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**Master Syllabus**

**Course: PSY 101, General Psychology**

**Cluster Requirement: 4A, Human Questions and Contexts**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

PSY 101 provides an introductory overview of the study of psychology. The course will explore the fundamental questions regarding human thought and behavior and provide an overview of the theories and research used in the study of psychology. The course will emphasize psychology as a science, including the relationship between data and theory. At the completion of this course, you should able to discuss the major questions and issues confronting psychologists and how psychology has contributed to human knowledge and understanding. The class structure will include some combination of lecture, discussion (in class and/or online), and the use of iClicker technology.

**Learning Outcomes:**

Course-Specific Learning Outcomes:

After completing the course, students will be able to:

1. Articulate the basic principles for several psychological perspectives for understanding human behavior and cognition.

2. Describe the research process and how it used in psychological research

3. Understand the relationship between psychological research and knowledge and everyday life experiences.

University Studies Learning Outcomes: Cluster 4A, Human Questions and Contexts.

After completing the course, students will be able to:

1. Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood; b) the nature of human relationships and how these relationships are evidenced in regard to the broader world; or c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.
2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.
3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
4. Evaluate arguments made in support of different perspectives on human questions and contexts.

**Examples of Texts and/or Assigned Readings:**

Baron, R. A. , & Kalsher (2005). *Psychology: From science to practice*, 5th edition. Boston: Allyn & Bacon.

Myers, D.G. (2009). *Psychology* (Ninth Edition). New York: Worth Publishing

Griggs, R.A. (2009). *Psychology: A concise introduction*

**Sample Course Outline:**

| Section | Topic | Assignment |
| --- | --- | --- |
|  |  |  |
| Section 1 | Psychology as a Science | Chapter 1 |
|  |  |  |
| Section 2 | Behavioral Neuroscience | Chapter 2 |
|  |  |  |
| Section 3 | Sensation and Perception | Chapter 3 |
|  |  |  |
| \*\*\*\*\*\*\* | TEST ONE |  |
|  |  |  |
| Section 4 | Learning | Chapter 5 |
|  |  |  |
| Section 5 | Memory | Chapter 6 |
|  |  |  |
| Section 6 | Human Development | Chapter 8 |
|  |  |  |
| \*\*\*\*\*\*\* | TEST TWO |  |
|  |  |  |
| Section 7 | Personality | Chapter 10 |
|  |  |  |
| Section 8 | Social Psychology | Chapter 16 |
|  |  |  |
| Section 9 | Psychological Disorders | Chapter 14 |
|  |  |  |
| \*\*\*\*\*\*\* | TEST THREE |  |

**Assessable Artifacts:**

Given the size of some sections of General Psychology, all assessment will be accomplished via embedded multiple-choice questions. Instructors will use at least three of the questions from the listed bank of questions per US learning outcome.

***Outcome 1. Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood; b) the nature of human relationships and how these relationships are evidenced in regard to the broader world; or c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.***

