

P. Birrell
Spring, 1991

PSY 202
MIND AND SOCIETY
180 PLC
3:30-4:20 MWF

In this class we will be asking the question, "Why do people do the things they do?" Have you ever wondered any of the following questions?:

Why do people make obscene phone calls?
Why are some people not successful in relationships?
Why do people hurt other people- in wars and in relationships?
Why are some people murderers?
Why are some people crazy? And just what is crazy, anyway?
Why do some people go into psychotherapy? And just what does it do for them?
Why do some people abuse their children?

If you have wondered about any of these questions or others involving human nature and human behavior, you should be interested in this course.

We will cover the broad subject areas in psychology of personality, developmental, social, abnormal, therapies, and stress. We will do so in a way that you can begin to come to some conclusions or at least have some ideas about the answers to the questions above. We will be looking at the influences on behavior and thought that all of us are subject to, and hopefully learning to understand our own behavior.

TEXTBOOK AND READINGS: Weiten, W. Psychology: Themes and Variations, 1989.
A Packet which is available at the EMU Copy Shop.

INSTRUCTORS: Pam Birrell, 205 Straub, 346-4932
Shuyeu Lin, 259 Straub, 346-4964
Al Winebarger, 310 Straub

LECTURES: The lecture section of this class will meet 3:30-4:20 MWF (a horrible time, but let's make the best of it). Lectures will sometimes cover material that is covered in the book, but in more depth and detail. At other times, lectures will cover material not in the book, but which you will be responsible for on exams.

DISCUSSION SECTIONS: Discussion sections in this class are not required. However, you may want to consider going for the following reasons:

1. Discussion leaders will be going over material in the book which is not covered in lecture, which will be useful for you at exam time.
2. A short quiz (10 questions) will be given each week in discussion sections. If you choose, the total on your quizzes will be substituted for your lowest exam grade (a good deal). Also, some quiz questions may be on the exams. You may miss two quizzes without it affecting your grade.

QUIZ SCHEDULE:

Quiz #1	Week of 4/1	Over pp. 306-310, 330-338 Chapter 12 to p. 443.
Quiz #2	Week of 4/8	Over Chapter 12 pp. 443-469 Chapter 11 to p. 398
Quiz #3	Week of 4/15	Over Chapter 11 pp. 398-427
Quiz #4	Week of 4/22	Over Chapter 16 pp. 614-629
Quiz #5	Week of 4/29	Over Chapter 16 pp. 592-614 Chapter 14 pp. 512-522
Quiz #6	Week of 5/6	Over Chapter 14 pp. 523-551
Quiz #7	Week of 5/13	Over Chapter 15 pp. 553-566
Quiz #8	Week of 5/20	Over Chapter 15 pp. 566-589

EXAMS AND GRADING: Your grade in this class will be based on three midterm exams and a final exam. As noted above, you may substitute your lowest midterm grade (or a missed midterm) with your quiz grades. Since there is this substitution option, make-up exams will typically not be given. The third midterm exam will be the first part of the final exam. In other words, you will actually take two tests on the day of the final- midterm 3 and the final.

Each exam (and the total of the quizzes) will consist of 50 multiple choice questions, so that your final grade will be based on how many points you earn out of 200.

EXAM 1	50 points	
EXAM 2	50 points	TOTAL OF ALL QUIZZES SUBSTITUTED
EXAM 3	50 points	FOR LOWEST MIDTERM IF IT HELPS.
FINAL EXAM	50 points	

RESEARCH REQUIREMENT: There is a research requirement for this class which you must complete. See separate handout.

SCHEDULE OF TOPICS, READING, AND EXAMS:

<u>DATE</u>	<u>READING AND TOPIC</u>
3/27	General introduction and introduction to personality theory. Begin reading Chapter 12 of the text.
4/1	More on personality- theories of Freud and Jung. Continue reading chapter 12. Also read pages 306-310 and 330-338 of the text on personality testing. Read article #1 in the packet.
4/8	Personality development and development in general. Finish chapter 12, start chapter 11.
4/15	Finish chapter 11. Read article #2 in the packet.

EXAM 1 ON FRIDAY, APRIL 19

4/22	Social psychology-how the presence of others affects us. Start reading chapter 16 and article #3 in the packet.
4/29	Social psychology continued and on into psychological disorders- The stigma and stereotyping of mental illness. Start reading chapter 14.
5/6	Psychological disorders continued. Read article #4 in the packet.

EXAM 2 ON FRIDAY, MAY 10

5/13	Psychotherapies- what are they and how do they work. Start reading chapter 15.
5/20	Psychotherapies continued. Read article #5 in the packet.
5/29	Stress (an appropriate topic for the end of the term). Read chapter 13 and article #6 in the packet.

EXAM 3 AND FINAL ON WEDNESDAY, JUNE 5, 1:00 P.M.

To: Faculty

From: Steve Keele

Re: Spring Duck Call and 400-level courses

Duck Call for spring term will begin on February 21. Although seniors get first priority in signing up, we know from experience that 400-level classes will close and students will come to you to try to get in your classes. I'd like to remind you of the procedure I'd like us to follow for closed classes.

What I wish to request is that if a student comes to you wanting to get in a course, you first ask if the person has seen his or her faculty advisor (not peer advisor). I would like the student to go with transcript to the advisor and for the advisor to talk over alternatives.

A supply of "Request to Enroll in Closed Class" forms will be furnished advisors indicating the student's status in Psychology (core courses taken, pre-requisites fulfilled, etc.) for the advisor's analysis of the situation. If the advisor agrees that the student must have the course, then the advisor can write a note of recommendation on the form and send that with the student to try to get in any potential openings.

Advisors should decline the requests of students who already have say two courses, one in each area of psych this term. We are not obligated to push a student through this year who was late in declaring a major. Advisors should make sure the students have the 302 and 303 prerequisites. In any case, we should establish precedent that if a student is having difficulties getting into a class, the first step is to consult with the advisor and get certification.

Next, I would encourage every faculty member teaching a required course this term to consult as soon as possible the list that Lori Olsen has prepared that lists students who have taken 302 and 303. Any student enrolled in the course not on the list should be required to prove that the prerequisites have been satisfied. It is not tolerable for students to be signed up who have not taken prerequisites if it might deny a qualified student graduation or cause some other extreme hardship.

Finally, if it becomes apparent early in Duck Call that your class is closed and it is in any way possible to increase the enrollment, please do so. If you need a larger room, you can ask Sue to find out if one is available. If it is necessary to have additional grading help, I will see if we can get funds for that purpose. Let Sue or me know if something can be done along this line.