

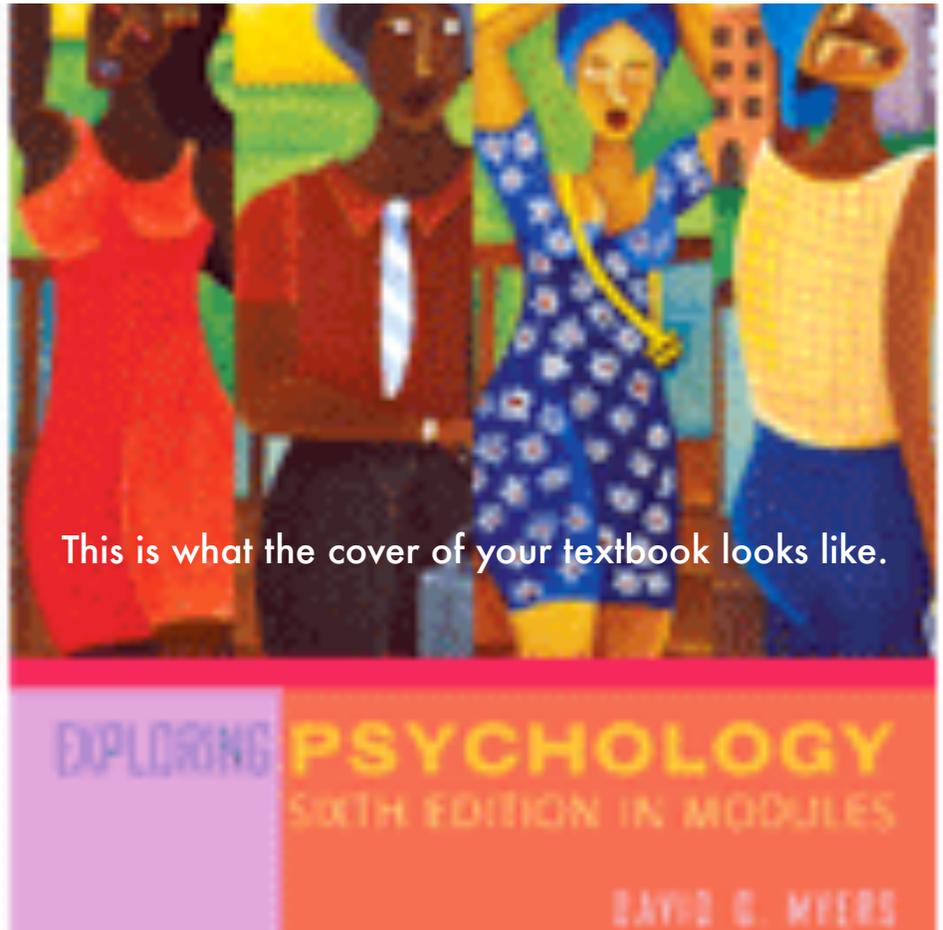
PSY100

AN INTRODUCTION TO PSYCHOLOGY

COLLEGE OF
STATEN ISLAND,
CUNY

SATURDAYS
9-11:30 AM
35 117

8898



This is what the cover of your textbook looks like.

To the Scholar in You: Welcome to An Introduction to Psychology!

I do hope you enjoy our time exploring the vast and often grey matters of the mind. This section of Psychology will be a great challenge. We will quickly learn that there is not always a correct answer when sorting through those things of a psychological nature. In this course we will be covering everything from the history of psychology to how psychologists do research, but will begin with social psychology. We will examine the brain, behavior, and the environment, holding our own debate on the nature-nurture

controversy. We will look at the human through his or her stages of development, and apply our understanding of the human ability to sense and perceive the worlds s/he is engaged in through group work. We will explore several states of consciousness including wakefulness, sleep, dreams, hypnosis, and drugs. We will spend time in the behavioral and cognitive realms of psychology examining learning, memory, thinking language and intelligence. Our work will then shift to motivation, emotion, stress and health. We will conclude our

time together with activities to understand personality, psychological disorders, and therapy. I hope that you will push yourself further than you ever have before while learning this material. Psychology is a grossly interesting albeit complicated subject that can be very rewarding to understand. I look forward to walking through this field of study with you! If you find yourself struggling with the work reach out for help. Students with disabilities and International students please let me know of any special accommodations that you require.

