



University of New Hampshire at Manchester

Course Syllabus

Introduction to Psychology  
Psychology 401  
Fall, 2009  
Tuesday, 6-900pm  
Dr. Gary S. Goldstein  
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Office Hours:

Monday 11:00-12:00  
Tuesday 10:30 –11:30  
Wednesday 11:00 - 12:00  
and by appointment

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:

*Exploring Psychology in Modules*, 6th edition, 2005, by David G. Myers, Worth Publishers

C. EVALUATION:

1. Exams: There will be an in-class midterm (tentative date: March 6) and a partially cumulative final (i.e., the final will be based upon material from not only the last half of the semester, but also material from the first part of the semester that relates to methodological

issues and the major perspectives in psychology—biological, behavioral, psychoanalytic, humanistic, cognitive, and sociocultural). The date of the final is May 8.

The midterm and final will cover material presented in class and in the readings. 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. Make-up exams will be given only under rare circumstances, such as serious illness.

The midterm can earn you up to 28 points toward your final grade; the final can earn you up to 32 points toward your final grade.

2. Major Quizzes: Three closed-book quizzes, lasting 15-30 minutes each, will be given during the semester. Tentative dates are: February 6, March 27, and April 17. Question types include: multiple choice, fill-in, matching, and brief essay

Each major quiz can earn you up to 8 points for a total of 24 points towards your final grade.

3. Brief Quizzes: Starting with the second class, (except classes in which major quizzes or the midterm is scheduled) you will have a brief quiz. The quiz will consist of 1-4 questions (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. There will be no make-up brief quizzes given.

Each brief quiz can earn you up to one point for a total of 10 points towards your final grade.

4. Classroom Assessments: Throughout the semester I will ask you to complete a series of exercises that will provide you and me with feedback about your understanding of class material. You will complete some of these exercises at home and some during class time. These exercises will be ungraded but you are required to complete them. My belief is that completing these exercises will help you learn class material more efficiently and therefore potentially increase your grade. Here are some examples of exercises I will use:

- Empty Outline—I will ask you to complete an empty outline of a series of class presentations.
- Muddiest Point—I will ask you to describe the muddiest point of the day's lecture.
- Confusion Groups— I will occasionally use the first five to ten minutes of each class for "confusion groups." In these groups, you can raise any issues you didn't understand, which will then be discussed in class.

Some classroom assessments (mostly Empty Outlines) will be given as required homework and be due the class after they are handed out. If you miss class when they are handed out, it is your responsibility to get a copy of the class assessment. If you miss class when they are due, it will be your responsibility to get them to me before the next class. You will be given the opportunity to resubmit *one* incomplete or inadequate classroom assessment assignments to improve your grade

Each learning assessment assignment can earn you up to one-half point for a total of 6 points towards your final grade.

5. 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.

6. Class attendance: Given that my exams draw heavily from class presentation, I strongly suggest you attend class. Excessive class absence (unexcused) will result in a lowering of your grade. I also ask that you arrive on time to class and remain in class for the entire period. Leaving the classroom during class presentations is distracting to your classmates and to me. Therefore, leaving class at any time during class presentations (whether you return or not) will constitute a class absence. Please see me if a medical reason requires you to leave the classroom during class presentations.

Class attendance means more than showing up for class and therefore I expect that you will attend to class presentations and refrain from distracting conversations or other behavior during class. Please turn off your cell phone before entering class. Additionally, do not send or receive text messages on your cell phone during class.

#### D. YOUR GRADE:

Weekly Quizzes	10 X 1 point/each = 10 points
Major Quizzes	3 X 8 points/each = 24 points
Midterm	28 points
Final	32 points
Classroom Assessments	6 points
Class Participation	Excellent participation will be used to increase final grade.
Attendance	Excessive absence will result in a lowering of your final grade.

#### E. CLASS STRUCTURE/PROCESS:

The schedule for this course is undated. This will allow us to proceed at a rate that is most consistent with current interests. However, the learning objectives will indicate our progress in the course. I will announce in class exam dates and when assigned readings and homework 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 the University wide information system with access to UNH email, Blackboard course material, and WebCat student information system. You will find your Username and Password by completing the following steps at any web browser:

- 1) Login to [www.myunh.edu](http://www.myunh.edu)
- 2) Select the Need Help tab at the top of the screen.
- 3) Click the New User option and complete the on-screen directions. This self-service application is also used set your password if your forget it. For more detail on this process go to [www.unhm.unh.edu/ac](http://www.unhm.unh.edu/ac).

Your grades will be posted on Blackboard throughout the course; therefore you will have continual feedback on your progress in the course.

