



PSYC 150-01
Foundational Issues in Psychology
T, TH 9:30-10:45
Clough 114

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Office hours: M, W 2-4 PM, after class, or by appointment

Required Text:

Tavris, C. & Wade, C. (2001). Psychology in Perspective, 3rd Edition. Upper Saddle River, NJ: Prentice-Hall, Inc.

Course Description:

In this course, you will learn that psychology is a science that attempt to answer some age-old questions about the human experience by using rigorous empirical methods to study people's actions and thoughts. We will focus on five major psychological perspectives by examining the questions asked, methods used, and assumptions made by researchers in each field. The perspectives to be examined include: the biological, learning, cognitive, socio-cultural, psychodynamic and clinical approaches. The major principles of each perspective will be highlighted, critiqued and exemplified through the reading and analysis of scientific articles that have fundamentally shaped modern psychology.

An important aim of this course is to give you the critical thinking skills necessary for dealing with psychological issues as well as evaluating the many "pop psych" claims that pervade the media. The emphasis in this course is on critical and creative thinking, not just the passive memorization of facts.

Questions to consider:

While studying each perspective you should think about the following:

1. Be able to give a brief summary of the perspective, including its main goals and a few examples of major findings.
2. What specific research methods/ experimental approaches are most closely associated with this perspective?
3. What are the main strengths or contributions of this perspective? Be able to use specific applications to illustrate each point.
4. What are the main weaknesses, limitations, or misuses of this perspective?

Learning Objectives:

Following this class you should be able to:

- Demonstrate an understanding of the elements of psychology that make it a science.
- Provide a summary of the perspectives of psychology.
- Recognize the key contributors to the field of psychology.
- Be familiar with seminal research that has shaped our understanding of psychology.
- Demonstrate critical thinking skills.

What do I expect from you?

You are to come to class prepared, which includes having read the appropriate assignments ahead of time. You are expected to read all of the articles, even the ones you do not write up. I expect you to participate



in class discussions. Remember, one of the main goals of this class is critical thinking, so you should ask questions, make comments and express concerns. I love a good tangent, so speak up!

ASSIGNMENTS: The course has been divided into six sections each covering a major psychological perspective. Each section is divided into two chapters. For each chapter, supplemental readings have been assigned. These are seminal journal articles that have influenced and/or advanced a field of psychology that we will discuss in that chapter. For example, Bouchard, et al. (1990) report the results of a massive twin study which will be discussed in Chapter 3 as we examine the influence of genetics on behavior. All of these articles are available in my folder on the Academic Server. You are to obtain and read each of these articles by the first class period scheduled for that chapter. You will also be required to write a short reaction to some of these papers, which will also be due at the beginning of the first class period scheduled for that chapter. For example, you should obtain and read Bouchard, et al. (1990) by 1/23. If you choose to write a report for this article, it will also be due on 1/23.

For Section I of the course (Introduction to Psychology) there is a mandatory assignment due on 1/16. For all other sections (II-VI), chose one article from that section to write-up. In most cases, you will have several articles to choose from within a given section. Choosing an article that is interesting to you will make this task more enjoyable. Therefore, you will be submitting one mandatory assignment and five article reports. This is a total of 6 submissions each worth 10 points of which I will count the best 5.

ARTICLE REPORTS: Your reports could include the following information: Why is this study so important? What are the implications of these results? How do you think this study has furthered our understanding of this field of psychology? **What are your thoughts about this study?** Note: the assignment does not ask you to simply summarize the findings of the article. Your reports should be concise, and no longer than one single-spaced page of text. This is harder than you think, but important; scientific writing should state the important information without being verbose or adding superfluous information. For some articles, you might focus on the methodology. For other articles, how the field was advanced by the results of the study are more important. In other words, use the one page of text space wisely. These reports are to be turned in on time and in class. **Neither late nor electronic submissions will be accepted.**

CLASS ANNOUNCEMENTS: Announcements concerning the class will be made in class and/or via e-mail. Therefore, if you attend class and check your Rhodes e-mail account frequently, you will be sure to be up-to-date.

CLASS SCHEDULE: The following schedule is tentative. We may take more time in some sections and less in others. Exam and assignment dates will not change.