**GET THE
BOOK!**

Meyers, D. (2005). *Psychology Sixth Edition in Modules*. Michigan: Worth Publishers.

I strongly encourage study groups.

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2009

Surviving PSY 100, An Introduction to Psychology:

The first thing you are going to need is a Love of Learning about the human experience.

Not to worry, it can be developed in 4 steps:

1. Know the human experience is important . . .

and many people have tried from many different angles, called disciplines of psychology, to figure it out.

2. Imagine if . . .

no one ever bothered to try to explain how it is we learn, grow, understand, explore consciousness, experience with or deal with emotions - what words would you use to explain your every day human experience?

3. Read, read, read ... and read some more.

4. Talk about it . . .

with your classmates, family, friends, and yourself. What do you really think about Psychology? Make it real to you by using your own experience as a human being to ponder what kind of psychology you agree with and do not agree with. Make Psychology yours - take some ownership over it - and talk it out to come to your own conclusions.

* ADDITIONAL COURSE REQUIREMENT 2009

The discipline of psychology utilizes the principles of scientific research to test its ideas.

The faculty in the Department of Psychology believe that all students enrolled in PSY 100 should experience the research process. Therefore, all students are required to participate in a minimum of 3 half-hour units of research (research credits, RCs) to be accumulated throughout the semester.

You have the option of fulfilling the requirement in several ways.

Please go to the psychology department's home page (<http://163.238.8.180/~psy/index.htm>),

Current Students. There will be guidelines on how to fulfill the 3 research credits under Research Credit Requirement.

Those who do not fulfill the research requirement will be given an Incomplete as their PSY100 grade.

8/29/09 Introductions & Expectations SOCIAL PSYCHOLOGY	9/5/09 History and Science Of Psychology	9/12/2009 NO CLASS - TAKE CARE OF YOUR RESEARCH REQUIREMENT
9/19/2009 COLLEGE CLOSED (GET STARTED ON YOUR READING FOR NEXT WEEK)	9/26/09 Neuroscience and Behavior Evolutionary Psychology Environmental Psychology Sensation & Perception	10/3/2009 Developmental Psychology
10/10/2009 States of Consciousness MIDTERM EXAMINATION - NO MAKEUPS	10/17/2009 Behavioral Psychology Cognitive Psychology	10/24/2009 Cognitive Psychology Language, Thinking & Intelligence
10/31/2009 Industrial Organizational Psychology	11/7/2009 Health Psychology Public Health Psychology	11/14/2009 Personality Psychology PROOF OF RESEARCH REQUIREMENT DUE
11/21/2009 Modern Systems of Psychology	11/28/2009 COLLEGE CLOSED	12/5/2009 Psychological Disorders & Therapy BOOK REVIEW DUE
12/12/2009 Psychology, Psychiatry, Anti-Psychiatry & Human Rights in Mental Health	12/19/2009 Final Examination	COURSE OVERVIEW

AUGUST 29, 2009

INTRODUCTIONS AND OVERVIEW OF THE COURSE.

SOCIAL PSYCHOLOGY

Social Thinking, Social Influence, Social Relations

Modules 43-45

SEPTEMBER 5, 2009

History and Science Of Psychology

The History and Scope of Psychology
Research Strategies: How Psychologists Ask and Answer Questions

Modules 1-2

SEPTEMBER 12, 2009

NO CLASS

Tenney, L. & MacCubbin, P. (2008). When no one was watching: Human subject protections and videotaping, Take 1. In Downing, M. & Tenney, L. (Eds.). (2008). *Video Vision: Changing the culture of social science research*. UK: Cambridge Scholars Publishing. (pp. 14-79).

Use this time to take care of your research requirement (proof of completion of research requirement due by November 14, 2009 - NO EXCEPTIONS.