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: 1-37                     |
| 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: 39-70                    |
| 3. Social Psychology-social influence   | Text: 607-618; 126-128         |
| 4. Species-specific behavior, learning theory,<br>behaviorism, and behavioral therapy | Text: 71-77; 245-272; 568-572  |
| 5. Psychoanalysis   | Text: 477-487; 563-566         |
| 6. Humanism   | Text: 488-493; 567-568         |
| 7. Abnormal Behavior  | Text: 521-561;573-574; 591-597 |
| 8. Developmental Psychology-the<br>development of intelligence                        | Text: 109-123                  |
| 9. Cognition, sensation and perception  | Text: 147-164; 177-201         |
| 10. Memory  | Text: 279-315                  |

Learning Objectives

You should be able to:

1. Describe the problems psychology must face as a young science.
2. Define psychology.
3. Contrast a scientific fact with other kinds of facts.
4. Define paradigm, the role paradigms take in scientific disciplines, and Thomas Kuhn's views on paradigms.
5. Identify and summarize the major historical, theoretical, and professional perspectives in psychology and their basic assumptions.
6. Define empirical observation.
7. Define theory.
8. Contrast theory and hypothesis.
9. Summarize the characteristics of a good theory.
10. Define variable.
11. Define operational definition.
12. Define unobtrusive measurement with special emphasis on the role of deception and demand characteristics.
13. Describe the role of experimenter bias in psychological research and how psychologists deal with it
14. Contrast a sample and a population.
15. Define correlation, positive and negative correlation, the distinction between the strength and direction of a correlation, and how a correlation coefficient is used to measure the strength and direction of a correlation.
16. Describe the role that control, manipulation of independent variables, and random assignment plays in experimental research.
17. Contrast case studies, naturalistic studies, correlational research, quasi experiments, and true experiments especially with respect to issues of association and causality.
18. Define confounded variable.
19. Define programmatic research.

20. Construct an experiment from a given hypothesis and identify the independent and dependent variables.
21. Describe the structure of the neuron.
22. Describe myelin sheath and its function.
23. Describe the function of the glial cells.
24. Describe the blood brain barrier and its function.
25. Describe neural transmission within the neuron with special emphasis on the concepts of resting potential, action potential, and absolute and relative refractory period.
26. Describe neural transmission between neurons with special emphasis on the concepts of the synapse, neurotransmitters, neuromodulators, receptor sites, binding, and removal of neurotransmitters from synapse.
27. Contrast neurotransmitter antagonists and agonists.
28. Describe the basic structure of the human nervous system.
29. Describe the three types of neurons and their function.
30. Describe the role of the spinal cord in the control of reflexes.
31. Describe the structure and function of the peripheral nervous system.
32. Describe the structure and function of the autonomic nervous system with special emphasis on the distinction between the sympathetic and parasympathetic nervous system.
33. Describe the function of the endocrine system and describe the basic way that its function differs from the nervous system.
34. Describe the structure of the brain from the perspective of evolutionary theory and from the perspective of development in utero.
35. Describe the function of the basic structures of the brain in the hindbrain and midbrain including the medulla, pons, cerebellum, and reticular activating system.
36. Describe the function of the following structures: thalamus and limbic system
37. Describe the structure and function of the cerebral cortex with special emphasis on its four lobes, white vs. grey matter, motor cortex, sensory cortex, and association areas.
38. Describe the following principles of the brain: localization, redundancy, integration, and plasticity.
39. Describe the differences of function between the two hemispheres of the brain and research on the split brain.
40. Define social psychology.

41. Describe social facilitation and its effects when working on a simple and complex task.
42. Define compliance, conformity, and obedience.
43. Describe the research studies reviewed in class on conformity with emphasis on the variables that increase or decrease conformity.
44. Define norms.
45. Describe the social pressures that affect conforming behavior: informational social pressure, normative social pressure, and the role of reference groups.
46. Define groupthink.
47. Describe the studies discussed in class on obedience with emphasis on the variables that increase or decrease obedience.
48. Describe the relation between the findings on obedience and Kohlberg's views on morality.
49. Describe the studies discussed in class on the apathetic bystander and the factors that lead to non-responsiveness in emergency situations.
50. Define deindividuation and the factors that contribute to its development.
51. Define learning.
52. Contrast reflex and instinct.
53. Define species-specific behavior (fixed action patterns) and the role of releasing stimuli in generating such behavior.
54. Describe why the concept of species-specific behavior is favored more than the concept of instinct.
55. Define sociobiology and its views on human sexuality.
56. Describe Pavlov's original studies on classical conditioning.
57. Define classical conditioning.
58. Define the unconditioned stimulus and response, neutral stimulus, and the conditioned stimulus and response in classical conditioning.
59. Describe the factors that affect the strength of classical conditioning.
60. Describe the relation between classical conditioning and the development of human emotions.
61. Describe the relation between classical conditioning and drug usage and taste aversion.
62. Define stimulus generalization, stimulus discrimination, higher order conditioning, and extinction in classical conditioning.

