**Chapter 1**

**What Is Psychology?**

**Lecture Outline**

**I. Psychology as a Science**

**Psychology** is the scientific study of behavior and mental processes. When possible, descriptive terms and concepts—such as anxiety and depression—are interwoven into **theories**. Theories propose reasons for relationships among events, as in perception of a threat can arouse feelings of anxiety. They allow people to derive explanations and predictions.

**A. What Psychologists Do**

**Pure research** is undertaken because the researcher is interested in the research topic. Pure research has no *immediate* application to personal or social problems and has therefore been characterized as research for its own sake. Other psychologists engage in **applied research**, which is designed to find solutions to specific personal or social problems. Many psychologists do not conduct research. Instead, they *practice* psychology by applying psychological knowledge to help individuals change their behavior so that they can meet their own goals more effectively. Still other psychologists primarily teach. They share psychological knowledge in classrooms, seminars, and workshops.

**B. Fields of Psychology**

Psychologists are found in a number of specialties. *Clinical psychologists* help people with psychological disorders adjust to the demands of life. Clinical psychologists are the largest subgroup of psychologists. *Counseling psychologists*, like clinical psychologists, use interviews and tests to define their clients’ problems. Their clients typically have adjustment problems but not serious psychological disorders.

*School psychologists* are employed by school systems to identify and assist students who have problems that interfere with learning. They help schools make decisions about the placement of students in special classes. *Educational psychologists*, like school psychologists, attempt to facilitate learning, but they usually focus on course planning and instructional methods for a school system rather than on individual children. Educational psychologists research issues such as how learning is affected by psychological factors such as motivation and intelligence, sociocultural factors such as poverty and acculturation, and teachers.

*Developmental psychologists* study the changes—physical, cognitive, social, and emotional—that occur throughout the life span. *Personality psychologists* identify and measure human traits and determine influences on human thought processes, feelings, and behavior. *Social psychologists* are concerned with the nature and causes of individuals’ thoughts, feelings, and behavior in social situations. *Environmental psychologists* study the ways that people and the environment—the natural environment and the human-made environment—influence one another. Psychologists in all specialties may conduct experiments. However, those called *experimental psychologists* specialize in basic processes such as the nervous system, sensation and perception, learning and memory, thought, motivation, and emotion.

*Industrial psychologists* focus on the relationships between people and work. *Organizational psychologists* study the behavior of people in organizations such as businesses. *Human factors psychologists* make technical systems such as automobile dashboards and computer keyboards more user-friendly. *Consumer psychologists* study the behavior of shoppers in an effort to predict and influence their behavior. *Health psychologists* study the effects of stress on health problems such as headaches, cardiovascular disease, and cancer. *Forensic psychologists* apply psychology to the criminal justice system. *Sport psychologists* help athletes concentrate on their performance and not on the crowd.

**II.** **Historical Foundations of Psychology**

An ancient contributor to psychology was the Greek philosopher Aristotle (384–322 BCE). Aristotle argued that human behavior, like the movements of the stars and the seas, is subject to rules and laws. Then he delved into his subject matter topic by topic: personality, sensation and perception, thought, intelligence, needs and motives, feelings and emotion, and memory.

Other ancient Greek philosophers also contributed to psychology. Around 400 BCE, Democritus suggested that people could think of behavior in terms of a body and a mind. (Contemporary psychologists still talk about the interaction of biological and mental processes.) He pointed out that one’s behavior is influenced by external stimulation. Democritus was one of the first to raise the question of whether there is free will or choice.

Socrates suggested that people should rely on rational thought and **introspection**—careful examination of one’s own thoughts and emotions—to gain self-knowledge. He also pointed out that people are social creatures who influence one another.

Gustav Theodor Fechner (1801–1887) published his landmark book *Elements of Psychophysics*, which showed how physical events (such as lights and sounds) are related to psychological sensation and perception. Fechner also showed how one can scientifically measure the effect of these events.

**A. Structuralism**

Like Aristotle, Wilhelm Wundt (1832–1920) saw the mind as a natural event that could be studied scientifically. Wundt used introspection to try to discover the basic elements of experience. Wundt and his students founded the school of psychology called *structuralism*. **Structuralism** attempted to break conscious experience down into *objective* sensations, such as sight or taste, and *subjective* feelings, such as emotional responses, and mental images, such as memories or dreams. Structuralists believed that the mind functions by combining objective and subjective elements of experience.

**B. Functionalism**

Toward the end of the 19th century, psychologist William James (1842–1910) became a major figure in the development of psychology in the United States. William James was a founder of the school of **functionalism**, which focused on behavior as well as the mind or consciousness. Functionalists looked at how one’s experience helps one function more adaptively in one’s environments—for example, how habits help one cope with common situations. They also turned to the laboratory for direct observations as a way to supplement introspection. James was also influenced by Charles Darwin’s (1809–1882) theory of evolution. Earlier in the 19th century, the British naturalist Darwin had argued that organisms with adaptive features—that is, the “fittest”—survive and reproduce. Functionalists adapted Darwin’s theory and proposed that adaptive behavior patterns are learned and maintained. Maladaptive behavior patterns tend to drop out, and only the fittest behavior patterns survive.

**C. Behaviorism**

John Broadus Watson (1878–1958) was the founder of American behaviorism. Functionalism was the dominant view of psychology at the University of Chicago, and functionalists were concerned with the stream of consciousness as well as observable behavior. But Watson (1913) believed that if psychology was to be a natural science, like physics or chemistry, it must limit itself to observable, measurable events—that is, to behavior alone—hence the term *behaviorism*.

**Behaviorism** is the school of psychology that focuses on learning observable behavior. The term *observable* refers to behaviors that are observable by means of specialized instruments, such as heart rate, blood pressure, and brain waves. These behaviors are *public*—they can be measured easily and different observers would agree about their existence and features. Given their focus on behavior, behaviorists define psychology as the scientific study of *behavior,* not of *behavior and mental processes.*

B.F. Skinner (1904–1990) also contributed to behaviorism. He believed that organisms learn to behave in certain ways because they have been **reinforced** for doing so—that is, their behavior has a positive outcome. He demonstrated that laboratory animals can be trained to carry out behaviors through strategic use of reinforcers, such as food. Because Skinner demonstrated that remarkable combinations of behaviors could be taught by means of reinforcement, many psychologists adopted the view that, in principle, one could explain complex human behavior in terms of thousands of instances of learning through reinforcement.

**D. Gestalt Psychology**

In the 1920s, another school of psychology—**Gestalt psychology**—was prominent in Germany. In the 1930s, the three founders of the school—Max Wertheimer (1880–1943), Kurt Koffka (1886–1941), and Wolfgang Köhler (1887–1967)—left Europe to escape the Nazi threat. Gestalt psychologists focused on perception and how perception influences thinking and problem solving. The German word *Gestalt* translates roughly to “pattern” or “organized whole.” Gestalt psychologists demonstrated that much learning, especially in problem solving, is accomplished by *insight*, not by mechanical repetition.

**E. Psychoanalysis**

**Psychoanalysis** is the name of both the theory of personality and the method of psychotherapy developed by Sigmund Freud (1856–1939). As a theory of personality, psychoanalysis proposes that much of people’s lives is governed by unconscious ideas and impulses that originate in childhood conflicts.

**III. Contemporary Perspectives in Psychology**

**A. The Biological Perspective**

Psychologists with a **biological perspective** seek the relationships between the brain, hormones, heredity, and evolution on the one hand, and behavior and mental processes on the other. Biologically oriented psychologists also study the role of heredity in behavior and mental processes such as psychological disorders, criminal behavior, and thinking. Biologically oriented psychologists focus on the evolution of behavior and mental processes as well. Evolutionary psychologists suggest that much human social behavior, such as aggressive behavior and mate selection, has a hereditary basis.

