**AP Psychology Syllabus**

AP Psychology is an open enrollment course offered to 10th, 11th and 12th grade students. There are no prerequisites although regular psychology is recommended. Any student who believes he/she can be successful is welcome.

**Instructor**

Joel F. Sundquist, MAT

**Office Hours**

Monday - Friday: 2:30–3:00 pm

(\*Sept office hours will be by request only)

**Course Overview**

Why do people do the things they do? What motivates our behavior? Throughout this year we will be exploring the answers to these questions and many more through a systematic and scientific study of behavior and mental processes. You will become familiar with the vocabulary and concepts used in the field of psychology as well as the research findings that form the basis of our knowledge regarding human thought and behavior. It is my hope that through this process, you will come to have a better understanding of self and your fellow human beings. A goal of this course is to emphasize the development of critical thinking skills and to assist you in determining fact from fiction when dealing with the scientific community.

**Assessment Practices**

The course will include a variety of learning experiences i.e. group projects, oral reports, presentations, experiments, demonstrations, power point presentations, critical thinking activities, computer simulations, etc. Learning is assessed continuously with quizzes occurring throughout each instructional unit and cumulative exams occurring at the end of each instructional unit. Exams will consist of a multiple-choice section and an essay section. Exams are designed to prepare students for the AP exam and will be timed and scored according to AP standards.

**\*** You will be required to keep a notebook. You must complete key terms and essential questions for each instructional unit.

**Resources**

1. Myers, D. G. (2007). *Psychology 8th ed./AP ed*. New York, NY: Worth Publishers.
2. Bolt, M. (2007). *Instructor’s Resource Manual.* New York, NY: Worth Publishers.
3. Straub, R. O. (2007). *Study Guide to accompany Psychology, 8th ed. by David G. Myers AP ed.* New York, NY: Worth Publishers.
4. Worth Publishers. (2007). *Test Bank to accompany Psychology, 8th ed. by David G. Myers AP ed. CD-Rom*. New York, NY: Worth Publishers.
5. Worth Publishers. (2007). *Instructor’s Resource CD-ROM to accompany David G. Myers Psychology 8th ed. AP ed.* New York, NY: Worth Publishers.
6. Halonen, J. & Gray, C. (2001). *The Critical Thinking Companion for Introductory Psychology 2nd ed*. New York, NY: Worth Publishers.
7. Annenberg/CPB Collection. (1989). *Discovering Psychology Series*. Burlington, VT.
8. WNET, New York. (2005). *Brain and Mind Modules.* New York, NY: Worth Publishers, Inc.
9. Worth Publishers. (2002). *Scientific American Frontiers DVD Collection*. New York, NY: Worth Publishers.
10. Catchpole, M. (2002). *Psychology: The Human Experience DVD*. New York, NY: Worth Publishers.
11. AP Review Manual – Instructor
12. Web Sites:
    1. AP Central : <http://apcentral.collegeboard.com>
    2. Worth Publishers : <http://bcs.worthpublishers.com>
    3. Teacher Resources by Annenberg Media : <http://www.learner.org>
    4. AP Psychology Networking Site: <http://appsychchhs.ning.com>
13. American Psychological Association
14. UTOPSS – Utah Teachers of Psychology in Secondary Schools.

Course Outline

1. **Scope, History, and Methodology**

* Weeks 1 - 3
* Topics

Define psychology and trace its historical roots from Ancient Egypt to current perspectives. Identify subfields of psychology and understand the difference between applied and basic research. Introduce the underlying theme of nature via nurture. Discuss the need for psychological science; introduce scientific methodology and statistical reasoning. Discuss research methodology: Description, Correlation and Experimentation and the role each plays in enhancing our understanding of animal and human behavior. Generalizability, ethics and personal values in relationship to research.

* Critical Thinking Exercises: Identify a behavior and explain the behavior from each of the current perspectives. Ethics in Human and Animal Research
* Project: Design an experiment, identify the type of data you would collect and how you would know if your results were significant.
* Quiz

1. **Neuroscience**

* Weeks 3 - 5
* Topics

Organization of the Nervous System**:** Central Nervous System, Peripheral Nervous System. Nervous system cells and functions**:** neurons, glial cells, action potential, neural transmission. Structures and functions of the brain**:** hindbrain, midbrain, forebrain, hemispheres of the brain, eight lobes of the brain, association areas, areas devoted to language, plasticity and lateralization. Techniques used to study the brain**:**  EEG, CAT scans, PET scans, Angiograms, MRI and fMRI. The Endocrine System.

* Critical Thinking Exercises: Damage Diagnosis; Lateralization, Stroop Effect
* Project: Brain Lab
* Quiz: Practical application using brain lab and damage diagnosis

1. **Behavior Genetics – Nature, Nurture and Human Diversity**

* Weeks 5 - 6
* Topics

Genetics and Heritability**:** Evolutionary Theory, Mendel’s Peas, genetics, genotypes and phenotypes, the human genome project. Heritability, chromosomes and selective breeding. Monozygotic twins and adoptive studies as a basis for nature-nurture comparatives. Gender and gender differences – environmental effects relating to gender identity and gender typing. The biopsychosocial approach.