			Additional Readings/Assignments
I Introduction to Psychology	1/11 Chapter 1	Introduction & Organization	
	1/16, 1/18 Chapter 2	Research Methods	Statistics Assignment (due 1/16)
II Biological Perspective	1/23, 1/25 Chapter 3	Gene & Behavior	Bouchard, et al (due 1/23)
	1/30, 2/1 Chapter 4	Psychophysiology	Rosenzweig, et al.; Hobson & McCarley (due 1/30)
	2/6 Catch-up/Review		
	2/8 Exam I		



III Learning Perspective

2/13, 2/15	Chapter 5	Behavioral Learning
2/20, 2/22	Chapter 6	Social & Cognitive Learning
IV Cognitive Perspective		
2/27, 3/1	Chapter 7	Thinking & Reasoning
3/6, 3/8	Chapter 8	Memory
3/20	Catch-up/Review	
3/22		Exam II

Watson & Rayner; Skinner (due 2/13)
Bandura, et al. (due 2/20)

Festinger & Carlsmith (due 2/27)
Loftus (due 3/6)

V Sociocultural Perspective

3/27, 3/29	Chapter 9	Social Influences	Milgram; Darley & Latane (due 3/27)
4/3, 4/10	Chapter 10	Cultural Influences	Triandis, et al. (due 4/3)
VI Psychodynamic & Clinical Perspective			
4/12, 4/17	Chapter 11	Psychodynamic Perspective	
4/19, 4/24	Chapter 12	The Whole Elephant	Rosenhan; Smith & Glass (due 4/19)
4/26	Catch-up/Review		
5/2 1:00 PM		Exam III (Final)	

COURSE MATERIALS: \\Fileserver1\acad_dept_pgm\Psychology\Gerecke_Kimberly\Public

EXAMS: Exams are designed to test your ability to apply the knowledge you have learned and will be a combination of multiple choice, fill in the blank and short answer/essay questions.

GRADING:	Exam 1	100 points
	Exam 2	100 points
	Exam 3	100 points
	<u>Write-ups/Assignments</u>	<u>50 points (10 points each)</u>
	Total	350 points

ATTENDANCE: You are expected to attend class; however, you are not required to attend. I will keep track of who is attending and who is not as an assessment tool. My policy is that you are not to have more than a week's worth (3) of unexcused absences in a given class. Therefore, excessive absences are grounds for being withdrawn from this class and I reserve this right.

RESEARCH PARTICIPATION: All introductory psychology students are obligated to participate in 3 hours of campus research or an alternative research-oriented exercise. You must fulfill this requirement in order to pass this class. Instructions and further information are included on a separate handout, and are also available in my folder on the Academic Server. You must return to me the signed, completed sheets that acknowledge your participation. Although the typical requirement is for 3 hours, this may increase or decrease depending on departmental need. In other words, plan on 3 hours and I will inform you if there are any changes. Once you have completed all 3 hours (in whatever form) turn the credit sheets into me. I will not take them individually.

ACADEMIC DISHONESTY: Explicit details concerning honor code violations are listed in your college handbook. Honor code violations will not be tolerated and will be reported immediately to the appropriate



authority. Please review the Rhodes College academic dishonesty policies. Since you will be required to submit written reports for this course pay special attention to the section on plagiarism and pledge all of your work.

References for Assignments:

1. Bandura A, Ross D, & Ross SA (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.
2. Bouchard T, Lykken D, McGue M, Segal N & Tellegen A (1990). Sources of human psychological differences: the Minnesota twin study of twins reared apart. *Science*, 250, 223-29.
3. Darley JM & Latane B (1968). Bystander intervention in emergencies: diffusion of responsibility. *Journal of Personality and Social Psychology*, 8, 377-83.
4. Festinger L & Carlsmith JM (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*.
5. Hobson JA & McCarley RW (1977). The brain as a dream-state generator: an activation-synthesis hypothesis of the dream process. *American Journal of Psychiatry*, 134, 1335-1348.
6. Loftus EF (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560-72.
7. Milgram S (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
8. Rosenhan DL (1973). On being sane in insane places. *Science*, 179, 250-258.
9. Rosenweig MR, Bennett EL & Diamond MC (1972). Brain changes in response to experience. *Scientific American*, 226(2), 22-29.
10. Skinner BF (1948). Superstition in the pigeon. *Journal of Experimental Psychology*, 38, 168-172.
11. Smith ML & Glass GV (1977). Meta analysis of psychotherapy outcome studies. *American Psychologist*, 32, 752-60.
12. Triandis H, Bontempo R, Villareal M, Asai M & Lucca N (1988). Individualism and collectivism: cross-cultural perspectives on self-ingroup relationships. *Journal of Personality and Social Psychology*, 54, 323-38.
13. Watson JB & Rayner R (1920). Conditioned emotional responses. *Journal of Experimental Psychology*, 3, 1-14.