**B. The Cognitive Perspective**

Psychologists with a **cognitive** perspective venture into the realm of mental processes to understand human nature. They investigate the ways people perceive and mentally represent the world, how they learn, remember the past, plan for the future, solve problems, form judgments, make decisions, and use language. Cognitive psychologists, in short, study those things people refer to as the *mind*.

**C. The Humanistic**–**Existential Perspective**

*Humanism* stresses the human capacity for self-fulfillment and the central roles of consciousness, self-awareness, and decision making. Humanists believe that self-awareness, experience, and choice permit people, to a large extent, to invent themselves and their ways of relating to the world as they progress through life. *Existentialism* views people as free to choose and as being responsible for choosing ethical conduct. Grounded in the work of Carl Rogers (1951) and Abraham Maslow (1970), the humanistic–existential perspective has many contemporary adherents (Elkins, 2009).

**D. The Psychodynamic Perspective**

Contemporary psychologists who follow theories derived from Freud are likely to call themselves *neoanalysts.* Famous neoanalysts such as Karen Horney (1885–1952) and Erik Erikson (1902–1994) focused less on the unconscious processes and more on conscious choice and self-direction.

**E. Perspectives on Learning**

Many contemporary psychologists study the effects of experience on behavior. Learning, to them, is the essential factor in describing, explaining, predicting, and controlling behavior. **Social-cognitive theorists**, in contrast, suggest that people can modify and create their environments. They note that people engage in intentional learning by observing others. Since the 1960s, social**-**cognitive theorists have gained influence in the areas of personality development, psychological disorders, and psychotherapy.

**F. The Sociocultural Perspective**

The **sociocultural perspective** addresses many of the ways that people differ from one another. It studies the influences of ethnicity, gender, culture, and socioeconomic status on behavior and mental processes (Comas-Diaz & Greene, 2013).

**Ethnicity**

Members of an *ethnic group* share their cultural heritage, race, language, or history. The experiences of various ethnic groups in the United States highlight the impact of social, political, and economic factors on human behavior and development (Phinney & Baldelomar, 2011). In the 1940s, Kenneth Bancroft Clark (1914–2005) and Mamie Phipps Clark (1917–1983) conducted research that showed the negative effects of school segregation on African-American children.

Latin-American and Asian-American psychologists have also made their mark. Jorge Sanchez was among the first to show how intelligence tests are culturally biased—to the disadvantage of Mexican-American children. Latina-American psychologist Lillian Comas-Diaz (2013) has edited a journal on multicultural mental health. Asian-American psychologist Richard M. Suinn (2010) studies mental health and the development of identity among Asians and Asian Americans.

**Gender**

**Gender** refers to the culturally defined concepts of *masculinity* and *femininity*. It involves a complex web of cultural expectations and social roles that affect people’s self-concepts and hopes and dreams as well as their behavior. Just as members of ethnic minority groups have experienced prejudice, so too have women. Although American women have attended college only since 1833 (when Oberlin College opened its doors to women), most American college students today are, in fact, women.

Women have made indispensable contributions to psychology. Mary Whiton Calkins (1863–1930) introduced the method of paired associates to study memory, discovered the primacy and recency effects, and engaged in research into the role of the frequency of repetition in the vividness of memories. Calkins had studied psychology at Harvard University, which she had to attend as a “guest student,” because Harvard was not yet admitting women. When she completed her Ph.D. requirements, Harvard would not award her the degree because of her gender. Instead, Harvard offered to grant her a doctorate from its sister school, Radcliffe. As a form of protest, Calkins declined the offer. Even without the Ph.D., Calkins went on to become president of the American Psychological Association.

In more recent years, Mary Salter Ainsworth (1913–1999) revolutionized people’s understanding of attachment between parents and children by means of her cross-cultural studies. Elizabeth Loftus (2017) has shown that people’s memories are not snapshots of the past. Instead, they often consist of something old (what actually happened), something new (i.e., influenced by more recent events), something borrowed (e.g., further shaped by one’s biases and prejudices), and something blue (altered by tinges of color or emotion).

***Handout***

***Concept Chart: Fields of Psychology***

**Psychodynamic**

**Learning**

**Humanistic/Existential**

**Psychology**

**Biological**

**Sociocultural**

**Cognitive**

**IV. How Psychologists Study Behavior and Mental Processes**

**A. The Scientific Method**

The **scientific method** is an organized way of using experience and testing ideas to expand and refine knowledge. Psychologists usually begin by *formulating a research question*. A research question may be studied as a question or reworded as a *hypothesis.* A **hypothesis** is a statement about behavior or mental processes that is testable through research. Psychologists next examine the research question or *test the hypothesis* through controlled methods such as the experiment.

As psychologists draw conclusions from research evidence, they are guided by principles of critical thinking. For example, they try not to confuse **correlations**—or associations—between findings with cause and effect. A **selection factor** is a source of bias that may occur in research findings when participants are allowed to choose for themselves a certain treatment in a scientific study.

**B. Samples and Populations**

A **sample** is a segment of a **population** that must be drawn so that it accurately *represents* that population. Only representative samples allow one to *generalize*—or *extend*—one’s findings from research samples to target populations, such as U.S. voters, and not subgroups such as southern Californians or European-American members of the middle class.

**C. Problems in Generalizing from Psychological Research**

Many factors must be considered when interpreting the accuracy of the results of scientific research.

**Random and Stratified Sampling**

In a **random sample**, each member of the population has an equal chance of being selected to participate. Researchers can also use a **stratified sample**, which is selected so that identified subgroups in the population are represented proportionately in the sample. **Volunteer bias** is a source of bias or error in research reflecting the prospect that people who offer to participate in research studies differ systematically from people who do not.

**V. Methods of Research**

**A. Methods of Observation**

**The Case Study**

**Case studies** collect information about individuals and small groups. Many case studies are clinical; that is, they are descriptions of a person’s psychological problems and how a psychologist treated them. Case studies are subject to inaccuracies. Gaps and factual errors are found in people’s memories (Bernstein & Loftus, 2009). People may also distort their pasts to please or to antagonize the interviewer. Interviewers may also have certain expectations and may subtly encourage participants to fill in gaps in ways that are consistent with these expectations.

**The Survey**

Just as computers and pollsters predict election results and report national opinion on the basis of scientifically selected samples, psychologists conduct **surveys** to learn about behavior and mental processes that cannot be observed in the natural setting or studied experimentally. Psychologists conducting surveys may employ questionnaires and interviews or examine public records. One of the advantages of the survey is that by distributing questionnaires and analyzing answers with a computer, psychologists can study many thousands of people at a time (Schwartz, 2007).

Alfred Kinsey and his colleagues published two surveys of sexual behavior, based on interviews: *Sexual Behavior in the Human Male* (1948)and *Sexual Behavior in the Human Female* (1953). Surveys, like case studies, also have sources of inaccuracy (Camburn et al., 2017). People may recall their behavior inaccurately or deny or lie about it. Some people try to ingratiate themselves with their interviewers by answering in a socially desirable direction.

**Naturalistic Observation**

People use **naturalistic observation**—that is, they observe others in their natural habitats—everyday. Observers use unobtrusive measures to avoid interfering with the behaviors they are observing. For example, Jane Goodall has observed the behavior of chimpanzees in their natural environment to learn about their social behavior, sexual behavior, use of tools, and other facts of chimp life (Goodall & Pusey, 2016).

**B. Correlation**

By using the **correlational method**, psychologists investigate whether observed behavior or a measured trait is related to, or correlated with, another. Consider the variables of intelligence and academic performance. These variables are assigned numbers such as intelligence test scores and academic averages. Then the numbers are mathematically related and expressed as a **correlation coefficient** *(r)*. A correlation coefficient is a number that varies from *r* = +1.00 to *r* = −1.00.