1. In the double-blind technique
2. a one-way mirror is used to observe subjects in research using naturalistic observation.
3. both the assignment of the subjects and the statistical analysis of the data are done by a computer, not by the experimenter.
4. research articles are reviewed before publication by two psychologists who do not know the identity of the experimenter.
5. neither the experimenter nor the subjects know who has been assigned to the experimental groups and who has been assigned to the control group.
6. In a survey, psychologists select a random sample in order to ensure that:
   1. the study will not be influenced by the researchers’ personal values.
   2. the participants are representative of the population they are interested in studying.
   3. the same number of participants will be assigned to each of the experimental conditions.
   4. there will be a large number of participants in the research study.
7. Research indicates that people who watch a lot of violent TV are also particularly likely to behave aggressively. From this correlation, which of the following can you conclude with certainty?
   1. Watching violent TV causes aggression.
   2. Being aggressive causes people to watch violent TV.
   3. There is a relationship between aggression and the amount of violent TV that people watch.
   4. Aggressive behavior and TV watching have no relationship.
8. Surveys indicate that people are much less likely to support "welfare" than "aid to the needy." These somewhat paradoxical survey results best illustrate the importance of:
9. wording effects
10. random sampling
11. naturalistic observation
12. the placebo effect
13. When Justine made an oral presentation in class, Meagan joined her classmates in applauding, even though she did not think the presentation was very clear or well organized. This example illustrates:
14. deindividuation.
15. obedience
16. conformity
17. social loafing.
18. Which of the following best represents psychology's basic goals?
19. investigate and treat mental illness
20. describe, explain, predict, and influence behavior
21. listen to, counsel, and console people with problems
22. apply the findings of animal research to abnormal behavior
23. When psychologists create questions to investigate, generate evidence, and draw conclusions, they are guided by:
24. the scientific method.
25. philosophical arguments.
26. intuition and common sense.
27. evolutionary evidence.
28. The basic goal of the experimental method is to:
29. demonstrate that one variable causes change in a second variable.
30. describe and predict naturally occurring phenomena.
31. investigate a single subject in depth.
32. discover new operational definitions.
33. Empirical evidence refers to evidence that is the result of:
34. observation, measurement, and experimentation.
35. intuition, logic, and critical thinking.
36. experience, philosophy, and opinion.
37. common sense, religious teaching, and personal experience
38. Mike decides to do a research study about altruistic behavior on the T. For one week on his morning ride out to Cambridge, he counts the number of times that people hold the T doors for other passengers, and the number of times that passengers give up their seats for other standing passengers. What type of research method is Mike using for his study?
39. experiment
40. survey
41. naturalistic observation
42. case study
43. When committing the fundamental attribution error, we tend to \_\_\_\_\_\_\_ the influence of dispositional (internal) factors and \_\_\_\_\_\_\_\_ the influence of situational (external) factors.
    1. overestimate; overestimate
    2. overestimate; underestimate
    3. underestimate; overestimate
    4. underestimate; underestimate

***Outcome 2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.***

1. Research such as the Milgram or Zimbardo studies on social influence could no longer be conducted in the same manner because:
2. participants would be too sophisticated and would see through the design.
3. participants experienced such distress that ethics review boards would no longer allow such research to be conducted.
4. such research design would require too many resources and would be too expensive.
5. the technology needed to conduct these studies is no longer available.
6. Diagnostic classification of mental/behavioral disorders can be useful but may also pose certain problems such as:
7. labeling having unintended negative effects on how people are perceived and treated.
8. potential misuse of diagnostic information by employers or insurers.
9. diagnostic labels becoming self-fulfilling prophesies for those that are labeled.
10. all of the above
11. Milgram’s study of obedience is ethically troubling because
12. he deceived his subjects by telling them the study was about learning rather than obedience.
13. he injured his subjects with strong electrical shocks.
14. he lied to the review board about what he planned to do in his experiment.
15. he didn’t follow up with his subjects to make sure they weren’t harmed by his experiment.
16. In most cases, it is considered unethical to perform a procedure on a patient that has not yet been shown to be effective. In the case of the “split brain” procedure, it was considered ethical to sever the corpus callosum in patients because
17. the patients were desperate and there was no other known cure for them.
18. the patients were fully informed that the procedure was experimental.
19. the patients consented to the experimental procedure
20. all of the above.
21. Which of the following is NOT included in informed consent?
    1. Length of study
    2. Compensation for participants
    3. Risks and benefits of the study
    4. Hypotheses of the study
22. Dr. Jones randomly assigns young children to two groups. One group gets positive reinforcement while the second groups gets positive punishment. What is wrong with this study?

a. Dr. Jones chose a correlational design for the study.

b. The children in the study are too old; the study should have been done with infants.

c. Punishment and reinforcement are the same thing.

d. The study is unethical because of potential harm to the children.

1. In a classical conditioning study from the 1920s, research volunteers learned to blink in anticipation of a slap to the face. During the conditioning phase, a tone played just prior to each face slap. Over time, the volunteers began to react (by blinking) to the tone alone without actually receiving a face slap. Why could this study not be conducted today?
   1. Participants experienced deception and did not what they were volunteering to do.
   2. Ethics boards will not approve research in which participants will be physically harmed.
   3. It would be difficult to recruit enough participants to be part of the study today.
   4. Modern research has shown that classical conditioning does not work with humans.
2. Why do psychologists often rely on correlational studies rather than experiments?
   1. Correlational studies provide more information than experiments do.
   2. It is impossible or unethical to manipulate some variables.
   3. Experiments can be done with animals, but not with human participants.
   4. Experiments can be used to study behavior, but not to study mental processes.
3. Suppose a psychologist wanted to investigate whether exposure to domestic violence has anything to do with children’s aggressiveness. The psychologist would conduct a correlational study rather than an experiment because:
   1. correlational studies eliminate the need for operational definitions.
   2. children’s aggressiveness cannot be measured in a lab setting.
   3. manipulating exposure to domestic violence would be unethical.
   4. correlational studies provide more information than experiments do.

