



Foundational Issues in Psychology

Instructor: Dr. Kathy Russell

Office: 121 Clough

Hours: Monday, Wednesday

Open hour: 10:00 – 11:00 am

Or by appointment

Email: russellk@rhodes.edu

Class Time: TR 9:30-10:45, Clough 114

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

Additional Reading: Each of the additional readings and a copy of this syllabus can be found on the academic file server: \\Fileserver1\acad_dept_pgm\Psychology\Russell_Kathryn\Public\PSYC_150-02_F07

Brief Course Description

Psychology is the science that attempts to understand and describe human mental processes and behaviors using empirical methods. In this course, we will focus on five major psychological perspectives: the biological, learning, cognitive, socio-cultural, and psychodynamic approaches. We will examine the questions and assumptions of each perspective as presented in the text and as highlighted in important scientific articles. This course does not aim to have you simply memorize facts of psychology, but to teach you to think critically. Our culture and media constantly present us with “pop psych” claims. The goal of this course is to teach you to evaluate these claims with a general knowledge of the different psychological perspectives.

In addition to the chapters in Tavris & Wade, supplemental readings have been assigned for each perspective. These are seminal journal articles that have influenced and/or advanced a field of psychology that we will discuss in that chapter. All of these articles are available in my folder on the Academic Server. You should obtain and read each of these articles by the first class period scheduled for that reading.

This format of this course is primarily lecture, but I do encourage class discussion. Please interrupt me if you need clarification on a topic or if you find it interesting and just want to know more about it. As you read the chapters and assigned reading, here are some guidelines to help you get the most from the reading:

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

Learning Objectives:

- ◆ 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.



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. The first exam is given very early in the course and is only worth 50 points. Exams 2-5 each cover one of the major perspectives and are worth 100 points each. The final exam consists of two parts. The first part covers the Psychodynamic perspective and is worth 50 points. The second part is comprehensive (including chapter 12) and is worth 100 points.

GRADING:	Exam 1	50 points
	Exam 2	100 points
	Exam 3	100 points
	Exam 4	100 points
	Exam 5	100 points
	Final Exam	150 points
	<u>Reaction Reports</u>	<u>100 points (see below)</u>
	Total	700 points

Article Reaction Reports

You are required to write a short reaction to some of the papers assigned as additional readings. These reports will be due at the beginning of the first class period scheduled for that reading. For example, you should obtain and read Bouchard, et al. (1990) by 9/12. If you choose to write a report for this article, it will also be due on 9/12. For each of the five perspectives of the course, you should chose one article 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. Each submission will be worth 20 points.

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 the strengths and weaknesses of the study? 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 and in a font no smaller than Times New Roman or Arial 12. 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.

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. Failure to do so will result in a final grade of incomplete. 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.



Quizzes

There will be 12 unscheduled quizzes in this course. Quizzes will take place during the first 5 minutes of class, so you are advised to arrive to class on time. There will be no make-up quizzes, even for excused absences. At the end of the semester, I will drop your two lowest quiz grades. Each quiz will be worth 5 points, for a total of 50 points towards your final grade.

Attendance

You are expected to attend every class. 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 (2) of unexcused absences in a given class. You're grade will lose 2 percentage points (approximately 14 points) for every additional unexcused absence. Excessive absences are also grounds for being withdrawn from this class and I reserve this right. For an absence to be excused, you **must** contact me **before** the missed class period with a valid explanation for your planned absence.

Honor Code

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.

Class Announcements

The information on this syllabus is tentative and is subject to change. 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 topic schedule is tentative. Exam and assignment dates will not change.

	Topic/Exam Schedule	TW Readings	Readings/Assignments
January 10	Introducing Psychology		
15	Themes Within psychology	Chapter 1	
17	Research Methods	Chapter 2	
22			
24	<i>Exam 1</i>	Chapters 1 & 2	
	<u>Biological Perspective</u>		
29	Genetics & Behavior	Chapter 3	Bouchard, et al.
31	Neurons, Hormones, & the Brain	Chapter 4	Rosenzweig, et al.
February 5	Evaluate: Biological Perspective	Essay 1	Hobson & McCarley
7	<i>Exam 2</i>	Chpts 3,4, Esy 1	
	<u>Learning Perspective</u>		
12	Behavioral Learning	Chapter 5	Watson & Rayner
14			Skinner
19	Social & Cognitive Learning	Chapter 6	Bandura, et al.
21	Evaluate: Learning Perspective	Essay 2	
26	<i>Exam 3</i>	Chpts 5,6, Esy 2	
	<u>Cognitive Perspective</u>		
28	Thinking and Reasoning	Chapter 7	Festinger & Carlsmith
March 4 & 6	Spring Break – <i>No Class</i>		
11	Thinking and Reasoning	Chapter 7 (<i>cont</i>)	
13	Memory	Chapter 8	Loftus
18	Evaluate: Cognitive Perspective	Essay 3	
20	Easter Break – <i>No Class</i>		
25	<i>Exam 4</i>	Chpts 7,8, Esy 3	
	<u>Sociocultural Perspective</u>		
27	Social Influences	Chapter 9	Milgram
April 1			Darley & Latane
3	Cultural Influences	Chapter 10	Triandis, et al.
8	Evaluate: Sociocultural Perspective	Essay 4	
10	<i>Exam 5</i>	Chpts 9,10, Esy 4	
	<u>Psychodynamic & Clinical Perspectives</u>		
15	Psychodynamic perspective	Chapter 11	Smith & Glass
17			
22	Mental Disorders	Chapter 12	Rosenhan
24	Evaluate: Psychodynamic Perspective	Essay 5 & 6	
	Evaluate: Combining Perspectives		
May 3, 8:30am	<i>Final Exam</i>	Chpts 11,12, Esy 5, 6 + Cumulative	



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. Darely 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.

