



Society for the Teaching of Psychology (APA Division 2)  
**OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)**  
Department of Psychology, University of St. Thomas, 3800 Montrose Blvd., Houston, TX 77006

University of New Hampshire at Manchester

## Course Syllabus

Introduction to Psychology  
Psychology 401, Spring 2002  
Tue, Thurs, 11:30-1:20  
Dr. Gary S. Goldstein  
Office: Room 353; Phone: 641-4179  
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Office Hours:  
Monday 10:00-11:00  
Tuesday 3:00-4:00  
Wednesday 2:00 - 3:00;  
and by appointment e-mail:

### A. GOALS:

This course will explore the different approaches to psychological research and theory. Specifically, the course is designed to meet the following goals:

1. to help you formulate your own perspective for viewing human behavior;
2. to provide you with the basis for developing a definition of psychology that includes its limitations;
3. to introduce specific psychological concepts that will take on increased personal relevance once you have been exposed to various theoretical frameworks;
4. to introduce you to the scientific method and its application in psychological research.

A list of the specific learning objectives for the course is attached to the syllabus.

### B. TEXT:

Psychology, 6th edition, 2000, by Carole Wade and Carol Tavris, Prentice Hall.

### C. EVALUATION:

1. Exams: There will be two in-class exams and a partially cumulative final (i.e., the final will be based upon material from not only the last third of the semester, but also material from the first part of the semester that relates to methodological issues and the major perspectives in psychology--behavioral, psychoanalytic, humanistic, cognitive, and biological). The second exam will also test material on methodological issues.

All exams will cover material presented in class and in the readings. You will be given at least two weeks notice for each of these exams. All types of questions may be asked on the exams including (but not exclusively) multiple choice, matching, fill-in, short essay and long essay. These questions will not only test your recall of previously learned material, but your ability to draw relationships among various ideas and to apply material in new situations. The first exam will be held about one-third of the way through the semester, the second about two-thirds of the way through. It is your responsibility to take all exams on the date and the time scheduled. Make-up exams will be given only under rare circumstances, such as serious illness.

2. Quizzes. Starting with the fourth class, (except on the class before and after an exam) you will have a daily quiz. The quiz will consist of one question (usually multiple choice, but other types of questions may be asked) on material presented in the previous class. These quizzes should take about one or two minutes to complete. I will drop your lowest quiz grade when computing your final grade.
3. Research Project. For your project you should read one experimental study on a topic in psychology that interests you. Your study should come from a professional journal in psychology. You may not use a correlational study, case study, review article, or theoretical paper.

Your paper should consist of:

- a. A brief introduction to the area you are studying;
- b. A description of the methodology used in the study. Make sure you comment on (when relevant): independent and dependent variables, operational definitions, subjects, control issues, method of observation;
- c. The results and conclusions of the study;
- d. Your evaluation of the soundness of the study, its theoretical implications, and suggestions for future research.

The most important aspect of successfully completing this project is to carefully select a topic and find the appropriate article. I suggest you be as specific as possible (e.g., rather than choosing the topic "sex roles," choose a topic like "differences in academic achievement between sixth grade boys and girls"). The index of your text is a good place to start looking for topics; I also invite you to discuss with me possible topic choices.

I will schedule a session early in the semester in which the College Librarian will discuss the computer technology needed to find appropriate research articles. Additionally, the Learning Center Director will conduct four required workshops designed to help you research and write this paper. I will occasionally join these groups. Meetings with the College Librarian and Learning Center Director will take place during the last half hour of class.

The following journals are primarily of psychological content and are found in the UNHM's library:

American Psychologist  
American Journal of Psychiatry  
Counseling Psychologist  
Developmental Psychology  
Journal of Abnormal Psychology  
Journal of Applied Psychology  
Journal of Consulting and Clinical Psychology  
Journal of Counseling Psychology  
Journal of Counseling and Development  
Journal of Humanistic Psychology

Journal of Personality and Social Psychology  
Journal of Personality Assessment  
Journal of Personality Disorders  
Journal of Social Issues  
Psychotherapy  
The Personnel and Guidance Journal

UNH, Durham has a more complete collection of relevant journals.

In grading your paper, I will focus on the points noted above, with special emphasis on the effort you put into evaluating the study, discussing its implications, and making suggestions for future research. Above all, stay away from generalities. If you believe that your study is methodologically poor, then specifically cite the evidence that supports your contention. For example, don't just note that your study was flawed because it used only college students for subjects, but specifically explain why this particular sample may have biased the results. If you believe that your study adds substantially to the field, be sure to explicitly defend your position. I will also pay considerable attention to how you organize your paper. This includes the clarity of your writing and grammar. Also, pay attention to proofreading especially typographical errors and spelling. If I judge your paper to be a first draft, then your grade will suffer.

Your topic, reference, and abstract are due by March 5. The final typewritten (double spaced) paper is due May 2. Attach the article you reviewed to your final paper. There is a five page maximum limit for your paper. I have placed on reserve in the library examples of what I believe are well written papers.

