San José State University  
College of Social Sciences / Department of Psychology  
Spring 2011

PSYC 1 General Psychology

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<tr>
<th>Instructor:</th>
<th>Jeff Danese</th>
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<tr>
<td>Office Location:</td>
<td>Clark Hall 412F</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4726</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jdanese.sjsu@gmail.com">jdanese.sjsu@gmail.com</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tues and Thurs 2:00 – 3:00; Wed 1:00 – 3:00; or by appointment</td>
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<td>Class Days/Time:</td>
<td>Tues and Thurs 10:30-11:45 (sec 10) &amp; 1:30-2:45 (sec 12)</td>
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<td>Classroom:</td>
<td>DMH 348 (sec 10) &amp; DMH 353 (sec 12)</td>
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<td>Faculty Web Page:</td>
<td><a href="http://www.sjsu.edu/people/jeffrey.danese/">http://www.sjsu.edu/people/jeffrey.danese/</a></td>
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<td>YouTube Channel:</td>
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<td>Desire2Learn (D2L) Page:</td>
<td>Login to D2L: <a href="https://sjsu.desire2learn.com/">https://sjsu.desire2learn.com/</a></td>
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Course Description

Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. As a Social Science, Psychology can offer something of interest to every student, whether one wishes simply to fulfill 3 units of GE credit, to apply the information learned to career objectives, to gain insights into the nature of human experience, to develop understanding of the self and others, or to start on the path to a career in the social and behavioral sciences. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog).
Instructional orientation
The following key ideas will be invoked as recurrent themes in the course:
1. The interplay between theory and data in the development of psychology as a science.
2. An integrated, holistic-organismic (i.e., mind-body) approach to the study of behavior and experience.
3. The historical/cultural contextual nature of human development and experience.
4. The view that individual differences in many areas (e.g., gender, race, ethnicity, knowledge, beliefs, interests, skills, abilities, religious and sexual practices, interpersonal styles) are not just a fact of life but are potential assets to social and subjective well-being.

Course Goals and Student Learning Objectives
Students will be assessed for knowledge acquired relating to each of the five learning objectives listed below. Assessment opportunities will occur throughout the semester and may include: (a) exam questions (e.g., multiple choice, essay, fill in the blank, matching); (b) writing assignments (e.g., short reports, essays, article summaries, or reaction papers), (c) class discussions (e.g., individual participation, small groups, or via Blackboard discussion boards); (d) in-class activities (e.g., quizzes, group work, individual assignments, questions pertaining to films/videos presented); and (e) take-home assignments/homework (e.g., worksheets, data collection activities, projects, library tutorials, web-based exercises or activities).

GE/SJSU Studies Learning Outcomes (LO):
1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

   General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; the psychology of conflict and peace, obedience to authority, the psychology of genocide and war, peace psychology.

   Assessment example of a potential writing project for this learning objective: In 1963, Yale psychologist, Dr. Stanley Milgram, conducted a now famous experiment examining obedience to authority. What historical events led Dr. Milgram to study obedience? Describe the methods and procedures of the experiment. What were the independent and dependent variables? Describe the results of the study. What were the main conclusions of the study? How are findings of this experiment relevant today? Grammar, clarity, conciseness and coherence in your writing will be assessed.

2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

   Assessment example of class group-work and discussion for this learning objective: The class is divided into groups representing each of the five psychological perspectives (i.e., behavior, cognitive, humanistic, group, and biomedical). Each group will identify the etiology of the following disorders
based on the perspective to which they are assigned: (a) obsessive-compulsive disorder, (b) generalized anxiety disorder, (c) bipolar disorder, (d) major depressive disorder, (e) post-traumatic-stress-disorder, (f) autism, and (g) schizophrenic disorder. After identifying the etiology of the disorder, identify the most likely therapies and/or treatments for those disorders that are associated with your psychological perspective.

3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

Assessment example of an in-class writing activity for this learning objective: Compare and contrast sex differences and gender differences. Describe how gender roles are acquired and provide an example of how one’s environment might contribute to gender identity. How does biology (genetics) influence gender development? Grammar, clarity, conciseness and coherence in your writing will be assessed.

4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

Assessment example of a web-based homework activity for this learning objective: The instructor may direct you to a web site where you can find articles describing various research studies that went terribly awry. After reading these articles answer the following questions: What was the goal/purpose of the research? In what phase was this clinical trial? For what indications did the scientists intend to use the test drug? What type of experimental design did the trial use? What method of dose selection was used for drug administration? Given what you know about research design and control procedures, what would have been a better method for dose selection? Describe the characteristics of the participants. Describe what happened to the participants when they received the test drug? How long did these effects last? Did all participants fully recover? If not, what were the end results of the drug trial? Compare and contrast the risks and benefits of conducting research with humans in relation to this unfortunate, and perhaps preventable, clinical trial gone wrong. Was informed consent obtained? Describe the process of informed consent and discuss the historical origins of informed consent (i.e., Tuskegee Syphilis study, Willowbrook school, etc.). Finally, what, if any, steps should be taken by the scientific community to ensure that the events that occurred in this recent clinical trial do not happen again? Grammar, clarity, conciseness and coherence in your writing will be assessed.

