**Psychology 1A: Introduction to Psychology, Section 4575, Spring, 2021.**

**Dr. Marilyn Milligan**

**Email address:** **mmilligan@santarosa.edu**

**Course Description**

This course provides an introduction to the scientific study of human behavior and mental processes, which include thinking, emotion, sensation and perception. The course will examine the influences of heredity, learning, family, culture and the environment on human psychology. A multitude of real life examples will be used in order to provide the student various ways in which psychology may be applied to the student’s own life.

This class not only offers the opportunity to explore current scholarly knowledge in psychology, but also an invitation to connect that knowledge with your own life story and the opportunities for self-understanding that may arise within you. This class also pays particular attention to critical thinking in order to allow you the opportunity to engage in transformative learning and impact patterns of thinking and feeling.

**Student Learning Outcomes**

Apply psychological theories, concepts and principles to individual experience as well as to broader social issues and social systems.

Use psychological knowledge to reflect on personal experience.

Understand and apply basic research methods in psychology and other social sciences.

Demonstrate skills that promote behavioral change in individuals, groups, and larger systems.

Critical analysis of information, whatever the source, in order to determine the validity or not, of any conclusive statements in that information.

**Required Textbook**

Essentials of Understanding Psychology by Robert S. Feldman, **10th** **Edition**, is required.

#### Textbooks are available for purchase at the SRJC Bookstore or online. A copy of the text is also on reserve at the Doyle Library.

### Office Hours

You are always welcome to drop in to my on line office to talk about assignments, raise questions, and address concerns. Scheduling an appointment will guarantee your time with me but is not required. Students who meet frequently with their instructors tend to make better academic progress than those who do not make use of office hours. I am also available for consultation online (see my email address above).

**Classroom Behavior Expectations**

* Respect is highly valued. Conduct yourself in a manner that encourages mutual respect, honorable behavior, and learning, thereby promoting student success and discouraging academic dishonesty.
* No vulgarity, prejudicial comments, or discriminating acts. Again, practice respect toward your peers and your professor at all times; agree to disagree with respect.
* Turn off cell phones, pagers, and any other electronic devices for the duration of class.

### Attendance and Participation

* If you choose to no longer attend class, you need to follow the SRJC guidelines to withdraw from a course, as the professor does not automatically drop students that stop coming to class. Withdrawing from a class can prevent you from receiving an “F” for the course.

**Academic Integrity**

* Cheating, plagiarism and other forms of academic dishonesty are subject to disciplinary action and will be handled according to SRJC Rules for Student Conduct Standards, Academic Integrity Policy 3.11, published in the student catalog.
* Students who violate this policy will be referred to the Vice President of Student Services for disciplinary action and will receive an “F” for the assignment, paper, exam, and/or class.
* Do not jeopardize your college career or your grade in this course by using papers that are not written by you, or by cheating.
* Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of an idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor. (SRJC Student Code of Conduct College Policy)

**Accommodation Needs**

If you need disability related accommodations for this class, such as a note taker, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to your professor as soon as possible. You may also speak with your instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Analy Village on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.Students who have been tested and approved by Disability Resources to receive special arrangements for exams and writing assignments need to provide documentation to the professor no later than one week prior to the first scheduled quiz.

**Student Evaluation/Grading**

There is a maximum possible of 400 points:

 **Quizzes**

There will be four True/False quizzes, each valued at 10 points, for a total of 40 points. You will need a scantron sheet and a number-2 pencil for each quiz; both may be purchased at the bookstore.

**Exams**

### There will be two major exams, a midterm and a final covering the required reading and lecture discussions. Both exams consist of 75 objective/multiple choice questions. Each exam is worth 150 points for a total of 300 points for the Midterm and the Final. Scantron sheets can be purchased at the

**Article Reports**

There will be two article reports, each worth 10 points, for a total of 20 points. The

 Instructor will provide students with detailed instructions for the completion of the

 article reports. These instructions will be given to students at least one week in advance of

 the due date. Late papers will not be accepted.

**Critical Thinking Reports**

 There will be two critical thinking reports, each worth 20 points, for a total of 40 points.

 The instructor will provide the students with detailed instructions for the completion of

 the critical thinking reports. These instructions will be given to students at least one week in

 advance of the due date. Late papers will not be accepted.

All papers must be typed and printed. If you do not own a computer, you may use SRJC Computer Labs or computers in the Doyle Library.

