

Introduction to Psychology

PSYC 0200

MWF 2:00-2:50 CRN 51688

FALL 2004

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All others by appointment

Course Rationale:

This course serves as a prerequisite for many classes in the psychology department; it also serves as a required course for those in majors such as Business, Communication, and Education. For both Psychology majors and non-majors alike, this course gives students a more focused look at the way that psychologists discuss, understand, and explore the field. Psychology and psychological terminology have become very much a part of the way we talk about ourselves and others, and thus, influences the way we understand ourselves on the inside, interactions with people connected with you, and relations among those indirectly linked to us. This class seeks to uphold and give further details about ideas correctly represented in the media; and to clarify and update ideas portrayed the media that are not supported by psychological research.

I plan to use a lecture-discussion format to cover the major topical areas of study in psychological research. Two overarching themes will be presented throughout the course: Diversity and Critical Thinking Skills. Emphasis will be placed on developing your knowledge of diverse perspectives, cultures, and people. I also intend to present material to encourage the growth your analytical and decision-making skills. Readings, activities, demonstrations, and discussions are incorporated to help you to connect areas of study, to generate an outlook that allows you to appraise information related to psychology for its validity, to make better judgments about the information with which you are confronted, and to extend and refine your understanding of psychology as whole.

Course Goals:

- To help students acquire a more accurate and comprehensive knowledge of the major topical areas of study in psychological research.
- To help students become better critical thinkers that will lead to them generating their own personal outlook that allows them to appraise information for its validity, and make better judgments about information with which they are confronted.
- To help students value diversity and equity, and encourage them to accept others and themselves.

Course objectives:

At the end of this course students should be able to:

- Recognize and discuss the history and contributions of various cultural groups and the effect of the absence of multicultural perspectives on the historical development of psychological theory.
- Demonstrate knowledge and understanding regarding the impact of culture on various topical areas in psychology
- Distinguish between individual responsibility and structural barriers to choice and opportunity
- Examine the social construction of identities and world knowledge by race, gender, ethnicity, class, sexual orientation, physical ability, nation of origin, and so forth
- Differentiate between personal discomfort and intellectual disagreement in cultural conflict situations
- Demonstrate sensitivity to cultural differences by recognizing your own and others' biases and understand their impact on social interactions

*You have the option of purchasing the reader or using the reserve copy found in Owen Library (under the name "PSY 200—Smither")

- Engage in critical thinking, analysis, and problem-solving regarding psychological phenomena.
- Evaluate social problems and make appropriate decisions regarding personal behavior

Required Reading:

- **Textbook:** Kassin, S. (2004). *Psychology* (4th Edition). Upper Saddle River, NJ: Pearson/Prentice Hall.
- **Reader:** Price, W.F., & Crapo, R.H. (2002). *Cross-cultural perspectives: In Introduction to Psychology* (4th Edition). Pacific Grove, CA: Wadsworth*

Attendance:

- Regular class attendance is essential to a positive learning experience, and crucial to your success in this course. The teaching format of this course encourages active learning through discussion and in-class activities. You are responsible for all material presented in class, including announcements about course procedures. Missing these opportunities will affect your learning and retention of the material. Additionally, absences will affect your performance on exams and exercises. I do not reward or penalize attendance with points.
- Attending class is **your privilege and responsibility**; if you miss a class for any reason, make arrangements to get notes from another student. I will not provide notes for missed classes. Reward **yourself** with increased knowledge by attending class.

Course Expectations:

• **Expectations of the Instructor:**

As the instructor of this course, I am expected to:

- ◆ provide a syllabus clearly outlining the course policies, assignments and requirements
- ◆ attend each class well-prepared
- ◆ effectively communicate the ideas relevant to the course material
- ◆ use class time for instruction and discussion
- ◆ provide opportunities outside of class to respond to student's course concerns and administrative issues (via email, phone and office hours)
- ◆ evaluate student performance and provide feedback (via in-class activities, discussion, exercises, and tests)

• **Expectations of the Student:**

As a student of this course, you are **expected** to:

- ◆ read, understand and comply with the course policies, assignments, and requirements outlined in the syllabus
- ◆ attend each class prepared by reading each assignment **before class**
- ◆ write out (at least) **two questions** related to material from each of the reading assignments which is unclear to you
- ◆ contribute to class through participation in discussion, activities and exercises
- ◆ act appropriately (according to the UPJ Student Code of Conduct)
- ◆ respect the rights and opinions of other students
- ◆ use class time for learning
- ◆ use e-mail, phone calls, and/or office hours for course concerns and administrative issues
- ◆ have fun while learning

Evaluation:

❖ **Examinations:**

1. There will be four section exams covering assigned textbook readings and lecture material.
2. There will be **no** comprehensive final exam.
3. Examination questions will be mainly multiple choice, but may also include some short answer and/or short essay questions.
4. Exam questions will be taken from both the textbook and lecture material.
5. Not all lecture material will be taken from the textbook, although there will be a significant overlap. The majority of exam questions (at least 80%) will come from material covered in lectures or classroom discussion.
6. Assigned textbook material may be included on the exam even if it has not been specifically covered in lectures or classroom discussion.
7. Examination rules:
 - a) All baseball caps are to be removed or worn backwards.
 - b) Books, notebooks, etc., are to be closed and placed on the floor under or near your seat.
 - c) No scratch papers, food, drinks, tissue, PDA's, mobile phones, etc., are to be on your desk. (If you have special needs, make arrangements with the instructor before the exams are passed out.)
 - d) Do not leave the room until you are finished with your exam. Necessary arrangements for bathroom breaks, drinks, extra pencils, etc., should be made prior to beginning the exam.
 - e) Turn in your test before gathering your books and notebooks to leave. **It is to your advantage to avoid even the slightest appearance of cheating.**
 - f) Late arrivals will be required to turn in exam papers at the same scheduled time as all other students taking the exam.
 - g) There will be no grading on a curve for any of the exams, or for the final semester grade.
8. **Cheating**, which includes plagiarism, is completely unacceptable. It will not be tolerated in any psychology class. Any student suspected of cheating will be subjected to the established University procedures for judgment of the accusation. If the student is found to have cheated, the professor will recommend **at a minimum**, a grade of "F" in this course. Students are responsible for reading and understanding the guidelines for academic integrity and procedures. These are outlined in the University of Pittsburgh at Johnstown Guidelines on Academic Integrity. This document is available in the office of the Vice President for Academic Affairs. Policies related to cheating and plagiarism are vigorously supported and enforced by each member of the Psychology Department.
9. **Accommodations for Students with Disabilities:** Students who require special testing accommodations or other classroom modifications should notify their course instructors and register with the Learning Resource Center no later than the 4th week of the term. Students may be asked to provide the LRC with documentation of their disability to determine the appropriate accommodations. To register for disability services, students should call ext. 7109 or visit the Learning Resource Center, 133 Biddle Hall, to schedule an appointment.
10. **Make-up Exams:**
 - a) If you are ill or will not be able to take an exam due to circumstances beyond your control, it is your responsibility to notify the instructor prior to the examination. Call the number listed on the syllabus.
 - b) All make-up exams (which will be all **essay**) will be given on the **scheduled make-up exam date** listed in the schedule below.
 - c) Any make-up exams not completed will result in an automatic zero unless prior arrangements have been made with the instructor.

❖ **Out-of-Class Assignments:**

You will be assigned four (4) out-of-class activities on various topics throughout the semester that will contribute a total of 100 points to your point total. **These assignments will address the topics that are being covered in the course at that point in time. They will also ask you to reflect on how critical thinking and multiculturalism relate to that particular topic.**

❖ **Extra Credit:**

In-class exercises, group activities, and/or out-of-class journal writings pertaining to your personal experiences will be evaluated intermittently for the purposes of extra credit added to your point total. In addition, announcements will be made throughout the semester for additional opportunities for extra credit. **In order to get the opportunity to do most extra credit assignments, you must be in class. In order to receive credit for an extra credit activity that you have completed, you must be in class on the day your work is returned; otherwise you receive no credit. In other words, attendance is necessary in order to acquire extra credit.**

❖ **Research Participation Credit: See Addendum**

❖ **Grades:**

1. Point assignments for course requirements will be as follows:

Six-Section Tests (100 points each)	600 points
Four-Out-of-Class Assignments (25 points each)	<u>100 points</u>
Total possible points	700 points

2. Letter grades will be determined by the following:

Grade	%	Points
A+	98-100	683-700
A	93-97	648-682
A-	90-92	627-647
B+	87-89	606-626
B	83-86	578-605
B-	80-82	557-577
C+	77-79	536-556
C	70-76	487-535
D	60-69	417-486
F	≤ 59	416 and below

3. List your grades here:

<u>My Grades:</u>	%	Letter Grade
Test 1		
Test 2		
Test 3		
Test 4		
Test 5		
Test 6		
Assignment 1		
Assignment 2		
Assignment 3		
Assignment 4		
FINAL AVERAGE		

4. **Grade Dispute Procedures**

After reviewing an exam and your grade, you may write a rebuttal on any item in which you believe your answer should be counted as correct. You must do this within **3 class days** of being informed of your grade on a particular exam and/or exercise. Your rebuttal must be typed.