Studies report *positive correlations* between intelligence test scores and academic achievement, as measured, for example, by grade point averages. That is, the higher people score on intelligence tests, the better their academic performance is likely to be. Many correlations are *negative correlations;* that is, as one variable increases, the other variable decreases. Correlational research may suggest, but does not prove, cause and effect.

**C. The Experimental Method**

The preferred method for answering questions about cause and effect is the experiment. In an **experiment**, a group of participants obtains a treatment, such as a dose of alcohol, a change in room temperature, or perhaps an injection of a drug. The participants are then observed to determine whether the treatment makes a difference in their behavior. Experiments allow psychologists to control the experiences of participants and draw conclusions about cause and effect.

**Independent and Dependent Variables**

**Independent variable** is a condition in a scientific study that is manipulated so that its effects may be observed. The presence of an independent variable is manipulated by the experimenters so that its effects may be determined. The measured results, or outcomes, in an experiment are called **dependent variables**. The presence of dependent variables presumably depends on the independent variables.

**Experimental and Control Groups**

Participants in the **experimental groups** obtain the treatment. Members of **control groups** do not. Every effort is made to ensure that all other conditions are held constant for both groups. This method enhances the researchers’ confidence that the outcomes of the experiment are caused by the treatments and not by chance factors or chance fluctuations in behavior.

**Blinds and Double Blinds**

In medicine, physicians sometimes give patients **placebos** (a fake treatment, such as sugar pills, that appears to be genuine) when the patient insists on having a medical cure but the physician does not believe that medicine is necessary. Well-designed experiments control for the effects of expectations, such as the stereotypical ways people act when they have been drinking alcohol (Greitemeyer & Nierula, 2016; Rich et al., 2015), by creating conditions under which participants are unaware of, or **blind** to, the treatment. Studies in which neither the participants nor the experimenters know who has obtained the treatment are called **double-blind studies**.

***Handout***

***Concept Chart: How Psychologists Study Behavior and Mental Processes***

**Hypothesis**

**Correlation**

**Naturalistic Observation**

**Survey**

**Experiment**

**Case Study**

**Methodology**

**VI. Ethics in Psychological Research**

**A. Ethics of Research with Humans**

In virtually all institutional settings, including colleges, hospitals, and research foundations, ethics review committees help researchers consider the potential harm of their methods and review proposed studies according to ethical guidelines. Today, individuals must provide **informed consent** before they participate in research (Hall & Ratliff, 2017). Psychologists keep the records of research participants and clients confidential because they respect people’s privacy and because people are more likely to express their true thoughts and feelings when researchers or therapists keep their disclosures confidential (Fisher, 2009).

According to the American Psychological Association’s *Handbooks of Ethics in Psychology* (Knaus et al., 2012), psychologists may use deception only when they believe the benefits of the research outweigh its potential harm, when they believe the individuals might have been willing to participate if they had understood the benefits of the research, and when participants are **debriefed** afterward—that is, the purposes and methods of the research are explained.

**B. Ethics of Research with Animals**

Psychologists and other scientists frequently use animals to conduct research that cannot be carried out with humans. For example, experiments on the effects of early separation from the mother have been done with monkeys and other animals.

Psychologists and biologists—who study the workings of the brain—destroy sections of the brains of laboratory animals to learn how they influence behavior. Psychologists generalize to humans from experiments such as these in the hope of finding solutions to problems such as eating disorders (Mehta & Gosling, 2008). According to the ethical guidelines of the American Psychological Association, animals may be harmed only when there is no alternative and when researchers believe that the benefits of the research justify the harm (American Psychological Association, 2002, 2012).

**VII. Critical Thinking**

**Critical thinking** has many meanings. On one level, it means taking nothing for granted—not believing things just because they are in print or because they were uttered by authority figures or celebrities. On another level, critical thinking refers to a process of thoughtfully analyzing and probing the questions, statements, and arguments of others. Psychologists go one step further: they also apply critical thinking when it comes to evaluating the validity of their own research.

**A. Principles of Critical Thinking**

The following are the principles of critical thinking:

1. *Be skeptical.*
2. *Insist on evidence.*
3. *Examine definitions of terms.*
4. *Examine the assumptions or premises of arguments.*
5. *Be cautious in drawing conclusions from evidence.*
6. *Be especially skeptical of anecdotes.*
7. *Consider alternative interpretations of research evidence.*
8. *Do not oversimplify.*
9. *Do not overgeneralize.*
10. *Apply critical thinking to all areas of life.*

***Handout***

***Concept Chart: Principles of Critical Thinking***

**Apply Critical Thinking to All Areas of Life**

**Insist on Evidence**

**Be Cautious Drawing Conclusions**

**Examine Assumptions**

**Consider Alternative Explanations**

**Do Not Overgeneralize**

**Be Skeptical**

**Examine Definitions of Terms**

**Critical Thinking**

**Be Especially Skeptical of Anecdotes**

**Do Not Oversimplify**

**Lecture Topics**

**I. Psychology as a Science**

**Lecture Topic 1: Preparing for a Future Class**

End the first lecture by playing a tape of some unique music and inviting students to sample a distinct aroma or taste as they file out. For instance, instructors might provide small samples of fresh basil leaves on top of summer tomatoes. Present this experience as simply an enjoyable opportunity that instructors want students to experience. Do not mention that instructors actually are going to refer to this experience during the upcoming lecture on memory. When instructors get to the memory chapter, again play the same music that was played during the first class at the start of this class. Hopefully, instructors will have several students spontaneously mention their association with the basil tomato taste (or whatever instructors used during the first class), leading naturally to a discussion about associations as the basis for conditioning.

**Lecture Topic 2: Student Expectations**

Before going over the definition of psychology, break students into groups and allow them to discuss the following questions:

* + What is psychology?
  + What would you like to learn about psychology?

After giving them time to come up with their answers, have a member from each group report to the class. Write all of their ideas on the board and discuss each idea. This activity helps students preview the course content and discover what they will learn versus what they wish they could learn in a psychology class.

**Lecture Topic 3: The Preview**

To help students anticipate the wide range of material that instructors will cover in this course, instructors should develop a true or false quiz of some of the basic points in psychology that they will discuss. After explaining the syllabus and conducting any other icebreaker activities, have students take the quiz. It will probably be difficult for them, but if instructors include items that are common misconceptions (e.g., who is considered the father of psychology?), the quiz can actually be fun. Instructors could include these quiz items in the final exam to see if students remember the answers.

**Lecture Topic 4: Your Path**

One of the best ways to illustrate what psychologists do is to share the instructor’s personal experience in the field. Instructors could talk about how they decided to pursue psychology, their graduate school experience, and what their career has been like. This is also a great way for students to get to know their instructors better.

**Lecture Topic 5: APA Graduate Studies**

As part of the instructor’s lecture on what psychologists do, they could take to class a copy of the reference book *Graduate Study in Psychology* published by the APA. One of the appendices in this book lists all of the graduate programs in North America by area of study. The list contains more options than what most students would anticipate. This can help students understand that there are many options (besides counseling) when choosing psychology as a career option.

**Lecture Topic 6: A Day in the Life of a Psychologist**

Instructors will need to purchase access to the streaming video entitled “A Day in the Life of a Clinical Psychologist” from the following website: <http://www.youtube.com/watch?v=C6pcmuKt01U>

As part of the instructor’s lecture on what a psychologist does every day, ask students to read the article “A Day in the Life of . . . a Clinical Psychologist” written by Reibstein. This article discusses a typical day in the life of psychologist Janet Reibstein, who specializes in families and couples. Instructors can show students the video after they read the article and then ask students to share their observations and opinions.