5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

Assessment example of a possible exam question for this learning objective: Describe and provide an example of how one’s culture might help determine whether one has a independent construal of self or an interdependent construal of self.

Given what you know about the bystander effect, what happens to the probability of a bystander helping in an accident when the number of bystanders increases? What are some variables that have been shown to counter the bystander effect? Provide examples of at least three variables. Grammar, clarity, conciseness and coherence in your writing will be assessed.
NOTE: There will be a minimum of three writing assignments in this course. These assignments are designed to:

1. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.

2. Help students achieve mastery of various aspects of the five Learning Objectives given above.

Note: For some assignments, some students may receive a “Ticket to The Writing Center” that addresses specific areas in their writing that needs attention. This will be discussed in detail in classes throughout the semester.

Attention to diversity
Issues of culture, social class and mobility, race, ethnicity, gender, and sexuality are essential to the material covered in this course. David G. Myers includes many discussions of diversity issues throughout his text. Additionally, issues relating to diversity will be discussed in lecture throughout the semester and will be incorporated into written assignments, quizzes, or exam material.

Required Texts/Readings

Textbook


Library Liaison

Berndt Becker, King Library: Phone: 408.808.2348 Email: Bernd.Becker@sjsu.edu Psychology LibGuide: http://libguides.sjsu.edu/psychology

Classroom Protocol

Attendance: While it is against SJSU policy for attendance to directly affect academic evaluation, it is expected that students will make their BEST EFFORT to attend ALL class sessions. Notify the instructor in advance when you will not be attending and why. School-sponsored events and personal issues that we BOTH agree are important enough will be excused, but absences WILL count against your participation grade. If you miss an assignment, DO NOT ASK ME (feel free to ask fellow students) about it. It is not my job to make up for your absence. I consider attendance to be ESSENTIAL to learning and to completing any of my courses successfully.

Cell Phones/Pagers/Laptops/Electronic devices: NONE allowed in class AT ALL (except with very very special permission for very specific purposes). If I even think you are checking a text message, or if any device makes a noise, you get one warning, next time you leave class, and the third time we talk…. Take care of all personal concerns (e.g.
using bathrooms, sending texts, etc.) before or after class. Such disruptions are inconsiderate and rude to your fellow students and to the instructor (ME!).

Class Participation: This is key to a successful class. It means more than talking, it means being prepared and taking responsibility for the tone and tenor of the class. Teachers are often at their best when students are engaged and ask questions relevant to course topics. More shy students will have to bite the bullet!! Come to class with something to say, whether it is a question, a comment or a topic. If something puzzles or interests you - raise it in class! For those students who have no trouble talking, your contributions should be relevant to class material and discussion and not just personal commentary. In general, open communication means respecting the opinions of others, especially those you disagree with. Inevitably, we come from a variety of backgrounds so we should always be aware of the range of opinions around us. This open communication will help us to understand the course material, the role of pluralism and diversity in American society, and in our own lives.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy
Quizzes: One on-line (D2L) automated quiz per chapter available from Thursday to Tuesday of each week. Unlimited attempts are permitted during the quiz window (each attempt creates a new quiz randomly drawn from a test bank of multiple choice questions) and only the highest score is recorded as your grade. (15 quizzes at 15-20 items per quiz = approx. 300 pts total).

Midterm and Final Exams: Multiple-choice and matching taken in-class, and one or two short essays finished at home to be turned in on the day of the multiple-choice and matching exam, etc. (75 pts ea = 150 pts total).

Group Work: (1) Ongoing in-class activities and homework throughout the semester, (2) one chapter from Jonathan Haidt’s Happiness Hypothesis, and (3) a research project including an annotated bibliography, powerpoint presentation with outline, with each group member presenting to members of other groups in “break-out groups.” (30 pts).

Writing Assignments: One essay assignment and three article summary assignments (4 x 25 = 100 pts).

Misc. Homework Assignments: As required throughout the semester, provided in-class, and without make-ups 5-10 pts ea x 7 (approx) = 50 pts total (approx).

Class Participation: 50 pts based on number of completed assignments, participation, attendance, etc.

Approx 700 pts total for the course.
University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/