63. Describe the application of the principles of classical conditioning to the therapeutic situation (systematic desensitization and aversive counter conditioning).
64. Describe the theoretical rationale for why the techniques in Learning Objective 61 work.
65. Define operant conditioning.
66. summarize the differences between operant and classical conditioning.
67. Identify and describe positive and negative reinforcement, positive and negative punishment.
68. Describe the different schedules of reinforcement and their relation to extinction of operants.
69. Describe discriminative stimuli and shaping.
70. Describe the relation between the principles of operant conditioning and behavioral psychology's views of free will, determinism, and human nature.
71. Describe the application of the principles of instrumental conditioning to the therapeutic situation (behavior modification).
72. Describe the influence of the Victorians on Freud's views.
73. Summarize Freud's topographical model and his conception of the unconscious.
74. Describe the reliance on the interpretation of free association, slips of the tongue and accidents, dreams, and projective tests to assess the unconscious.
75. Describe the structure of personality as Freud views it (id, ego, superego).
76. Describe Freud's views of the instincts, his distinction between the life and death instincts, and their relation to id functioning.
77. Describe the difference between classical Freudian views and contemporary psychodynamic thought with regards to basic motivating force in human behavior.
78. Contrast the pleasure and reality principles and primary and secondary process thought.
79. Describe the functions of the ego and superego.
80. Describe the basic tendency of life according to Freud and its relation to his theory of defense.
81. Describe the role that anxiety plays in defensive behavior.
82. Describe the various defense mechanisms.
83. Describe Freud's theory of development with special emphasis on its relation to defenses and adult character types, fixation, repetition compulsion, specific oral, anal, and phallic dynamics, and the Oedipal complex.
84. Define Rogers' actualizing tendency.
85. Contrast Rogers' and Maslow's views on self-actualization.



86. Describe Rogers' views on the self (organismic self and the self-concept).
85. Describe Rogers' developmental theory with emphasis on organismic valuing, need for positive regard, conditions of worth, and the development of congruence and incongruence.
86. Describe the Freudian therapeutic concepts of therapeutic neutrality, free association, interpretation, transference and countertransference.
87. Summarize the difference between a non-directive and directive therapy and explain why Rogers' approach is non-directive.
88. Describe the attitude of the client-centered therapist (congruence, empathy, and unconditional positive regard).
89. Summarize the various definitional models (statistical, professional, moral, personal discomfort, and legal) of abnormal behavior discussed in class.
90. Define insanity.
91. Summarize the theoretical models discussed in class (psychoanalytic, humanistic, behavioral, cognitive, biological/medical) used to understand abnormal behavior.
92. Summarize the diathesis-stress model of mental disorders.
93. Describe the medical interventions used to treat mental disorders.
94. Describe the diagnostic techniques used by psychologists, specifically the DSM.
95. Describe the characteristics of neurotic and psychotic functioning.
96. Describe the symptoms, sub-types (when appropriate) 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.
97. Describe the general characteristics of the stages in Piaget's theory of development.
98. Define assimilation and accommodation and their relation to knowing the world.
99. Define the distinction between knowing something in the narrow and broad sense.
100. Describe and criticize Piaget's methodology.
101. Describe the general features and major accomplishments of each of Piaget's stages of intellectual development with emphasis on 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.
102. Describe the major transition between sensorimotor and operational thought.
103. Describe the major differences between pre-and concrete operational thought.

104. Define equilibration and its role in the development of intelligence.
105. Define cognitive psychology.
106. Define sensation, perception, and psychophysics.
107. Describe what we mean when we characterize perception as biologically limited, selective, and constructive.
108. Define absolute threshold.
109. Define difference threshold and its relation to Weber's law.
110. Describe sensory gating and its relation to pain perception.
111. Describe electromagnetic radiation and its relation to vision.
112. Define transduction.
113. Summarize the process of dark adaptation.
114. Describe the structure, location, and role of the rods, cones, and combiner cells (bipolar and ganglion cells) in vision.
115. Describe the blind spot.
116. Describe the factors that contributive to the active or constructive nature of vision: perceptual set (context and motivation) and the Gestalt principles (figure/ground, similarity, proximity, closure, continuity, connectedness).
117. Describe what we mean when we suggest perceptual experience is a hypothesis.
118. Define depth perception and the role monocular and binocular cues play in depth perception.
119. Define perceptual constancy.
120. Explain the relation between size constancy and the Muller-Lyer illusion.
121. Describe the theories of color perception.
122. Describe the processes of encoding, storage, and retrieval and their relation to the conception of memory.
123. Define sensory storage, its function, and the experimental research demonstrating its validity.
124. Describe shot-term memory with emphasis on the role of maintenance rehearsal and chunking.
125. Define long-term memory.
126. Describe the categories of long-term memory.
127. Contrast explicit and implicit memory.

128. Describe the preliminary process in retrieving information from long-term memory and relate this process to the tip-of-the-tongue phenomenon.
129. Contrast recall and recognition.
130. Describe the process of elaborative rehearsal and ways to enhance elaborative rehearsal.
131. Define and illustrate the use of mnemonics.
132. Describe the relation between the level of processing model and long-term memory.
133. Describe how memory can be viewed as a constructive process.
134. Describe the factors that may affect the retrieval of long-term memory (serial position, retrieval cues [context, priming, state-dependent, and mood congruence effects], and confusion effects).
135. Describe flashbulb memories.
136. Describe the factors that account for forgetting (trace decay, encoding failures, retrieval failures, interference, motivated forgetting).

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