* Critical Thinking Exercises: The Genetic Revolution; EAS Temperament Scale; Cultural Influences; Gender Socialization
* Project: The Most Important Influence in Your Life

**Cumulative Exam and Essay I**

1. **Developmental Psychology**

* Week 7 - 9
* Topics

Study of the life cycle from conception to death with specific emphasis on physical, social-emotional and cognitive development occurring prenatally, in infancy, childhood, adolescence and adulthood. Three primary issues: the impact of genes and experience on behavior; whether development is gradual and continuous or a sequence of predetermined stages; and whether personality is stable or changes over time. Key theories and theorists: Jean Piaget (cognitive development), Lawrence Kohlberg (moral development), Erik Erikson (psychosocial development), Freud (psychosexual development), Vygotsky (Sociocultural Theory of Cognitive Development)

* Critical Thinking Exercises: Lot in Life; Life Values and Goals; Thinking About Death
* Projects: Comparative analysis of adolescence across three generations. Letters to parent and future child, OM-EIS, Parental Authority Questionnaire
* Quiz – Essay

1. **Sensation and Perception**

* Weeks 9 - 12
* Topics

The process of receiving stimulus energy from the outside world, transducing the stimulus into a neural signal, and sending it to the brain is the function of each sense. These senses include: vision, audition, olfaction, gustation, touch, kinesthetic and vestibular. Sensation represents bottom-up processing while perception is represented by top-down processing. Perception is selecting, organizing and interpreting sensory information, usually guided by our experience and expectations, in order to recognize meaningful objects and events. Discussions on perception include selective attention, illusions, perceptual organization, perceptual interpretation and ESP.

* Critical Thinking Exercises: Super Human Sensations; Illusions
* Experiments: Audition, Gustation; Sensory Interaction; ESP
* Quiz – Sensation – Wk 11
* Quiz – Perception – Wk 12

1. **States of Consciousness**

* Weeks 12 - 13
* Topics

Consciousness - Levels of consciousness**:** Preconscious, Subconscious, Altered states of consciousness. Sleep**:** Circadian rhythms, Sleep deprivation, Stages of sleep, Sleep disorders, dreams. Hypnosis and meditation**:** Theories of hypnosis, hypnosis and memory, meditation. Psychoactive drugs**:** Narcotics, depressants, stimulants, hallucinogens.

* Project: Dream Analysis
* Experiment: Drug Simulation

**Cumulative Exam & Essay II**

1. **Learning and Memory**

* Weeks 14 - 16
* Topics

Concepts cover two forms of learning, learning as a behavior change due to experience and learning as adaptability. Major Concepts: Classical conditioning, operant conditioning and observational learning including social learning and systems views. Major theorists: Pavlov, Thorndike, Watson & Raynor, Skinner and Bandura.

Memory is described as the persistence of learning over time. Included in this discussion are the following: Recall, recognition, implicit and explicit memory. Multiple-Store Model: encoding, storage, retrieval, short-term, long-term, constructive nature of memory. Alternative Models of Memory**:** Levels of processing, parallel-processing. Extremes of Memory**:** deficiencies, amnesia, outstanding memories, mnemonists. Biological Underpinnings of Memory**:** Brain structures involved in memory, LTP, neurophysiology and neurochemistry. Strategies to improve memory: active rehearsal, associations, mnemonic devices, context, mood, self-testing, and minimizing interference.

* Critical Thinking Exercises: Components of Classical Conditioning; Identifying behaviors, their consequences, and the impact of those consequences. “Seven Dwarfs”
* Experiments: “Sam I Am”; “Hot & Cold”; Eye Witness; Deja Vu
* Projects: Working in pairs, you must demonstrate one of the various aspects of learning to the class. Create a false memory.
* Quiz – Learning – Wk 15
* Quiz – Memory – Wk 16

1. **Thinking and Language**

* Weeks 16 - 17
* Topics

Conceptual organization based on prototypes and organized into hierarchies provides the basis for thinking. Included in this discussion: cognition; methods of problem solving and obstacles to problem solving; making judgments and decisions; reasoning and creativity. Language refers to our way of combining words to communicate meaning. Included in this discussion: The Nature of Language**:** Language and the Brain – Hemispheric differences, sex differences. Aspects of Language**:** semantics, syntax, pragmatics, relation of language to thought. Language Acquisition**:** Stages of acquisition prenatal, cooing/babbling, holographic speech telegraphic speech, imitation, conditioning, critical periods, evolutionary processes. Skinner vs. Chomsky: the nature/nurture debate. Thinking and Language: a reciprocal process (linguistic relativity); thinking in images. Animals Use of Language**:** arguments for and against animal communication.

* Critical Thinking Exercises: Problem-solving; Doublespeak; She/he Imagery

**Winter Recess**

**Take Home Cumulative Exam & Essay III**

1. **Intelligence and Psychological Testing**

* Week 19
* Topics

What is Intelligence? Impossible to reify; theories; creativity; relationship to anatomy; correlates to perceptual speed and neural processing speed. Assessing Intelligence: intelligence testing; reliability; types of validity. The Dynamics of Intelligence: stability; extremes of the normal distribution. Genetics and Environmental Influences: heritability; enriched vs. impoverished environments; ethnicity; culture; gender; bias and the stereotype threat phenomenon.