Please include your name, social security number, class time and indicate the following:

- (a) The test name and item number of the test you took
- (b) The letter of the key answer;
- (c) The letter of the answer you put;
- (d) A paragraph **explaining** why you believe your answer should be counted as correct (caution: do not just complain--explain).
- (e) You will be informed of my decision via email

*Rebuttals which cite pages of the text or dates of the lectures prompting your answer will be given preference. Rebuttals are voluntary and you should avoid rebutting every question missed. If you recognize an answer as obviously wrong, do not write a rebuttal for it.

Important Dates

- January 16, 2004 (Friday) , Last Day to Drop a class (no notation on transcript)
- January 19, 2004 (Monday), Labor Day Observance, **NO CLASS!!!**
- March 5, 2004 (Friday), Last Day to withdraw from a class (instructor's signature required)
- March 7-14, 2004 (Sun-Sun), Thanksgiving Holiday--**NO CLASS!!!!**
- April 15, 2004 (Thursday, 2:00-4:50), Makeup Examination Day (**must be approved in advance**)
- April 16, 2004 (Friday), **Last day of class!!!**

I recommended that you record names and phone numbers of at least two other class members.

DATE

CLASS SCHEDULE & READINGS

<p><u>Aug. 30th–Sept. 17th</u></p> <p>Assignment 1: <u>Due September 20th</u></p>	<p>BEGINNINGS</p> <ul style="list-style-type: none"> • CH. 1: Introduction and Research Methods P&C #1*: Culture, Values & Social Thought P&C#3: How Universal are Psychological Theories? Freud and Erikson Examined in Global Perspective • CH. 7: Thought and Language (pp. 258-281) • Critical Thinking Notes (from Dr. Smither) <p>TEST 1 (September 17th)</p>
<p><u>Sept. 20th –Oct. 1st</u></p>	<p>BIOLOGICAL BASES OF PSYCHOLOGICAL STUDY</p> <ul style="list-style-type: none"> • CH. 8: Nature and Nurture—DNA & Genes (pp. 300-322) • CH. 2: Behavioral Neuroscience <p>TEST 2 (October 1st)</p>
<p><u>Oct. 4th—Oct. 29th</u></p> <p>Assignment 2: <u>Due November 1st</u></p>	<p>THEORIES OF LEARNING & KNOWLEDGE ACQUISITION</p> <ul style="list-style-type: none"> • CH. 5: Learning P&C # 8: Ifaluk Ghosts of Micronesia • CH. 6: Memory P&C #11: A World of Colors: Culture Influencing Linguistic Needs • CH. 11: Intelligence P&C #19: Race, Culture, & IQ P&C #10: Who’s Afraid of a Test? <p>TEST 3 (October 29th)</p>
<p><u>Nov. 1st—Nov. 12th</u></p> <p>Assignment 3: <u>Due November 15th</u></p>	<p>EMOTION & PERSONALITY</p> <ul style="list-style-type: none"> • CH. 12: Emotion P&C #15: Is a Frown a Frown: Facial Expressions around the World P&C #13: Aggression: The Nonviolent Semai • CH. 15: Personality P&C #14: Individualism vs. Collectivism: Differences between Chinese and American Value Orientations P&C #21: Age differences in Personality Traits Among the Highland Maya P&C #2: The Use of Projective Tests in Non-Western Cultures • CH. 18: Health & Well-being (pp. 737-742) <p>TEST 4 (March 24th)</p>
<p><u>Nov. 15th—Nov. 22nd</u></p>	<p>ABNORMAL BEHAVIOR & THERAPY</p> <ul style="list-style-type: none"> • CH. 16: Psychological Disorders P&C # 26: Depression and Culture P&C # 27: Koro—Culture Bound Syndrome • CH 17: Treatment P&C #: 25 “Call Me Crazy”: Psychiatric Labeling Among the Eskimo and the Yoruba <p>TEST 5 (November 22nd)</p>
<p><u>Nov. 24th—Dec. 10th</u></p> <p>Assignment 4: <u>Due December 3rd</u></p>	<p>SOCIAL & CULTURAL INTERACTIONS & INFLUENCES</p> <ul style="list-style-type: none"> • Ch. 13: Social Influences P&C #7: Alcohol, Drugs, and Religion • Ch. 14: Social and Cultural Influences P&C #29: Polyandry—Multiple Spouses in Tibet and Pahari India P&C #32: Cross-cultural Differences in Sexual Jealousy • CH. 8: Nature and Nurture—Gender (pp. 323-337) P&C #18: Female Initiation Rights P&C # 30: Gender Stereotyping in Global Perspective P&C #31: The Berdache: Gender-Mixing among Northern Native Americans
<p>Wed December 15th</p>	<p>FINAL EXAM (Test 6): 3:00-5:00pm</p>

*P&C=Price & Crapo Reader