**II. Historical Foundations of Psychology**

**Lecture Topic 1: Who Is the Founder of Psychology?**

Throughout the short history of psychology, the question of who its founder is has been debated. Often, the response to this question is Wilhelm Wundt, who conducted formal research studies in his Leipzig laboratory in 1879. The author of the text points out that perhaps Fechner should be given the credit because of his book titled *Elements of Psychophysics,* which was published in 1860. To further the debate, read the article titled “Network theories of memory: Before Wundt and Herbart” written by Thom Verhave. This article brings to light the existence of lectures that were presented by William Hamilton at the University of Edinburgh in 1836–1837, more than 20 years before Fechner’s book. The focus of the lectures was metaphysics. Hamilton argued, “The mind exerts energies, and is the subject of modifications.” Looked at as just another philosopher, Hamilton’s ideas were lost among the many theoretical or philosophical positions that were being proposed at the time. The article suggests that historians of psychology have a lot of catching up to do.

**Lecture Topic 2: Culture and Society: The Influence on Psychology**

Psychology does not exist within a bubble; it is a dynamic field of study that attempts to understand individuals within the context of multiple environmental and biological influences. An article written by George Mandler (1996) titled “The Situation of Psychology: Landmarks and Choicepoints” attempts to take this paradigm and apply it to the understanding of the field of psychology. Similar to people, the field of psychology has been influenced by the prevailing culture and society of the time. Mandler uses three major periods of change in theoretical and experimental psychology and relates those changes to the culture and society exhibited at the time to make his argument. Mandler focuses on the following: (1) Wundt’s experimental methods, (2) behaviorism, and (3) the cognitive revolution. This in-depth article is not meant to be a history; rather, it is an attempt to illustrate the influence that culture and society have on the field of psychology. For example, Mandler points out that Wundt was influenced by the split that characterized Germany—radicalism and idealism on one hand and Prussian rational militarism on the other. Mandler makes the connection by explaining that Wundt had a duality approach in his psychology between a tightly reasoned experimental approach and an observational attitude toward products of the mind. Mandler promotes the idea that there is no “value-free” psychology. Psychology is influenced by the values of society, and these values have a social and historical context. The three examples provided in the article illustrate this influence. This presentation could be followed up with a discussion on how students view current culture and the influences it may have on psychology.

**Lecture Topic 3: Freud and His Contributions**

Many students wrongly assume that Freud is the founder of psychology. Although he did make many contributions to the field, he is not considered the founder. Students have probably heard about some of Freud’s theories. They may even be somewhat skeptical of learning anything about him. To help alleviate this concern, briefly discuss the influence of psychoanalytic thought in psychotherapy today. When discussing Freud, it is important to mention his theories in the context of his times. When discussing his perspectives and his personal background, one need not agree with his ideas to see how he would have arrived at them.

**III. Contemporary Perspectives in Psychology**

**Lecture Topic 1: The Five Views of Modern Psychology**

Explain that contemporary psychology does not follow schools of thoughts. Instead, it has five broad perspectives: biological, cognitive, humanistic-existential, psychodynamic, and sociocultural. Present the five viewpoints, emphasizing their differences. After doing this, identify an issue, such as abnormal behavior, and lead the class through the different ways in which each viewpoint would consider the causes or development of the abnormal behavior. The following are the five perspectives:

* Biological: neural damage, biochemical imbalances, genetics
* Cognitive: irrational beliefs, self-defeating thoughts, conditioned fears, reinforcement of inappropriate behaviors
* Humanistic-existential: failure to stay in touch with one’s true thoughts and feelings, failure to self-actualize
* Psychodynamic: unconscious conflict, repressed childhood experiences
* Sociocultural: different sociocultural expectations, pressures brought on by gender or socioeconomic or ethnic inequalities

**Lecture Topic 2: Leading Psychologists**

The use of biographical details can help students connect with this material. Instructors should take some time to do Internet research on some of the big names in modern psychology (e.g., Erikson, Maslow, Rogers, and Skinner) and find interesting facts that they can share with the class. For instance, B.F. Skinner initially wanted to be a creative writer, not a scientist. Such facts may help students relate better to the perspectives in psychology and stay engaged while instructors are teaching about these perspectives.

**Lecture Topic 3: A Modern Approach**

For this lecture topic, discuss popular radio and TV shows in which psychologists discuss problems with people who either call in or come on the show. Some of the popular psychologists utilizing these formats are Dr. Phil McGraw who calls himself a “life strategist” and Dr. Laura Schlessinger who has a radio program. Instructors can learn more about these individuals at <http://www.biography.com>.

**IV. How Psychologists Study Behavior and Mental Processes**

**Lecture Topic 1: Hypotheses**

As instructors begin their discussion of the scientific method, they should discuss the meaning of hypothesis. Why is it important in research? Ask students to pick a research question of interest. (e.g., Do children in nonparental childcare have more developed social skills?) Have them brainstorm various ideas for a hypothesis to their question. Tell them to make sure that their hypotheses are measurable. Follow up with further discussion about why the hypothesis is an integral part of the scientific method.

**Lecture Topic 2: Teaching Scientific Methodology**

To facilitate student understanding of scientific methodology, the American Psychological Society has included eight suggestions presented by Proctor and Capaldi in their “teaching tips.” Proctor and Capaldi report that the texts of early research methods attempt to teach scientific methodology by focusing on experimental methodology, statistics, and the philosophy of science. Proctor and Capaldi suggest that the third element of this focus, that is, the philosophy of science, has been neglected. They suggest nine teaching tips for improving the teaching of science: (1) emphasize that contemporary philosophy of science takes a naturalistic approach; (2) demonstrate the inadequacy of the foundational approach; (3) demonstrate how even inadequate methodological principles may be employed if better than available alternatives; (4) discuss problems associated with hypothesis testing; (5) inform students of the advantages and the disadvantages of introducing auxiliary hypotheses; (6) discuss alternatives to hypothesis testing; (7) convey the idea to students that accepted methodological principles may be modified or supplanted by newer methodological principles; (8) provide concrete examples of how scientists have behaved in a variety of circumstances; and (9) demonstrate the importance of research traditions in science. Though some of these teaching tips may be beyond the scope of an introductory course, some of the suggested tips can aid in making the crucial connection between psychology and science. The teaching tips are elaborated in the full article and can be found at https://www.psychologicalscience.org/teaching/tips/tips\_0103.cfm.

**V. Methods of Research**

**Lecture Topic 1: The Correlational Method**

Discuss the correlational method. Ask students to give examples of studies that could be conducted using this method. Often, the limitations of correlations can be pointed out by using examples of correlations that are obviously not causational; for instance, the correlation between ice cream consumption and crime. Does eating ice cream cause criminal behavior, or could there be another factor influencing both? Another that works is the correlation between felons apprehended at home and milk in the refrigerator. These obvious examples can help students understand the correlational method and some of its limitations.

**VI. Ethics in Psychological Research**

**Lecture Topic 1: Ethics in Psychology**

As instructors begin their lecture on ethics with students, note that there are ethical dilemmas even in the use of control groups when it is strongly suspected that treatment groups are getting beneficial treatment. For example, is it ethical to try out a new teaching strategy on half of a group of third-graders when research suggests that the control subjects will not catch up, even if they are exposed to the new strategy after a time delay? The concept may be more powerfully presented with a medical example, such as the testing of new drugs to prolong the lives of people with cancer, AIDS, and so on.

**Lecture Topic 2: Ethical Controversy at Yale**

To introduce students to controversy in psychology, discuss the research conducted by Stanley Milgram at Yale University in the 1960s. This research was conducted before the existence of any ethics review committees or institutional review boards. In 1964, psychologist Dian Baumrind published an article reviewing the lack of ethics in Milgram’s research (Baumrind, 1964). Milgram responded to her criticisms in the same journal issue and said that he had discovered something that was counterintuitive and thus the results were worth the methodology (Milgram, 1964). After explaining this to students, have them rate on a five-point scale how ethical Milgram’s study was. Instructors could calculate the mean score in a later class.

