

PSYCHOLOGY AS A SOCIAL SCIENCE
PSY 205

Winter 1990
UH 12:30-1:50
180 PLC

Instructor:
E. Schaughency
395 Straub
Office Hours:
UH 2-4

Discussion Leaders:
S. Beyer
P. Fischer

Description: This course is intended to acquaint students with the broad areas of developmental, social, and abnormal psychology. All students are expected to read the reading assignments from the required texts, Psychology in Perspective (2nd ed) by Hassett & White (1989) and Taking Sides (5th ed) by Rubinstein and Slife (1988).

Grading: Grades will be based on performance on 2 in-class midterm examinations, a final examination, a discussion paper, and participation in discussion sections, as described below. Tests will cover lectures and assigned reading material. Tests will be in multiple-choice format.

Midterm I	50 points
Midterm II	50 points
Final Exam	
Final third of course	50 points
Midterm I Makeup	(50 points*)
Midterm II Makeup	(50 points*)
Discussion Paper	15 points**
Participation	
in Discussion Section	<u>10 points</u>
Total	175 points

Of the 175 possible points, anyone earning:

A total of 158-200 points will receive an	A
A total of 140-157 points will receive a	B
A total of 123-139 points will receive a	C
A total of 105-122 points will receive a	D
Less than 105 points will receive an	F

Based on the actual distribution of grades, this criterion might be relaxed, but not stiffened.

Research Participation:

The psychology department requires participation in research for introductory courses. In this course, students may meet this requirement in one of two ways.

1. Participation in ongoing research projects by being a subject in 3 experiments. (See additional handout)
2. Compiling an annotated bibliography of a topic of the student's choice in developmental, social, or abnormal psychology, as described below. Due date: March 8, 1989.

An annotated bibliography is a list of references with an abstract or summary of each reference. The student selecting this option is to select a topic in one of the areas covered in this course and compile an annotated bibliography of at least 8-10 references on that topic. The bibliography should be written in APA style; it should be organized, perhaps with subheadings and integrative statements. Abstracts for each reference should represent the student's synopsis of the paper: Copying the author's abstract is unacceptable and constitutes plagiarism. To guard against this, students will be required to submit copies of the author's abstracts for the references cited. Objectives of the assignment:

- 1) To familiarize the student with how to conduct a library search on a topic in the field of psychology
- 2) To give the student experience in reading psychological literature
- 3) To give the student experience in interpreting and communicating the results of psychological work

Cheating:

Anyone caught cheating will receive a failing grade for that requirement.

*Makeup policy: There will be sections on the Final Exam which will serve as makeup sections for Midterms I and II. If a student misses a midterm exam, (s)he will take the appropriate makeup section of the final, which will then serve as the makeup for that midterm. Other students may take the makeup sections if they wish. The higher of the two scores will be used in computing the course grade for those taking the optional makeup sections.

**Discussion paper: See "Discussion Section Schedule and Guide"

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Discussion Section Schedule and Guide

Discussion sections will be used to debate issues in the book, *Taking Sides*, and to relate these issues to material from the lecture and textbook. The grade in the discussion section will be based on one short (3-5 page) paper and participation in discussions. Students may write 2 papers and have the higher of the two scores used in calculating their grade. The paper should deal with one of the issues discussed and relate that issue to material in the book and lecture. The "quizzes" given in the discussion sections will not be graded, but are designed to give you a preview of exam questions. Some questions from the quizzes will be on the exams.

Schedule of Issues

Week of:

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|------|----|--|
| Jan. | 8 | Issue 10: Should parents provide academic instruction for their children before they're old enough for school? |
| | 15 | Issue 9: Should children learn morality primarily by examining their own reasoning? |
| | 22 | REVIEW FOR FIRST MIDTERM (UNGRADED QUIZ) |
| | 29 | Issue 3: Is our behavior primarily determined by biological processes? |
| Feb. | 5 | Issue 19: Is the control of human behavior a proper goal of psychology?
FIRST DISCUSSION PAPER DUE (Issues 10, 9, or 3) |
| | 11 | REVIEW FOR SECOND MIDTERM (UNGRADED QUIZ) |
| | 19 | Issue 13: Do diagnostic labels hinder the effective treatment of persons with mental disorders? |
| | 26 | Issue 15: Is psychotherapy effective? |
| Mar. | 5 | REVIEW FOR FINAL (UNGRADED QUIZ)
SECOND DISCUSSION PAPER DUE (Issues 13, 15, or 19) |

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LECTURE SYLLABUS

Jan.	9	Introduction Infancy and Childhood	Chapter 9
	11		
	16	Adolescence and Adulthood	Chapter 10
	18		
	23	Motivation and Emotion	Chapter 11
	25		
	30	Midterm I (Developmental Processes and Motivation and Emotion)	
Feb.	1	Personality and Measuring Personality	Chapter 12 and 13, (omit pp. 510-526)
	6		
	8	Social Psychology	Chapter 16
	13		
	15	MIDTERM II (Personality and Social Psychology)	
	20	Diagnosing Abnormal Behavior	Chapter 14
	22		
	27	Treating Abnormal Behavior	Chapter 15
Mar.	1		
	6	Applied Psychology	Chapter 17
	8		
Mar.	13	FINAL EXAM	8:00am
		(Abnormal Behavior and Applied Psychology [everyone], plus make-up sections for Midterm I and Midterm II)	