

Additional Texts: Numerous short articles and readings drawn from books, newspapers, magazines, and journals

Required Materials: three ring binder (1”), 5 dividers, loose-leaf paper, and writing utensil

In this course, we will primarily work to understand:

1. How psychologists think, whether they be scientists and researchers or therapists
2. The systematic and scientific study of the behavior and mental processes of human beings
3. The fundamentals of many of the most common areas within psychology
   a. Explorations and discoveries made by psychologists over the past century
   b. Differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives
   c. Critical analysis that psychologists espouse and hope to model in their words and actions

Remember, I am here to facilitate the learning process. However, as a community of learners, you will get out of this class what you put into it. We all bring knowledge and wisdom to the table. Please plan on sharing that knowledge and wisdom with others in large and small group settings and independently.

Some of My Expectations

- **Hard work:** Commit to this class and hopefully, prepare for the AP Psychology exam near the end of the year
- **Come and see me if you are struggling.** I am on your side and want to help you before it’s too late!
- **All work submitted must be your own.** If I have reason to suspect you are not completing your own work appropriately, I will follow through with the consequences outlined in the APS Student Handbook.
- **Attendance.** This, frankly, is an AP class and attendance and participation is vital for keeping up. Of course you will likely miss some classes and it is your responsibility to get your make-up work in advance when at all possible. If you unexpectedly miss class, it is also your responsibility to try to get your make-up work through online communication, or in extreme circumstances, after you return.

What You Should Expect

- **To read and write A LOT!** Reading at home is a necessity, as is regular note-taking and organization.
- **APA format.** All writing should follow APA guidelines, for which there is a wealth of information available, especially online at the Purdue Online Writing Lab (OWL) and other sources.
Grading
1st 6 weeks—ends ...
2nd 6 weeks—ends ...
3rd 6 weeks and Fall Semester—ends ...
4th 6 weeks—ends ...
5th 6 weeks—ends ...
6th 6 weeks and Spring Semester—ends ...

• Homework will be collected at the beginning of class or it will be considered late unless otherwise specified by teacher.

• Assignments submitted as a result of an unexcused tardy are considered late.

• Assignments submitted late but within one week will be penalized 10%.

• Assignments submitted after one week will be penalized 50%.

• Late work submitted one week prior to the end of a 6-week grading period will receive 1% credit.

• Late work submitted after a grading period is over will not be accepted.

• Students will have one class period for each class period missed due to an EXCUSED absence to turn in late work for full credit. If the student is aware that class will be missed in advance (for sports or activities, for example), it is her/his responsibility to ask about assignments before missing class. Otherwise the assignment will be counted as late even though the absence is excused. There are exceptions and this will be dealt with on a case-by-case basis.

• Students will have one week to make up a missed exam or quiz. The responsibility for making it up is the student’s and not the teacher’s.

• Cumulative semester grading weights:
  o Projects, assessments, in-class work, homework, participation = 80%
  o Final exam = 20%

Resubmissions
Students are encouraged to redo work for up to full credit. With the exception of exams, quizzes, and teacher-specified assignments, students ought to resubmit work for a better grade. Resubmissions will not be accepted the week of the end of the grading period.

Additional Thoughts
• I will follow all school procedures and disciplinary rules concerning dress code, electronics, etc.

• Please use all available resources for keeping up with assignments, including Google Classroom, Remind, Synergy, email, etc.

• Schedules, grading, and policies (including those specified here in the syllabus) are always subject to change at the teacher’s discretion.

• Cheating and plagiarism are unacceptable. All involved parties are subject to the consequences described in the student agenda. The consequences for cheating and plagiarism are considered across all classes on the student’s schedule and are not counted separately or singly.
• I will make myself accessible during lunch and before/after school for making up assignments or one-on-one instruction, but the student must make prior arrangements with me.

• I do not use the La Cueva website, but rely heavily on Google Classroom and Remind.

Types of Projects

Naturalistic Observation
Each student completes a 15-minute observation of a human participant in a naturalistic setting. The purpose is to familiarize students with this method, to improve their powers of observation, and to help them distinguish between subjective and objective records.