***Outcome 3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.***

1. Little Lisa has a schema that includes all creatures that fly through the air, that is, they are "birdies." Her father points to a colorful creature flying through the air and says, "That's a butterfly." In Piagetian terms, Lisa will now have to
2. assimilate.
3. accommodate.
4. conserve.
5. reason.
6. If you lose feeling in your left arm yet can still move it, then you probably had a mild stroke in your
   1. right parietal lobe
   2. left parietal lobe
   3. right occipital lobe
   4. left occipital lobe
7. Larry drinks a 12-pack of beer each day and believes all would be fine if people would just "get off his back." Which criterion for abnormality is absent from this scenario?
8. maladaptiveness
9. qualitative uniqueness
10. personal distress
11. objective harm to others
12. Having observed participants in his simulated prison study, Zimbardo offered an explanation for the destructive behavior of US military guards at Iraq's Abu Ghraib prison. Zimbardo's explanation best exemplified:
13. the two-factor theory
14. situational attribution
15. self-determination theory
16. equity theory
17. An analysis of some 475 psychotherapy outcome studies found that:
18. psychotherapy is no more effective than talking to a friend.
19. it is impossible to measure the effectiveness of psychotherapy.
20. psychotherapy harms as many people as it helps.
21. the evidence overwhelmingly supports the efficacy of psychotherapy.
22. Joseph believes that he is Napoleon and that he is being imprisoned against his will in the mental hospital where he has been brought by his enemies. Joseph is most likely suffering from  
    a. schizophrenia.  
    b. panic disorder.  
    c. dissociative identity disorder.  
    d. obsessive compulsive disorder.
23. Based on the text chapter on child development, our class lectures, and other sources, when a child demonstrates conservation, the child
24. understands the importance of protecting environmental resources.
25. becomes aware of cultural differences.
26. recognizes that two equal quantities remain equal, even if the appearance of one is changed, as long as nothing is added or subtracted.
27. is limited by the inability to reverse mental operations and the tendency to focus on only one aspect of a situation.
28. Based on the text chapter on obedience, our class lectures, and other sources, people generally obey authority
29. Even when it is very uncomfortable to do so.
30. Only when threatened with violence.
31. Only when they see others doing the same.
32. When there is no other alternative.
33. Consider this case study: Tina lives in Martha’s Vineyard, MA and hasn’t left the island in years because she worries that the ferry could sink. She has always been a worrier as long as she can remember. She worries most of the day, everyday. Usually, she worries about her husband and if he is going to make it to work safely and home again. She worries about him getting into a car accident or falling asleep at the wheel. Tina does very well at her job and has received excellent performance reviews, but every night she worries endlessly about getting fired. She wakes up feeling tense and nervous. She has also developed a stomach ulcer.
34. What anxiety disorder does this case study illustrate?
35. generalized anxiety disorder
36. social phobia
37. obsessive compulsive disorder
38. panic disorder
39. Suppose you are a witness to a fight. A week later, the police interview you to find out what you saw. Which of the following is TRUE of your recollection of the event?
    1. It doesn’t matter if you have already discussed the fight with other people; such conversations would have no effect on your memories.
    2. You will know for certain which details you remember and which you have forgotten.
    3. Your memories may be influenced by the way the police phrase their questions.
    4. You will have forgotten the fight ever happened unless you put some effort into processing the event.
40. Every semester, just before final exams, Cindy gets very anxious and worries about how she is going to do. To reduce her anxiety, she studies very hard. Cindy has:
    1. generalized anxiety disorder.
    2. a personality disorder.
    3. obsessive-compulsive disorder.
    4. no disorder at all; her feelings and behavior are quite normal.
41. Which of the following measures might a clinician use to diagnose a mental illness?
    1. DSM (diagnostic statistical manual)
    2. self-reports and clinical scales (like the Beck Depression scale)
    3. projective tests (like the Inkblot)
    4. structured interview
    5. All of the above
42. Which of the following would be considered a valid source of information?
    1. An article on an online blog
    2. A peer-reviewed journal article
    3. A Facebook post by a news organization
    4. A conversation with an investigative reporter