SEPTEMBER 19, 2009

COLLEGE CLOSED - NO CLASS

Get started on your reading for next week, it's a double load.

SEPTEMBER 26, 2009

NEUROSCIENCE AND BEHAVIOR - BIOLOGY AND BEHAVIOR

Neural And Hormonal Systems

The Brain

EVOLUTIONARY PSYCHOLOGY

The Nature Of Behavior

ENVIRONMENTAL PSYCHOLOGY

The Nature of Behavior and the Interplay of Nature and Nurture

SENSATION AND PERCEPTION

Introduction to Sensation and Perception: Vision,
The Other Senses, Perceptual Organization, Perceptual Interpretation

Modules 3-6, 11-14

OCTOBER 3, 2009

DEVELOPMENTAL PSYCHOLOGY

The Developing Person

Developmental Issues, Prenatal Development and the Newborn

Infancy and Childhood

Adolescence

Adulthood

Modules 7-10

Paquette, D., Ryan, J. (n.d.). Bronfenbrenner's ecological systems theory.

<http://pt3.nl.edu/paquetteryanwebquest.pdf>

OCTOBER 10, 2009

MIDTERM

STATES OF CONSCIOUSNESS

Waking and Sleeping Rhythms

Hypnosis

Drugs and Consciousness

Modules 15-17

OCTOBER 17, 2009

BEHAVIORAL PSYCHOLOGY

LEARNING

Classical Conditioning

Operant Conditioning

Learning By Observation

COGNITIVE PSYCHOLOGY

Memory: Information Processing

Modules 18-21

OCTOBER 24, 2009

COGNITIVE PSYCHOLOGY

Forgetting, Memory Construction, and Improving Memory

THINKING, LANGUAGE & INTELLIGENCE

Thinking

Language and Thought

Intelligence

Modules 22-25

OCTOBER 31, 2009

MOTIVATION

Introduction to Motivation

Sexual Motivation

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

Motivation at Work

Modules 26-28

NOVEMBER 7, 2009

HEALTH PSYCHOLOGY

Emotions, Stress & Health
Theories Of Physiology & Emotion
Expressed & Experienced Emotion
Stress & Illness
Promoting Health
Racial & Economic Disparities In Health Care

Modules 18-21 and

Geronimus, A., & Thompson, J. (2004). To denigrate, ignore, or disrupt: the health impact of policy-induced breakdown of urban African American communities of support. *Du Bois Review*, 1(2): 247-279.

NOVEMBER 14, 2009

**PROOF OF RESEARCH REQUIREMENT DUE
PERSONALITY PSYCHOLOGY**

Historic Perspectives on Personality: Psychoanalytic & Humanistic
Contemporary Perspectives on Personality: Trait and Social Cognitive
Contemporary Perspectives on Personality: The Self and Modern Unconscious

Modules 33-35 and

Cross, W. E., Jr. (1971). The Negro to Black conversion experience: Toward a psychology of Black liberation. *Black World*, 20, 13-27.

NOVEMBER 21, 2009

MODERN SYSTEMS OF PSYCHOLOGY

The larger field:

American Psychological Association

www.apa.org

New York State as a case study: Utilizing Bronfenbrenner's Systems Theory

New York City Health and Hospitals Corporation (HHC) (City)

www.hhc.gov

New York State Office of Mental Health (OMH) (State)

www.omh.state.ny.us

Substance Abuse and Mental Health Services Administration (SAMHSA) (Federal)

www.samhsa.gov

NOVEMBER 29, 2009
COLLEGE CLOSED - NO CLASS - HAPPY THANKSGIVING

DECEMBER 5, 2009

PSYCHOLOGICAL DISORDERS
Introduction to Psychological Disorders
Anxiety, Dissociative Disorders
Mood Disorders
Schizophrenia

MODULES 36-38

DECEMBER 12, 2009
THERAPY

The Psychological Therapies
Evaluating Psychotherapies
The Biomedical Therapies
MODULES 40-42 and