**Lecture Topic 3: Controversy in Psychology**

Is it ethical for psychologists to deceive research participants on the methods and objectives of their research?

To help students better understand some of the ethical dilemmas encountered in the field of psychology, discuss with them the research project conducted by Lang (1975) presented in the textbook. The study involves deceiving participants into thinking they had drunk only tonic water when they had actually been given vodka and vice versa. The APA’s ethical standards are as follows:

* Researchers may deceive participants only when the benefits of the research outweigh the potential harm caused to the participants.
* The participants would have to be willing to participate if they had understood the benefits.
* Subjects are debriefed, meaning that the purposes and methods of the research are explained afterward.

This can be an interesting discussion as students debate the benefits derived from research compared to the “price” that some subjects pay.

**Classroom Demonstrations**

**I. Psychology as a Science**

**Classroom Demonstration 1: Great Scientists and Thinkers**

Students often have stereotypical views about what science is and who scientists are. In this classroom activity, instructors will help students understand that some of the great thinkers and scientists of the present time are psychologists.

To begin the activity, visit <http://www.time.com/time/magazine/0,9263,7601990329,00.html>. This website contains an issue of *TIME* magazine that discusses the top thinkers of the 20th century. Have students describe the stereotypical scientist, including physical appearance, behaviors, and cognitive functioning. List these characteristics on the whiteboard. Next, have students name famous scientists and thinkers from the 20th century. List these famous individuals on the whiteboard as well (such notables as the Wright brothers, Einstein, and Philo Farnsworth might make the list). When a sufficient list has been generated, describe the *TIME* magazine survey and report the results of the survey, indicating that psychologists Sigmund Freud and Jean Piaget are considered two “great thinkers/scientists.” Tell students that they will learn about these scientists in more depth this semester.

**Classroom Demonstration 2: Media Examples**

The first day of class can be a mundane experience for many students. The review of the syllabus, questions about how many exams there will be, and other administrative notes typically leave students with necessary information but hardly engage them. In an effort to break from this rut, Hollander (2003) suggests utilizing popular press items as icebreakers. Hollander suggests that an instructor find brief articles from newspapers, popular magazines, and other sources that have stories related to the course. Hollander believes that students find these sources of information less threatening because they can relate to the source in comparison with the daunting task of reading a journal article. Presenting the articles to the class can encourage discussion and an exchange of ideas. This is a great opportunity to establish the ground rules that will be followed throughout the rest of the semester as well. Students will hopefully leave the first day of class with enthusiasm for the course. To see the full teaching tip suggested by Hollander, visit the APS website:

<http://www.psychologicalscience.org/teaching/tips/tips_0500.html>

Other suggested reading:

Kramer, T.J., & Korn, J.H. (1996). Class discussions: Promoting participation and preventing problems. *APS Observer*, 9, 24–25, 27.

**Classroom Demonstration 3: Generalizing Psychological Concepts to Daily Life**

To help students notice the concepts of psychology in their everyday lives, read the article titled “Skill-Building Exercises and Generalizing Psychological Concepts to Daily Life” written by Watson, Hagihara, and Tenney (1999). In this article, the authors discuss a teaching approach that can be used over the course of a semester. The authors found that if students were assigned to provide real-life examples of concepts that they learned, it helped improve their scores when quizzed on that material. First, present Watson et al.’s findings to students and then explain the assignments that will be given throughout the semester that will utilize this approach.

**Classroom Demonstration 4: Career and Academic Options: An Advisor’s Perspective**

Arrange to have one of the psychology department’s academic advisors visit the class. Have the advisor discuss with the class the career options and academic options that are available to the students in psychology. Often, the advisor will have handouts appropriate for such a presentation. Not only will students learn more about the opportunities in psychology, but they will also have a face and name to go with the position of “advisor.”

**Classroom Demonstration 5: Career and Academic Options: A Student’s Perspective**

Instructors should make arrangements with approximately five of their upper-division or graduate students to attend their class and formally discuss their academic and career goals. Often, students are in the same undergraduate degree program but their long-term academic and career goals are vastly different. Have each student spend five minutes presenting his or her goals followed by a question-and-answer session. This demonstration has proven to be effective as students can easily relate to other students and better see the end results of hard work.

**Classroom Demonstration 6: Know Your Fields**

Before class, get enough index cards for every member of the class. On each card, write one of the fields of psychology (e.g., “clinical psychology”). Instructors will need to repeat fields, perhaps many times, depending on the size of the class. Instructors should mix up the cards and hand them out to the students, making sure they keep their assigned field private. Tell students that they will have 15 minutes to identify as many of their peers’ fields of psychology as possible. To identify the fields, they can move around and ask each peer “yes” or “no” questions about their field. Simultaneously, they need to answer questions about the field that they have been assigned. This activity forces students to be knowledgeable enough about their own field to answer questions correctly and also be knowledgeable about other fields so that they can ask helpful questions.

**II. Historical Foundations of Psychology**

**Classroom Demonstration 1: Mind versus Behavior**

Instructors should write “mind” on one side of the whiteboard and “behavior” on the far opposite side. Have a student volunteer to come in front of the class and act as the “mind or behavior indicator.” Tell students to direct the “mind or behavior indicator” where to stand to indicate the focus of each of the following perspectives: structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis. The first three should demonstrate a clear shift from pure mind (structuralism) to a midway point between mind and behavior (functionalism) to pure behavior (behaviorism). This should be followed by an interesting debate about where the “indicator” should stand for Gestalt and psychoanalysis. After this debate concludes (perhaps with no clear resolution!), discuss why the field of psychology shifted so much throughout its history.

**Classroom Demonstration 2: Landmarks in Psychology**

Instructors will need to purchase access to the streaming video entitled “Landmarks in Psychology” from Human Relations Media. This video includes still-image highlights of the contributions of Freud, Jung, Adler, Pavlov, Sullivan, Horney, Maslow, Watson, and Skinner. The theories explored in this video are interpersonal, behavioral, humanistic, and existential approaches to psychology.

**Classroom Demonstration 3: Human Nature**

Instructors will need to purchase access to the streaming video “What Is Human Nature?” from INTELECOM Intelligent Telecommunications.

After watching the video, encourage students to engage in a discussion on the following questions: What is human nature? Is human nature what psychologists study? Early philosophers attempted to answer these questions, which influenced early thinkers in the field of psychology. To help students understand these beginnings, show the video entitled “What Is Human Nature?” The video contrasts traditional Greek and Judeo-Christian views with post-Darwinian and existential explanations of human nature.

**III. Contemporary Perspectives in Psychology**

**Classroom Demonstration 1: Current Perspectives in Psychology**

This classroom activity works better after instructors have presented the basics on the current perspectives in psychology. Between classes, create paper signs featuring the name of each perspective. During class, hang the signs on the walls around the classroom. Have students stand in the center of the room and then ask them, “If you had to pick one perspective to use to study and explain behavior, which one would it be?” Have students move to the appropriate sign hanging on the wall. After all of the students have made their decisions, have each group defend why they chose that perspective. This can lead to some fun group discussions.

**Classroom Demonstration 2: Perspectives on Psychology**

For this classroom demonstration, show students the video titled “Understanding Psychology: Perspectives on Psychology,” which addresses the modern-day approaches to psychology, including the biological approach. The video contrasts among these major perspectives of psychology. Instructors can find the video at the following website: <http://trove.nla.gov.au/work/34658895?selectedversion=NBD40941044>

**Classroom Demonstration 3: Issues in Psychology**

For this classroom demonstration, instructors will review parts of an interview conducted with Dan Gilbert, a psychologist who teaches at Harvard University. Instructors can find this interview at the following website: <http://bigthink.com/videos/what-are-the-biggest-issues-in-psychology-today>.