 **COURSE OUTLINE**

**Unit 1. Freud and Psychoanalysis:** 18, 224-225, 385-393.

 **Introduction:** 18: The Psychodynamic Perspective

 **Age-Stage Theory:** 387-388: Developing Personality: Psychosexual Stages

 **Structure of the Psyche:** 386-387: Structuring Personality: Id, Ego, Superego

 **Defense Mechanisms:** 388-390

 **Recovered Memories:** 224-225: Repressed and False Memories

 **Jung; Adler; Horney:** 391-393: The Neo-Freudian Psychoanalysts

 **Evaluating Psychodynamic Theories:** 390-391: Evaluating Freud’s Legacy

**Unit 2. Behaviorism, Learning and Memory:** 18-19, Chapter 5, 398-399, 429-430.

 **Introduction:** 18-19: The Behavioral Perspective

 **Learning:**

 **Classical Conditioning:** 169-175

 **Principles of Classical Conditioning**

 **Preparedness:** 175

 **Timing:** 171

 **Extinction and Spontaneous Recovery in Classical Conditioning:** 173-174

 **Generalization and Discrimination in Classical Conditioning:** 174

 **Higher Order Conditioning**

 **Experimental Neurosis**

 **Operant Conditioning:** 177-186

 **Reinforcement and Punishment:** 178-180

 **Positive and Negative Reinforcers.** 180

 **Primary and Secondary Reinforcers. 179**

 **Punishment:** 180

 **Principles of Operant Conditioning**

 **Timing**

 **Extinction and Spontaneous Recovery**

 **Generalization and Discrimination:** 184

 **Schedules of Reinforcement:** 182-184

 **Shaping:** 186

 **Superstitious Conditioning**

 **Pros and Cons of Punishment:** 181-182

 **Learned Helplessness:** 429-430

 **Personality:** 398-399

 **Social Learning Theory:** 194-196: Observational Learning

 **Culture and Learning**: 197-198: Exploring Diversity

 **Memory:** xxxvi-xlix, Chapter 6

 **Textbook Learning and Memory:**

 **Levels of Processing:** 219-220

 **Reinforcement**

 **Rehearsal:** 209

  **Active Responding**

 **State Dependence:**

 **Sensory Modality**

 **Chunking.** 208

 **Overlearning**

 **Distribution of Practice:**

 **Primacy and Recency:** 230: Proactive and Retroactive Interference

 **Flashbulb Memories:** 221-222

 **Mnemonics:** 209

 **Memory Reconstruction:** 222-224: Constructive Processes in Memory

 **Forgetting:** 229-230: Why We Forget

 **Improving memory:** xxxvi-xlix**,** 233-234

**Unit 3. Humanism:** 19, 293-294, 404-406, 507-509

 **Introduction:** 19: The Humanist Perspective

 **Maslow’s Hierarchy of Needs:** 293-294

 **Carl Rogers and Client Centered Therapy:** 507-509: Humanistic Therapy

 **Peaceful Conflict Resolution**

**Unit 4. Cognitive Psychology:** 10, Chapter 7

 **Introduction: 19:** The Cognitive Perspective:

 **Mental Images:** 241-242

 **Algorithms and Heuritstics:** 243-245

 **Solving Problems:** 245-253

 **Representation of the Problem:** 246-248: Preparation, Understanding and

 Diagnosing Problems

 **Solutions:** 248-251: Production: Generating Solutions

 **Obstacles to Problem Solving:** 251-253: Impediments to Solutions

 **Logical Fallacies:**

Overgeneralization

 False Cause

 Drawing Cause from Correlation

 Affirming the Consequent

 Confirmation Bias: 252-253: Inaccurate Evaluation of Solutions

 **Language, Thought and Culture**. 259-262: Understanding Language

 Acquisition

 **Animals:** 262

 **Creativity and Problem Solving:** 253-255

 **Intelligence:** 266-282

 **Theories of Intelligence:** 267-272

 **Intelligence Tests:** 272-279: Assessing Intelligence

 **Heredity, Environment and Intelligence:** 280-282

**Unit 5. Biology:** 17, Chapter 2, 213-215

 **Introduction.** 17: The Neuroscience Perspective

 **Neural Plasticity and Neurogenesis:** 77-78

 **The Organization of the Nervous System:** 60-62

 **Autonomic Nervous System:** 62-63

 **Endocrine System:** 64-66

  **The Cerebral Cortex:** 73-77

  **The Central Core:** 70-73

  **The Limbic System: 72-73**

 **Memory:** 213-215: The Neuroscience of Memory

 **Hemispheric Specialization:** 78-81

 **Neurons and Neurotransmitters:** 51-58

 **Tools for Studying the Brain:** 68-70: Studying the Brain’s Structure and

 Functions

**Unit 6. Overview:** Chapter 1, 63-64

 **Theoretical Perspectives:** 8-9, 16-19

 Psychoanalysis, Behaviorism, Humanism, Cognitive Psychology,

 Biology, Evolutionary Psychology, Multicultural Psychology, Positive

 Psychology,

 Behavioral Genetics, Clinical Neuropsychology

 **Research Methods:** 26-38, 43-44

 Case Study, Survey, Observation, Correlation, Experiment