***Outcome 4. Evaluate arguments made in support of different perspectives on human questions and contexts***

1. A behaviorist would be most likely to agree with the belief that leaders
2. are made, not born.
3. are born, not made.
4. use willpower to dominate other people.
5. are motivated by the unconscious desire for control.
6. Cognitive behaviorists differ from the earlier behaviorists in that the modern theories
7. deny that internal factors have any importance.
8. put more emphasis on internal factors.
9. emphasize classical rather than operant conditioning.
10. are moving away from social learning theory.
11. Arguments as to whether people's behavior is more strongly influenced by temporary external influences or by stable and enduring inner influences best characterize:  
    a. the humanistic perspective  
    b. the person-situation controversy  
    c. the self-serving bias  
    d. the psychodynamic perspective
12. If Professor Jones stresses that depression involves the interaction of negative cognitive schemas, rejection by others, and low serotonin levels, she is best illustrating:  
    a. the learning perspective  
    b. the psychodynamic approach  
    c. the biopsychosocial approach  
    d. the medical model
13. Researchers have conducted hundreds of studies comparing the effectiveness of the major types of psychotherapy. When the results of those studies are combined and summarized, what overall conclusion emerges?
14. There is little or no difference in the effectiveness of different psychotherapies.
15. Traditional psychoanalysis is superior to all other forms of psychotherapy.
16. Insight-oriented therapies are superior to all other forms of psychotherapy.
17. Behavioral therapies are the least effective form of psychotherapy.
18. Which of the following is true about the major personality theories we have discussed in class and in the textbook?
19. Each theory emphasizes different aspects of who we are and how we came to be that way.
20. No single theory is “right”.
21. All of the theories are incomplete or flawed in some way.
22. All of the above.
23. The behavioral view of learning proposes that we don’t engage in mental processing of information, but that we learn through reinforcers and by developing associations between a stimulus and a response. Which of the following arguments is made by the information processing (cognitive) perspective as a criticism of behavioral theory?
24. We have a mind and we do process information as part of the learning process.
25. We can learn through observation, without rewards or punishments.
26. Not everything that we know is able to be assessed through external (overt) behavior.
27. All of the above.
28. A criticism that could be used against both Freud and the humanists is that:
    1. they encourage selfishness.
    2. many of their concepts are vague, subjective, and untestable.
    3. they assume personality is biologically determined.
    4. they overlook people’s capacity for evil.
29. The main difference between Piaget's and Vygotsky's theories of development is that:
    1. Vygotsky's theory supplied additional evidence for Piaget's conclusions.
    2. Piaget stressed the child's independent discoveries, whereas Vygotsky stressed that supportive interactions with parents and others played a key role in cognitive development.
    3. Vygotsky stressed the independent efforts of the child, whereas Piaget stressed formal learning experiences.
    4. the stages of cognitive development in Vygotsky's theory occur at much earlier ages than the corresponding stages in Piaget's theory.
30. In contrast to Freud, modern psychodynamic theorists emphasize the importance of \_\_\_\_\_ in personality development.
    1. sexual conflicts during the adolescent years
    2. current human relationships
    3. striving for superiority
    4. unconditional love and acceptance
31. Free association, dream interpretation, and transference is to \_\_\_\_\_ as unconditional positive regard, genuineness, and empathic understanding is to \_\_\_\_\_.
    1. psychoanalysis; client-centered therapy
    2. counterconditioning; systematic desensitization
    3. client-centered therapy; psychoanalysis
    4. B.F. Skinner; Carl Rogers
32. In contrast to insight-oriented therapies, behavior therapy focuses on:
    1. trying to modify and overhaul the person's entire personality.
    2. developing an understanding of the unconscious conflicts that are causing the emotional, behavioral, and interpersonal difficulties.
    3. understanding how the dynamics of past relationships and feelings of inferiority have produced the current difficulties.
    4. unlearning maladaptive behaviors and acquiring more adaptive behaviors in their place.
33. A personality theorist taking the trait perspective would:
    1. assume that personality can be described and measured objectively.
    2. emphasize every person’s inherent goodness and capacity for growth.
    3. focus on explaining why a person’s personality is the way it is.
    4. be more interested in early childhood experiences than a person’s current behavior.