Part of the interview focuses on the big issues facing psychology, and there are several other video segments that instructors can choose as they approach this topic.

**IV. How Psychologists Study Behavior and Mental Processes**

**Classroom Demonstration 1: Cookies**

To conduct this activity, instructors will need to purchase approximately five different brands of chocolate chip cookies in different price ranges. After instructors have purchased the cookies, calculate the price of each cookie. Cut the cookies into bite-sized pieces and place them in separate bags that are marked with a number. Ask for some volunteers to come forward and sample the cookies. Have the volunteers rate the cookies on a scale of 1 to 5 for quality and taste. Create a bar graph to represent the results. After the graph has been created, discuss what information is conveyed by the graph. Which cookie appears to be “king”? After the discussion, report the “king” cookie’s brand name and pricing, and see if the volunteer ratings support the price of each cookie. This simple demonstration can be expounded upon to illustrate more complex studies that take place in psychology.

Adapted from Moore, T. (October, 1994). Cookie-Rating Activity. <http://www.dartmouth.edu/~chance/teaching_aids/cookies/rating_activity.html>

**Classroom Demonstration 2: Credibility of Sources**

To conduct this demonstration, instructors will need to obtain a psychological journal, a copy of a tabloid magazine, and a copy of the local newspaper. Take these to class and display them for students to see. Have them answer, and discuss the following questions:

* What types of methods do the authors of the articles use to gather their information?
* Which source is most credible? Which is least? Why did you choose the order you did?
* Does each of the sources of information have some truth to it? If so, how can you tell?

These questions can initiate a class discussion and demonstrate the need for the scientific method and for critical thinking in psychology.

**V. Methods of Research**

**Classroom Demonstration 1: *Star Trek***

Instructors will need to be familiar with *Star Trek* and *Star Trek: The Next Generation* episodes that have the captains as the predominant characters. Students will need to have viewed episodes to be familiar with the characters in *Star Trek*, and especially, Captains Kirk and Picard.

An interesting way to teach students the various aspects of research methods is to use an interesting methodology suggested by Herreinger (2000). His suggestions are found in the article titled “The Two Captains: A Research Exercise Using ‘Star Trek’” in the *Teaching of Psychology* journal (found in most institution libraries) and focus on the television series *Star Trek* and *Star Trek: The Next Generation*. Herreinger has students watch episodes of each and analyze the personalities of Captain Kirk and Captain Picard. Students are instructed to use information that is reliable, objective, and typically involves operationally defining variables. This fun activity can help students apply the concepts of research methods.

**Classroom Demonstration 2: College Students as Subjects**

For this classroom demonstration, discuss with students how a number of psychological studies use college students as their subject pool. This is typically done because of the availability of students. Some institutions require students to take a general psychology course to participate in research projects that are being conducted by the psychology department. Have students discuss the following questions: Are college students the best choice of subjects? Do they represent the population to which the results need to be generalized? In what ways might college students differ from the normal population (IQ, age, educational background, socioeconomic status [SES])? This can lead to a discussion in which instructors present early research efforts conducted in the field of psychology that typically used male participants. Can research conducted with male subjects be generalized to females? This discussion should help students understand the importance of proper subject selection.

**Classroom Demonstration 3: How Accurate Is It?**

Astrology remains a popular activity in spite of most people acknowledging that it is inaccurate. The textbook author quotes statistics from a study conducted by the National Science Foundation that indicate 60 percent of Americans reject astrology but 43 percent still check their horoscopes from time to time. To demonstrate the accuracy of astrology, distribute the astrology handout given below. Explain to students that many people use astrology as a form of psychology by attempting to determine personality characteristics. Explain that each number on the handout represents the positive and negative traits associated with each astrological sign. The individual must pick the number that they feel best represents themselves and thus their sign. Write the astrological signs on the whiteboard while students work on determining their sign. The signs are as follows: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, and Pisces. After giving students sufficient time, ask for all Aries to stand up and indicate which of the numbers they chose. Write down each number given under Aries on the board. Proceed through each of the signs. Then provide the correct answers to see the results. This exercise is a great icebreaker for students as well as a great demonstration of pseudoscience.

***Handout***

***Astrology***

Choose the number that you believe represents your personality characteristics.

1. Positive: humility, compassion, sensitivity, spiritual awareness, psychic comprehension, philosophical insight, and healing potential

Negative: timidity, apprehension, masochism, idleness, lying, and weakness of will

2. Positive: justice, intelligence, charm, gentleness, and emotional balance

Negative: laziness, procrastination, indecision, argumentativeness, pleasure seeking, and temperamental

3. Positive: heart tugging, innocence, wonder, blind faith, and raw courage

Negative: selfish egotism, thoughtlessness, aggressiveness, and impulsiveness with no regard for consequences

4. Positive: loyalty, willpower, magnetism, gentleness, insight, and amazing self-control

Negative: ruthlessness, fanaticism, revenge, sadism, suspicion, and self-hatred

5. Positive: clarity of thought, discrimination, courtesy, service to others, practicality, and self-honest

Negative: criticism, crankiness, timidity, pessimism, inferiority, and hairsplitting

6. Positive: vision, individuality, tolerance, friendliness, inventiveness, originality, and genius

Negative: eccentricity, neurosis, detachment, absentmindedness, and a refusal to cooperate

7. Positive: strength of purpose, patience, steadfastness, and conviction

Negative: obstinate, blind prejudice, and lack of reason

8. Positive: warmth, generosity, nobility, strength, loyalty, leadership, and soothing, gentle tenderness

Negative: arrogance, false pride, vanity, tyranny, haughtiness, and romantic promiscuity

9. Positive: optimism, candor, cheerfulness, logic, honesty, daring, and enthusiasm

Negative: recklessness, emotional confusion, carelessness, lack of tact, rudeness, and fickleness

10. Positive: imagination, tenacity, tenderness, sensitivity, care, and caution

Negative: stinginess, irritability, melancholy, clinging, cowardice, possessiveness, and moodiness

11. Positive: determination, stability, wisdom, dependability, sureness, and tranquility

Negative: selfishness, narrowness, ruthless, ambition, rigidity, snobbery, depression, and loneliness

12. Positive: versatility, mental alertness, quickness of perception, deductive reasoning, and flexibility

Negative: restlessness, glibness, shallowness, double talk, unreliability, and self-deception

**VI. Ethics in Psychological Research**

**Classroom Demonstration 1: Case Studies on Ethics**

The Association for Psychological Science (APS) has provided six case studies about ethics (from Nagy, 2000; Kitchener, 2000; Koocher, and Keith-Spiegel, 1998) with the intent that they can be used to “provoke wide-ranging discussion.” The case studies begin with an ethical predicament and proceed to complex issues. The case studies can be found at the following website: <http://www.psychologicalscience.org/teaching/tips/tips_0902.html>.

Instructors should select the case studies that they feel would be appropriate for their class discussion. Then, they can either divide the class into two groups to debate the issue or instructors can play the “devil’s advocate.” This is a great way to encourage critical thinking skills while introducing the ethics of psychology.

**VII. Critical Thinking**

**Class Demonstration 1: Critical Thinking in Psychology**

What is the role of critical thinking in psychology? How important is it to the field of psychology?

To help students understand the role of critical thinking in the field of psychology better, discuss with them the article titled “On Critical Thinking” written by Halonen (1999). The article discusses the importance of critical thinking skills in learning psychology.

**Student Projects and Activities**

**I. Psychology as a Science**

**Student Project 1: American Psychological Association (APA)**

One of the best resources on the Web is the American Psychological Association’s website, which can be found at <http://www.apa.org>.