4. Class Participation: The grade you receive here is based on subjective and intuitive criteria. Therefore, I will only use it to increase your final grade, especially in any kind of borderline situation.
5. Class attendance: I strongly suggest that you attend all class meetings, especially because my exams draw heavily from class presentation. Excessive class absence or lateness will result in a

lowering of your grade. I also expect that you will remain in class during the entire period.

D. YOUR GRADE:

Exam 1                    20%

Exam 2                    20%

Quizzes                   10%

Final                        30%

Research project:

Workshop meetings                    5%

- non-attendance                    F
- attendance                        C
- completion of assignments                    B
- above plus active participation                    A

Paper                        15%

E. CLASS STRUCTURE/PROCESS:

You will notice that the schedule remains undated. This will allow us to proceed at the rate that is most consistent with our current interests. However, the learning objectives will indicate our progress in the course. I will announce in class exam dates and when assigned readings are due. The readings will vary in the degree to which they overlap with the lectures. At times, the overlap will be great; other times, the readings will serve as background material for specific topics discussed during class.

We will also be using "Blackboard," which is a program sponsored by Computing and Information Services that allows instructors to use the internet to deliver course material to students as well as allows students to communicate with each other and the instructor. In order to use blackboard, you will need access

to a computer that is connected to the internet. Additionally, blackboard requires Netscape 4.0 or Internet 4.0 or higher. You will receive detailed instructions on how to use blackboard.

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints.

I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussion groups. I hope these experiences will allow you to apply the material we cover to your own life.

### CLASS SCHEDULE

- |   |                        |
|---|------------------------|
| 1. An overview of psychology  | Text: 1-63             |
| a. The problems of defining psychology-<br>a historical perspective |                        |
| b. Theoretical perspectives   |                        |
| c. Science and theory   |                        |
| d. The experiment and its problems                                  |                        |
| 2. The biology of human behavior                                    | Text: 99-137           |
| 3. Social Psychology-social influence                               | Text: 263-304          |
| 4. Learning theory, behaviorism, and<br>behavioral therapy          | Text: 225-261; 625-627 |
| 5. Psychoanalysis   | Text: 475-487; 624-625 |
| 6. Humanism   | Text: 487-495; 628-629 |

7. Abnormal Behavior	Text: 575-615
8. Developmental Psychology-the development of intelligence	Text: 497-543
9. Sensation and perception	Text: 179-223
10. Memory	Text: 347-389

Learning Objectives

By semester's end, you should be able to:

1. describe the problems psychology must face as a young science.
2. identify the major theoretical and professional perspectives in psychology and their basic assumptions.
3. describe the characteristics of a good (reliable) theory.
4. describe what constitutes valid and reliable observation especially with regards to operationalizing variables, experimenter bias, demand characteristics, and unobtrusive measures.
5. describe the differences between correlational and experimental research especially with respect to issues of causality and prediction.
6. define what a positive, negative, and zero correlation is.
7. construct an experiment from a given hypothesis and identify the independent and dependent variables.
8. describe the process of neural transmission.
9. describe the structure of the human nervous system.
10. describe research on the split brain.
11. identify and describe the variables that produce conformity and obedience.
12. discuss the factors that promote bystander apathy and deindividuation and how an examination of moral development helps us understand individuals' responses to these factors.

13. define learning.
14. summarize the components of classical conditioning.
15. describe stimulus generalization, higher order conditioning, discrimination, and extinction in classical conditioning.
16. describe the application of the principles of classical conditioning to the therapeutic situation (systematic desensitization and aversive counter conditioning).
17. summarize the components of instrumental conditioning.
18. identify and describe positive and negative reinforcement, positive and negative punishment, the different schedules of reinforcement, discriminative stimuli, and shaping.
19. describe the application of the principles of instrumental conditioning to the therapeutic situation (behavior modification).
20. compare and contrast classical and instrumental conditioning.
21. describe what Skinner means by determinism.
22. summarize Freud's conception of the unconscious.
23. describe the structure of personality as Freud views it (id, ego, superego), his concept of defense, and his theory of development.
24. define Rogers' actualizing tendency.
25. describe the development of congruence and incongruence.
26. describe the therapeutic concepts of therapeutic neutrality, free association, interpretation, and transference.
27. summarize the difference between a non-directive and directive therapy and explain why Rogers' approach is non-directive.

28. describe the attitude of the client-centered therapist (congruence, empathy, and unconditional positive regard).
29. distinguish between the various definitional and theoretical models of abnormal behavior.
30. describe the diagnostic techniques used by psychologists.
31. describe the symptoms and possible causes for the following disorders: phobic disorders, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, somatoform disorders, dissociative disorders, schizophrenic disorders, and mood disorders.
32. describe Piaget's theory of intellectual development with special regard to the following: assimilation and accommodation, object concept in the sensorimotor stage, the symbolic function in the pre-operational stage, conservation in the concrete operational stage, and the use of the hypothetical-deductive method in the formal operational stage.
33. define psychophysics.
34. describe the difference between sensation and perception.
35. describe the role that expectation and motivation have in perception.
36. summarize the Gestalt principles of perception.
37. explain the processes of depth perception and size constancy.
38. explain the relationship between size constancy and the Muller-Lyer illusion.
39. describe the characteristics of short and long term memory and the theories of forgetting.