Being a Research Collaborator

Why You Should Participate

Psychology is a unique science because its knowledge is largely derived from experiments performed on humans. Being in an experiment is the best way to understand the difficulties and dilemmas psychologists face when performing research on humans as well as to understand the limitations of generalizations made from psychological research. Consequently, all introductory students are required to participate in either **three hours** of experiments or an alternative experience.

The Alternative

If you don't wish to participate in research, you can do the following. Go to my public folder on the community volume. Click on Psyc 150, then click on "research requirement". You will find 3 articles. You will also find a document entitled "credit form". Read each article and then fill out a credit form for each of the studies as if you had been a research participant. Each experiment counts as one hour of research credit (I assume it will take you about an hour to read an experiment and then fill out the collaboration form). Completing all three of these will fulfill your research requirement.

Signing Up for an Experiment (Experiments will not be up and running until the middle of the semester)

Go to the bulletin board near the north doors of Clough (near my office) and read the descriptions of the experiments. Pay special attention to participation requirements such as gender, year in school, etc. When you sign your name, you have made a commitment to attend that session and you have given informed consent to being a research subject. Signing up someone else's name without their explicit permission is an honor code violation. Take your responsibility as a participant in research seriously. Set your watch alarm, make reminder notices for yourself or whatever it takes so that you do not forget to attend. **Write down the name, place, time, and experimenter name/phone so that you know where to go and whom to call in order to cancel if you cannot attend. Be on time!**

Being a Research Collaborator

As a participant in research, you become a collaborator in a scientific endeavor. The purpose behind an experiment is to simulate, in a simplified way, experiences we have in the real world and to obtain natural, real-world-like behavior from you. Consequently, you may not be told the full purpose of the experiment if this knowledge would affect your reactions. For example, if the experiment is on the psychology of humor, students who know their sense of humor is being studied will not act naturally, i.e., laugh, smile, guffaw as they usually do. Research on experimental participants has identified four counter-productive roles students sometimes adopt. They may be "suspicious," looking for hidden microphones, purposes, etc; they may be "good subjects" and try to behave in a way they think the experimenter wants them to; they may be "apprehensive" where they worry about how they look to others or how fellow students will evaluate them, or they may be "negative," refusing to believe anything they are told or actually trying to screw up the experiment. Your time and energy is valuable; don't waste it by adopting any of these roles; just be yourself. If you enter the experiment highly suspicious, your reactions cannot be natural; the data you generate will be atypical and may lead to false conclusions about human behavior. Although you may experience some mild discomfort in some studies, you need not worry about being harmed or humiliated. Accept what is told you at face value; all experiments have been reviewed by a campus human research committee and conform to American Psychological Association ethical standards.

As a research collaborator, **you should not reveal the details of the experiment to anyone who has not participated**, even if that person is not in psychology classes. This is a small campus, and information passes quickly through it. The non-psychology class person to whom you describe the experiment may tell another person who does eventually participate. The other person's data will be contaminated by their lack of naïveté about the entire purpose of the experiment and could invalidate the experiment and consequently your participation in it.

Finally, as a collaborator, you are entitled to a full accounting and understanding of the experiment and what will be done with your data. Thus, after every experiment, you should be informed of the complete purpose of the experiment during a debriefing. This debriefing may be mailed to you when the experiment is completed (perhaps a few weeks after you participate). If you are confused after the debriefing, ask the experimenter questions. If you didn't act naturally (for whatever reason), inform the experimenter about that too. If you do not receive a mailed debriefing within two weeks, let your instructor know.

Obtaining Credit

For each research experience (experiment), **complete the "research collaboration form"** obtained from the researchers. **Note that the requirement is three hours, not 3 experiments.** Thus, if you do half-hour experiments, you need to do 6 of them. One two-hour experiment plus a one-hour experiment could also meet the requirement. Also, doing some of the experiments and some of the alternative activities is acceptable as long as they total 3 hours of credit. You may leave the experiment at any time and still receive credit for participating as long as you complete the collaboration form. If you become so upset or annoyed during an experiment that you must leave it, please inform Dr. Wetzel or your instructor about your experience.

All collaboration forms should be turned in to your instructor in order to avoid receiving a grade of incomplete in the course. **Once you finish all 3 hours, staple them together and hand them in to your instructor.** If you put off the research requirement until the end of the semester, there may not be enough experiments available for you to participate. You will then have to do the alternative activity in order to complete the requirement.

NOTE: Failure to complete three hours of research credit will result in an INCOMPLETE in the course.