This extensive website has a plethora of information on psychology from the largest professional organization in psychology. Students’ textbook author discusses 15 areas of study within the field of psychology. This will often pique the interest of the beginning student and this often leads to the question, “What career opportunities are there in psychology?” The APA website can help answer this question. Access the website at the address given below. Once there, click on the “Careers” link. From there, students will be able to click on several different links including brochures. Students could go directly to one of the brochures by accessing the following:

<http://www.apa.org/careers/resources/guides/careers.aspx>

Once students access this website, they will see career options with short explanations of each. Students should select five of these career options and explain each of them in their own words.

**Student Project 2: Campus Resources**

Many students take their first psychology course early in their higher educational career. Not only are they not familiar with the course, but they may not be familiar with all of the campus resources that are available to aid students in having a successful college experience. One resource that all campuses have is that of student health. Often, a component of this resource is that of psychological services. To familiarize themselves with these services, students should access the health center’s online information or make a personal visit to the student health center and find information to answer the following questions:

* What psychological services does the college campus provide?
* Does the school offer academic counseling services?
* Does the school offer career counseling services?
* Does the school offer personal counseling services?
* Does the school offer group counseling services?
* Does the school have a referral service for psychiatric consultation?
* Does the school provide seminars or workshops that focus on such topics as depression, anxiety, eating disorders, etc.?
* Does the school provide any testing to assess whether a student has learning disabilities?
* How much does it cost a student to use these services?

**Student Project 3: What Does the Public Think Psychologists Do?**

Public perception of psychology tends not to portray the entire scope of the field. To see if this is true, students should ask 10 people who are not in their psychology class (e.g., their dorm mates, parents, and professors from other fields) what they think psychologists do. Have them compile a list of their ideas including the percentage who said each task (e.g., “Counseling people, 100 percent”) and then compare their list to Chapter 1 of the textbook. What did their small sample miss? What did they over-represent? Why do students think these misperceptions exist?

**Student Project 4: Internet Research**

Now that students are familiar with the various subfields in psychology, they should assume that they are going to become a psychologist. They should conduct an Internet search and try to find more information about their chosen field. They should write a one-page job description for this job.

**Student Project 5: American Psychological Society**

The field of psychology has a governing body and many professional organizations that psychologists can join. Perhaps the most popular (and largest) professional organization is the American Psychological Association (APA). In the definition of psychology presented by the students’ textbook author, the word “science” is found. It was not long ago that some psychologists became disenchanted with the focus of the APA and left to form an organization called the Association for Psychological Science (APS). They have a website that can be found at <http://www.psychologicalscience.org>.

Access this website, and answer the following questions:

* What is the mission of the APS?
* When was the APS established?
* How many people are currently members of the APS?
* How much does it cost a student to become a member of the APS?
* Where will the APS be hosting its next conference?

**Student Project 6: Do People Think of Psychology as a Science?**

The textbook’s author clearly believes that psychology is a science as do psychologists around the world, but does the public perceive the field in the same way? Students should find 20 peers who are not taking psychology and have not taken a college-level psychology class. They should poll them with a simple “yes” or “no” question: “Is psychology a science?” If they say “no,” follow up by asking them why. They should create a bar chart of their findings (which should show the percentage of peers who said “yes” versus the percentage of peers who said “no”) and also compile a brief summary of the major reasons why people said “no.” Do they think that these reasons are valid? If their results indicate that the public does not think of psychology as a science, what do they think psychologists could do to change the public’s perception?

**Student Project 7: How the Internet Portrays Psychology**

Students should conduct a general Internet search using the term “psychology.” What comes up? Are there certain topics that appear often? As they explore the use of this term on the Internet, they should create a definition of “psychology” based on what they find. In the next class, discuss everyone’s definitions of the term “psychology.”

**Journal Prompt 1: What Does Psychology Mean to You?**

Many students take their first psychology course early in their academic careers. Often, a student will not think much about the specifics of the course but take it based on the recommendations of a peer, because of a high school psychology class, or because of a brief introduction to the field through some other means. For this first journal prompt, students should take a few minutes to write all of their beliefs about psychology. They should think about the possible career options in psychology, the theories and practices that psychologists explore and promote, and any other connections that they can make to the field. After writing their thoughts, they should begin reading the first chapter and observe how close their responses actually were to what is discussed in the textbook.

**Journal Prompt 2: The Healthcare System**

Medical doctors and psychologists alike struggle with how to get paid effectively by the various health maintenance organizations (HMOs) in existence. Often, there are lengthy approval of services processes, pre-admission approvals, and preferred provider issues. For this next journal prompt, students should explain whether they agree or disagree with the healthcare system as it currently exists. Do they believe that patients are receiving the best care with this system, or could it be better? Do they believe that the current system prevents some individuals from seeking services that could benefit their lives?

**Journal Prompt 3: Theories**

Although students’ study of psychology is just beginning, they probably have already become acquainted with at least some theories of psychology through their everyday lives. They should take some time to jot down the basic theories they believe psychologists have put forth (for instance, ideas about parenting or Freudian notions). As they read chapter, they should come back and reflect on their ideas. Do these ideas match with what psychologists actually propose or not?

**Journal Prompt 4: Consciousness**

The students’ task for this journal entry is to write an entry focusing on “the stream of consciousness: fluid and continuous” as William James proposes. Movies seem continuous, due to one’s perception, but one knows intellectually that this is an illusion created because of the quick flickering of still frames. How might one’s perception of fluid consciousness be an illusion? Have students ever thought that life was an illusion?

**Journal Prompt 5: Sports Psychology**

Many students have an interest in sports psychology. Students may have heard how sport psychologists work to improve performances ranging from free-throw shooting in basketball to track and field events, including the high jump. Many methods are used to help athletes in their respective events, including visualizations and behavior modifications to name two. To further explore this area, students should conduct a general Internet search using the key terms “sport psychology.” They should see what information they can find about this interesting career area and write a journal entry about their likes and dislikes of a possible career in sports psychology.

**Journal Prompt 6: Do You Know a Psychologist?**

Students may have had the opportunity to meet a psychologist during their lives. If they do know a psychologist, they should describe what this person does in his or her career. What is his or her specialty? If he or she provides counseling services, then what is the age group of his or her clients? Does he or she provide family counseling services and/or group counseling services? If students do not know a psychologist, then they should ask around and see if they can find someone who knows a psychologist. They should then find the same information from this psychologist.

**Journal Prompt 7: Industrial and Organizational Psychology**

An area of psychology often overlooked by students is that of industrial and organizational psychology. This field applies psychology principles to the world of business. Do students think that psychology has a role in the world of business? They should write a journal entry discussing the possible role of psychology in business and industry as they see it.

**II. Historical Foundations of Psychology**

**Student Project 1: APA Division 26**

The American Psychological Association has many subdivisions. One of these is the history of psychology, Division 26. For this assignment, access the website of Division 26 found at <http://historyofpsych.org/>.

Students should search through the website and find something that they find particularly interesting. They should write a one-page summary of what they find and why it caught their interest.

**Student Project 2: Today in Psychology**

For this project, students will investigate an interesting website at which they can type in any date, and the website will provide them with information on what happened in psychology on that specific day. The website can be found at <http://www.cwu.edu/~warren/today.html>.

This is the homepage for a website called “Today in the History of Psychology.” After accessing this website, students should select a date that interests them (e.g., the date they did the assignment, and their birthday), and they should write down what happened on that day. Students should relate the results of their searches to the fields of psychology that they have been learning about.

**Student Project 3: Field of Psychology during 1900-1949**

Over a century ago, the field of psychology was alive and progressing. Though it was in its infancy, interesting things were taking place. For this project, access <https://www.verywellmind.com/timeline-of-modern-psychology-2795599>

This website provides the happenings in the field of psychology throughout history. For this assignment, students should click on the “1900 to 1949” link. They should find an interesting event that took place during this time period and write a one-page response paper focusing on what they learned from that event and why they chose this event.