Experimental Design
Students are given a hypothetical research problem and told to write a proposal for a controlled experiment to solve it. The exercise serves to improve their understanding of research methodology.

Literature Review
Students complete an research project related to a unit of student-choice and then present their findings to the class in an oral report of 5-10 minutes. The project provides an introduction to library and online research tools in psychology as well as APA documentation.

Course Outline

I. Scope, History, and Methodology
   • Historical Schools: Functionalism vs. Structuralism
   • Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience
   • Nature of Scientific Inquiry: Sources of bias and error
   • Research Methods: Introspection, observation, survey, psychological testing, controlled experiments
   • Statistics: Central tendency, variance, significance, correlation
   • Ethics in Research: Human participants, animal subjects

II. Behaviorism
   • Historical Background and Philosophy of Radical Behaviorism
   • Classical Conditioning: Pavlov, Watson, applications, biological critique, cognitivist challenge
   • Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge

III. Neuroscience
   • Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse
   • Brain: Research methodology, neuroanatomy, brain development and aging, hemispheric specialization
   • Nervous System: Structural and functional organization
   • Endocrine System: Anatomy, HPA-axis, and immune system
   • Genetics and Heritability

IV. Sensation and Perception
   • Psychophysics: Thresholds (absolute, difference, Weber’s constants), signal detection theory
   • Sensory Organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)
   • Perception: Attention, processing, illusions (including Gestalt psychology), camouflage

V. Developmental Psychology
   • Methodology: Longitudinal and cross-sectional studies
   • Nature vs. Nurture (maturation versus learning)
   • Influential Theories: Piaget and cognitive development, Freud and psychosocial development, Kohlberg and moral development, Gilligan and gender differentiation
   • Infancy, Childhood, Adolescence, and Adulthood
VI. Intelligence and Psychological Testing
- Psychological Testing: Methodology, norms, reliability, validity
- Intelligence: Defining intelligence, history of intelligence and aptitude testing, nature-nurture issues

VII. Consciousness, Memory, and Language
- States of Consciousness: Waking, sleep and dreaming, hypnosis, altered states
- Memory: Information processing, storage, retrieval
- Accuracy of Memory: Loftus and Schacter
- Cognition: Problem solving and heuristics
- Language: Skinner and Chomsky

VIII. Motivation and Emotions
- Motivational Concepts: Instincts, drives, optimal arousal, Maslow’s hierarchy
- Hunger and Eating Disorders
- Sexuality and Sexual Orientation
- Achievement Motivation: McClelland and the TAT, intrinsic versus extrinsic motivators
- Physiology of Emotion: Fear, anger, happiness
- Expression of Emotion: Darwin and Ekman
- Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer

IX. Personality
- Psychodynamic Perspective: Freud, Jung, Adler
- Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs, MMPI)
- Humanistic Perspective: Maslow and Rogers
- Social-Cognitive Perspective: Bandura and Seligman

X. Stress and Health
- Stress as a Concept: Selye
- Stress and Health
- Adjustment

XI. Abnormal Psychology
- Approaches to Abnormality: The Rosenhan study, historical approaches (deviance), the medical model, the biopsychosocial model
- Classifying Disorders: Evolution of the latest Diagnostic and Statistical Manual (DSM)
- Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders
- Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological
- Does Therapy Work? Eysenck, outcome studies, the Consumer Reports study

XII. Social Psychology
- Attitudes and Behavior: Fundamental attribution error, roles, Festinger and cognitive dissonance
- Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink
- Prejudice and Scapegoating
- Altruism: Darley and Latané

XIII. Learning
- Classical conditioning
- Operant conditioning
- Social learning

DO YOUR BEST AND HAVE FUN!
I have read and understand all items in the class syllabus for AP Psychology (2019-2020) with Mr. Hamblin. I will abide by the guidelines set forth in the syllabus and/or make arrangement in advance. Please feel free to contact Mr. Hamblin by email (preferably), Remind, or other appropriate means.

Print student name________________________________________

Student signature_________________________________________ Date___________

Print parent/guardian name__________________________________

Parent/guardian signature____________________________________ Date___________

Class buddy 1 printed name and signature ______________________

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Class buddy 2 printed name and signature ______________________

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