLINE:

Date	Topic	Chapter
1/23 1/25	Introduction Syllabus/introduction to the course What is psychology?	1
1/28 1/30	Research methods How do psychologists do research? Designing a study...	1
2/1 2/4 2/6	Biopsychology GUEST LECTURE!!! - Anatomy of the brain Brain and behavior Neurotransmitters and psychopharmacology	2
2/8	EXAM 1	Chapters 1 and 2
2/11 2/13	Sensation and perception Perception is interpretation Perception of pain	3
2/15 2/18 2/20	Consciousness Dreams Consciousness and drugs Hypnosis	4
2/22 2/25 2/27 3/1	Motivation and emotion What is motivation? Achievement, power, and affiliation motives Imagine we did not have emotions... Happiness	11
3/4	EXAM 2	Chapters 3, 4, and 11
3/6 3/8	Memory Remembering and forgetting Memory research applied	6
3/11 3/13 3/15	Learning Classical conditioning Operant conditioning Observational learning	5
3/18-3/22	SPRING BREAK!!!	
3/25 3/27 3/29	Thinking Intelligence and intelligence testing Different ways of being intelligent Emotional intelligence	8
4/1	EXAM 3	Chapters 5, 6, and 8

4/3 4/5 4/8	Social psychology Cross-cultural psychology Impression formation and interpersonal attraction Obedience, stereotypes, and crime	10
4/10 4/12 4/15	Human development Intellectual development Social and emotional development How does development happen?	9
4/17 4/19 4/22 4/24	Personality Personality traits Psychodynamic theories of personality Humanistic theories of personality Integrating the different perspectives	12
4/26	EXAM 4	Chapters 9, 10, and 12
4/29 5/1	Stress and health From stress to illness Coping with stress	15
5/3 5/6 5/8 5/10	Psychological disorders Normality and the norm Mood disorders (case of bipolar disorder) Anxiety disorders (case of PTSD) Schizophrenia	13
5/13	Wrapping up...	
5/16	EXAM 5	8:00 - 10:00 Chapters 13 and 15

EXAM 5 will have the same format as the first four exams and include only the information from the last portion of the material (in other words, it is not cumulative). The EXAM 5 and the optional extra credit cumulative final exam will be given during the regularly scheduled final exam period Thursday, May 16, at 8:00-10:00 in Conant Hall, Room 101.