* Critical Thinking Exercises: Wisdom; Chittlin’ Test; Remote Associates Test; Tests of Mental Abilities; Analogies and Intelligence; Principles of Test Construction; Culture Fair Intelligence Testing
* Quiz

1. **Motivation, Work and Emotion**

* Weeks 20 - 22
* Topics

Motivation – Theories: instinct (evolutionary); drive-reduction; arousal (including Yerkes-Dodson); and Maslow’s Hierarchy of Needs. Physiologically based motivations: hunger; and sex. The need to belong. Work: flow; subfields of psychology; achievement motivation; and leadership. Emotion – Theories: James-Lange; Cannon-Bard; Schacter and Singer. Physiology of Emotion; Expressed Emotion: non-verbal; gender differences in perceiving and communicating emotion; reading and misreading facial and behavioral indicators and; culturally specific and universal aspects of emotion. Experienced Emotion: dimensions of emotion; fear; anger; happiness; variation in duration and; adaptation-level phenomenon.

* Critical Thinking Exercises: Critical Thinking Questions; Assessing Flow; Needs Assessment Questionnaire; Desire for Control; Purpose in Life Test; Affect Intensity Measure
* Experiment: Catch the Feeling
* Quiz – Motivation, Work & Emotion – Wk 22

1. **Stress and Health**

* Weeks 22 - 23
* Topics

Behavioral Medicine; Stress and Illness: appraisal; fight or flight; general adaptation syndrome; life experiences; personality type; psychophysiological illness; impact of stress and learning on the immune system. Promoting Health: Coping; control; explanatory style; social support; exercise; biofeedback; alternative medicine; religion; social and physiological factors associated with maladaptive behaviors (smoking and obesity).

* Critical Thinking Exercises: Stressed Out; Susceptibility to Stress; Responses to Stress; Type A or Type B?; Coping with Stress
* Project: Jigsaw – Stress and Coping

**Cumulative Exam & Essay IV**

1. **Personality**

* Weeks 24 - 25
* Topics

Theories**:** Psychodynamic**:** Freud and neo-Freudians- Adler, Jung, Horney. Humanistic**:** Maslow, Rogers.Trait Based**:** Historical underpinnings; Big Five Personality Traits. Social-Cognitive**:** Rotter, Bandura, Seligman. Exploring the Self: Biological**:** Temperament and heritability; current research on self; self-esteem. Interactionist Perspectives and Measuring Personality**:** projective and objective assessments.

* Critical Thinking Exercises: Defense Mechanisms; Big Five Inventory; Life Orientation Test; Rosenberg Self-Esteem Scale; Self-Concept Clarity
* Project: Personality Inventory and Self Evaluation
* Quiz – Wk 25

1. **Abnormal Psychology and Therapeutic Intervention**

* Weeks 25 - 28
* Topics

Perspectives on Psychological Disorders: Medical Model; Biopschosocial Approach; Five Axis of the DSM-IV; Dangers and benefits of diagnostic labels. Disorders: Anxiety; Dissociative; Somatoform; Mood; Personality and; Schizophrenia. Prevalence of disorders. Therapeutic Intervention: Psychoanalytical; Psychodynamic; Humanistic; Behavioral; Cognitive; Cognitive-Behavioral; Group Therapy; Family Therapy; Biomedical. Evaluating Psychotherapies and Preventing Psychological Disorders.

* Critical Thinking Exercise: Bus Stop
* Assessment: Case Studies - Diagnosis and Treatment

1. **Social Psychology**

* Weeks 29 – 30
* Topics

Social Thinking: Attribution Theory, attitudes, foot-in-the-door phenomenon, role-playing, and cognitive dissonance. Social Influence: Chameleon effect, conformity (Asch), normative social influence, informational social influence, obedience (Milgram), social facilitation, social loafing, deindividuation, group polarization, groupthink, and minority influence. Social Relations: Prejudice – components of, forms of, social factors, emotional components and cognitive processes. Aggression – biological influences, psychological triggers, effects of modeled aggression, social traps and mirror-image perceptions. Liking, love, altruism, the bystander effect, social exchange theory and effective means of reducing social conflict.

* Critical Thinking Exercises: Manitoba Crisis, Deviance in the Dark; Dollar Bill Auction; The Pairing Game; Love Styles
* Group Activities: Social Influence; Obedience and Conformity
* Projects: Violating a Social Norm, Random Acts of Kindness

**Cumulative Exam & Essay V – Wk 31**

1. **Review for Psychology Exam**

* Weeks 32 – 35
* Review Manual
* Practice Exams 1 & 2

1. **AP EXAM**

* **Week 36**

1. **Forensic Psychology and Behavioral Profiling**

* Weeks 37 - 38
* Topics

How to use psychological principles to profile criminals, create a victimology and assist in solving a crime.

Project: Solve a Crime

* Field Trip: Utah State Prison – Public Awareness Program