 **Research Ethics:** 40-43

**Midterm**

**Unit 7. Consciousness and Its Altered States:** 90-92, 116-126, Chapter 4, 330, 401-402

 **Sensory Thresholds, Subliminal Perception, Extrasensory**

 **Perception:** 90-92, 125-126

 **Perception:** 116-126

  **Characteristics of Altered States of Consciousness**

 **Dreams and Sleep:** 133-145

 **Hypnosis and Meditation:** 147-151

 **Drug Altered Consciousness:** 152-163

 **Behavioral Genetics:** 330. 401-402

**Unit 8. Stress and Coping. 81-82,** Chapter 11

 **Stress – The General Adaptation Syndrome:** 426-427

 **Stress and the Immune System:** 427: Psychoneuroimmunology and Stress

 **Stress and Illness:** 423-425: The High Cost of Stress; 434-439

 **Stressors – Sources of Stress:** 421-423

 **Extreme Stressors**

 **Post Traumatic Stress Disorder**

 **Personality and Stress:** 429-430: Learned Helplessness, The Hardy Personality

 **Coping With Stress** 428-429, 431-432

 **Socioeconomic and Gender Differences:**

 **Stress Reduction Techniques**.

 **Biofeedback:** 81-82

**Unit 9. Psychological Disorders:** Chapter 12

 **Defining Abnormality:** 453-454

 **Perspectives on Psychological Disorders:** 455-458

 **The DSM:** 458-460, 487

 **Schizophrenia:** 474-478

 **Mood Disorders:** 470-474

 **Anxiety Disorders, Somatoform Disorders, Dissociative**

 **Disorders:** 463-470

 **Personality Disorders** 479-480

 **Childhood Disorders:** 480-481

 Depression

 ADHD

 Autism

**Unit 10. Therapies:** Chapter 13

 **Psychotherapies:**

 **Insight Therapies:** 496-498, 507-510

 **Cognitive Therapies:** 502-505

 **Behavior Therapies:** 498-502

 **Effectiveness of Therapy:** 510-513

 **Culture and Therapy:** 513

 **Biological Treatments:** 515-520

 **Prevention:** 521-523

**Unit 11. Developmental Psychology:** Chapter 9

 **Prenatal Environmental Influences:** 337-338

 **The Newborn:** 340-344

 **Attachment:** 344-348: Development of Social Behavior

 **Parent-Child Relationships:** 248-250: Parenting Styles and Social

 Development

 **Personal-Social Development:** Erik Erikson: 350-351, 362-366

 **Cognitive Development:** 351-356

 **Moral Development:** 360-362

 **Stages of Grief and Loss:** 377-378

**Unit 12. Social Psychology:** Chapter 14

 **Attitudes: Formation and Modification:** 529-534

 **Attribution Processes:** 347-350

 **Prejudice and Overcoming Prejudice: 549-553**

 **Cognitive Dissonance:** 532-533

 **Groupthink:** 542-543

 **Obedience to Authority:** 546-547

 **The Stanford Prison Experiment:** 543-544: Conformity to Social Roles

 **Compliance:** 544-546

 **Relationships:**

 **Social Cognition:** 534-539

 **Liking and Loving:** 555-558

 **Aggression:** 559-561, 564

 **Bullying**

 **Helping Behavior vs. Bystander Apathy:** 561-563

 **War and Peace**

**SUMMARY: What factors contribute to the development of the least aggressive, most helpful, and, hopefully, the most psychologically healthy person?**

**Final.**

**Extra Credit:** Students will have the opportunity to earn 5 points of extra credit by doing three extra credit projects. The Reaction Form below will be used for extra credit projects involving films, articles or books related to Psychology.

**Reaction Form: Title.** 1. Main idea. 2. 3 examples of the main idea. 4. An idea with which you agree and/or 5. An idea with which you disagree. 6. Connections with class material? 7. What would you like to know more about?

**Grading:** 200 Points Maximum: Midterm: 75; Final: 75; 4 Quizzes: 20; 2 Article Reports: 10; 2 Critical Thinking papers: 20.

A: 180-200; B: 160-179; C: 130-159; D: 100-129; F 0-99

**Due Dates:** All reports and papers must be handed in on the Due Date. Late papers will not be accepted. If you cannot be in class on a Due Date, please email your paper to mmilligan@santarosa.edu, or hand me your paper on or before that date.

**Note: Please check your Student Portal and Canvas daily.**

 **COURSE CALENDAR. SPRING, 2021**

**February 16. CLASS BEGINS!**

**February 18. Last day to add without Instructor approval.**

**February 23. Last day to drop with refund.**

**March 4. ARTICLE REPORT 1 IS DUE.**

 **Last day to add with Instructor approval.**

 **Last day to drop without a W.**

**March 11. QUIZ 1**

**March 19. Last day to opt for Pass/No Pass**

**March 22 to March 28. SPRING BREAK**

**April 6. CRITICAL THINKING 1**

**April 8. QUIZ 2**

**April 13. MIDTERM**

**April 22. ARTICLE REPORT 2 IS DUE.**

**April 28. Last day to drop with a W.**

**April 29. QUIZ 3**

**May 11. CRITICAL THINKING 2 IS DUE.**

**May 13. QUIZ 4.**

**May 21. FINAL!**

**PLEASE NOTE: The above Calendar is subject to change at the discretion of the instructor, with the exception of the Final Exam Date.**