Ourstory of Commitment: A Living History. www.theopalproject.org/ourstory.html

The American Psychiatric Association's History of the DSM
http://www.psych.org/MainMenu/Research/DSMIV/History_1.aspx

Szasz, T. (1960). The myth of mental illness. First published in *American Psychologist*, 15, 113-118.
*" [A classic statement of American "anti-psychiatry."]"
<http://psychclassics.yorku.ca/Szasz/myth.htm>

The Kurt Danysh Timeline & the Creation of the Black Box Warning
<http://kurdanysh.com/timeline.htm>

Weitz, D. (2008). Struggling against psychiatry's human rights violations: [An antipsychiatry perspective]. *Journal of Radical Psychology*, 7. <http://www.radicalpsychology.org/vol7-1/weitz2008.html>

Whitaker, R. (2007). Affidavit of Robert Whitaker. State of Massachusetts ss. Suffolk County.
<http://www.mindfreedom.org/kb/mental-health-system/whitaker-affidavit>

Whitaker, R. (2004). The case against anti-psychotic drugs: a 50-year history of doing more harm than good. *Medical Hypotheses*, 62, 5-13.
<http://psychrights.org/research/Digest/Chronicity/50yearecord.pdf>

GRADING

130 Possible Points

A = 96 Points or better
F = 69 or below.

**ALL REQUIRED ASSIGNMENTS
AND EXAMS MUST BE COMPLETED
TO EARN EXTRA CREDIT.**

Stump the Class
Queries &
Analyses -
30 points

Current Events
Presentation -
20 points

Midterm
Examination -
20 points

Final Examination
(Cumulative)
20 points

Book Review
20 points

Random Group
Exercises
10 points

Extra Credit
Up to 10 Points

REQUIRED ASSIGNMENTS & EXAMINATIONS

10 Stump the Class Queries and Analyses – 3 points each, 30 points

Create a research question from the required readings each week about a topic that interests you and answer it



(query and analysis). Your query should be specific and your analysis ought to be thoughtful. Do not take text directly from the book without

quoting it. Be prepared to share your query and analysis in small groups and if chosen by your peers, with the class. There are 12 weeks of readings, you can choose which 10 weeks you do Q & A's for. If you choose to do all 12 they will be counted as extra credit and added as full points to your final grade. **Papers are due each week. No late papers accepted. No papers accepted via e-mail. No hand written papers accepted. Each paper not less than one or more than two pages typed.**

Current Events Presentation – 10 points

Following current events will give you a good idea of where the field of psychology is in practice. Your goal is to follow an e-list such as <http://www.nyaprs.org/Pages/ENewsSubscription.cfm>, www.mindfreedom.org or the newspapers for up to the minute happenings. We will be discussing these throughout the semester. **You**

will make a five-minute presentation on your findings throughout the course (Sign up Sheet).

EXAMINATIONS

Midterm Examination – 20 points

Your midterm exam will be on October 10, 2009 in our regular room at the regular time.

THERE WILL BE NO MAKE-UP EXAM.

Cumulative Final Examination – 20 points

Your final exam will be on December 19, 2009 in our regular room at the regular time. It may include multiple choice, true/false, short answer and essay questions.

THERE WILL BE NO MAKE-UP EXAM.

Book Review – 20 points

A list will be supplied to you about possible books that you can review. You will give a thoughtful review of the book. Guidelines for writing a book review will also be given to you. **DUE December 5, 2008.**

No late papers accepted. No papers accepted via e-mail. No hand written papers accepted. Minimum 5 pages typed not including your cover sheet and references. <http://apastyle.apa.org/> or go to the CSI library for guidance on APA style.

Academic Integrity Policy at CSI **prohibits** academic dishonesty. **Cheating on in-class or take-home assignments or exams and plagiarism are grounds for automatic failure.** See CUNY CSI policy on Academic Integrity. http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html



www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Note: This syllabus

is a framework and should be viewed as a general outline. It is subject to change, especially



concerning the schedule. You will not be responsible for material we do

not cover in class. I reserve the right to change this syllabus as the class' needs unfold. This includes the addition of pop quizzes and homework assignments if standards are not being met.