**Journal Prompt 1: Where Would We Be?**

For this journal entry, students should imagine a world in which the field of psychology had not been developed. The historical contributions were all gone. This will take some imagination. Students should write their journal entry focusing on how the world might be different without the contributions of psychologists.

**Journal Prompt 2: Your Preferences**

Students often have immediate attractions toward and repulsions from certain aspects of psychological inquiry. For this journal entry, students should explore which of the historical perspectives (functionalism, structuralism, behaviorism, Gestalt, and psychoanalysis) intrigues them the most, which perspective repels them the most, and the reasons for such intrigue and repulsion. They should attempt to dig below the surface of their initial reactions to truly understand what bothers and fascinates them. Having this knowledge may help students keep a more open mind toward contemporary approaches in psychology.

**Journal Prompt 3: Know Thyself**

Socrates gave the advice to “know thyself.” For this journal entry, students should write about this topic. How well do they know themselves? Students may want to write about their behaviors, cognitions (thinking), and affect (emotions). This introspective task will help students as they progress through the material in the semester.

**III. Contemporary Perspectives in Psychology**

**Student Project 1: Evolutionary Psychology**

For this project, students will explore a relatively new area in the field of psychology, evolutionary psychology. To learn more about this interesting field, students should access the following website: <http://www.anth.ucsb.edu/projects/human/evpsychfaq.html>.

This website provides “frequently asked questions” about evolutionary psychology. After accessing this page, students should choose one of the frequently asked questions and learn more about evolutionary psychology. They should write a one-page response paper summarizing what they learned.

**Student Project 2: 1950s to Today**

This project will have students access a website that provides information about happenings in the field of psychology from 1950 to today. This website can be found at

<https://www.verywellmind.com/timeline-of-modern-psychology-2795599>

For this assignment, students should click on the link for “1950s up to our days” and choose an event that has taken place during this time span. They should write a one-page response paper focusing on what they learned from that event and why they chose that event.

**Student Project 3: Influential Psychologists**

The perspectives in psychology are integrally linked with certain personalities in the field (e.g., Piaget with the cognitive perspective and Freud with the psychodynamic perspective). For this assignment, students should access the following website that lists the 10 most influential psychologists of the 20th century:

<http://psychology.about.com/od/historyofpsychology/tp/ten-influential-psychologists.htm>

Students should choose one of these psychologists and write a one-page biographical sketch of the individual. They should also explain which perspective(s) he or she is connected to and why he or she chose that individual in particular.

**Journal Prompt 1: Therapy at a Distance**

Because of the expansion of the Internet, many people now have access to numerous websites that contain a plethora of information. One possible use of the Internet would be to deliver therapy via computer. For this journal entry, students should discuss the pros and cons of Internet-delivered therapy.

**Journal Prompt 2: Television Psychologists**

Many students have seen television psychologists attempting to conduct therapy with individuals on the air. For this journal entry, students should discuss their thoughts on the pros and cons of this type of activity.

**Journal Prompt 3: Which One? Part II**

As students learn about the modern-day approaches to psychology, which one would they choose to pursue if they were to major in psychology? For this journal entry, students should write about their choice and explain why they would make that choice.

**IV. How Psychologists Study Behavior and Mental Processes**

**Student Project 1: Naturalistic Observation**

Students should read the article titled “Using a Dining Facility as an Introductory Psychology Research Laboratory” written by Koschmann and Wesp (2001).

Because of the large number of students that enroll in introductory psychology courses, having access to actual laboratory research can be limited. A suggested option for students is to have them conduct a naturalistic observation in the school’s dining area. The activity involves sending teams of students to the dining area to observe behaviors of interest. Students should be encouraged to select those behaviors that are of interest to them, and they should propose hypotheses that can be observed in the school’s dining area. Students should then record their findings and come back to class prepared to report their results.

**Student Project 2: Fast Food**

Conduct a naturalistic observation research project, as the students’ textbook author suggests. The next time students eat at a fast food restaurant, they should look around and observe the people in the restaurant. They should be able to identify different types of people (slender people, overweight people, young people, old people, etc.) and observe whether or not they eat differently, even when they select the same food. While students are conducting their observation, they should record their answers to the following questions: Of the various individuals they observe, who eats more rapidly? Who leaves food on their plate? What types of food do they eat? Do they eat, or are they preoccupied with their partner or group? What conclusions can they draw from this observation? Students should be prepared to discuss their results in class.

**Journal Prompt 1: Statistics and Research**

Many students do not think about statistics and research methods when they sign up to take a course in psychology. After reading the first chapter, students will understand the importance of the scientific method in psychology. Nonetheless, students still may not appreciate having to learn the various methodologies and statistics. For this journal entry, they should write a response paper that explains their reaction to research methods and statistics. Their paper should explore the reasons why they think they have such a reaction.

**Journal Prompt 2: The Scientific Method**

The scientific method is probably not new to students. If one is like most students, one probably first encountered it sometime in elementary school. Students should write a journal entry about when they first learned about the scientific method. They should reflect on their emotional reaction to understanding the scientific method during that first encounter. Do they have any lingering feelings left over from that early exposure? If so, do they think that these feelings may help or hinder their engagement with the scientific method in their studies of psychology?

**V. Methods of Research**

**Student Project 1: Psychology Research**

For this project, students should bring in three articles from newspapers or magazines that report psychology research. They should be prepared to discuss the basic methods used in the research, including whether the sample used is a good representation of the population.

**Student Project 2: Conduct Your Own Survey**

Students should formulate a simple question that they could easily ask of their college peers. For instance, do females prefer to sit in smaller groups than males when they eat dinner? They should formulate a hypothesis for their question. Next, they should collect data to answer their question and see if it matches their hypothesis. For instance, if they were using the example question, ask 10 males and 10 females how many people they usually sit with at dinner. Compute an average for the males and an average for the females. Did they guess correctly? Why, or why not?

**Journal Prompt 1: What Would You Like to Research?**

Many students are interested in some of the everyday observations of life. Perhaps students have found themselves wondering why a certain person drives them so crazy, or why some people carry backpacks and others do not. For this journal entry, students should discuss a research interest that they would pursue if they had the time and resources required for the study.

**Journal Prompt 2: The Placebo**

If students volunteered to be part of a research study and later learned that the treatment they were given was a placebo and they were part of the control group, how would they react? Would it concern them that they had been deceived? Students should write a journal entry addressing this issue.

**Journal Prompt 3: Pseudoscience**

For this journal entry, students should write what they think about pseudoscience, such as astrology, UFO research, and other phenomena not backed by scientific inquiry. Do they think that there is a “sucker born every minute,” or are there truths yet to be discovered?

**VI. Ethics in Psychological Research**

**Student Project 1: Ethics and Control Groups**

For this project, students will write a one-page, typed essay answering the following question: A good experiment has both an experimental group that receives the treatment and a control group that does not receive the treatment. In research on the effectiveness of a new non-medical therapy for a particular disorder, participants are randomly divided into the experimental and control groups. If a person is doing the research because he or she believes that the new therapy will prove to be more effective than the current therapies for the disorder, is it ethical to withhold the experimental treatment from the ill people in the control group? Why, or why not?

**Student Project 2: APA Ethical Guidelines**

The American Psychological Association has an extensive website. As part of that website, it has pages dedicated to ethics. Ethics plays a vital role in the field of psychology, both in the applied and research areas. For this assignment, students should access the APA ethical guidelines, which can be found at <http://www.apa.org/ethics>. They should write a one-page, typed summary of the ethical codes of the APA.

**Journal Prompt 1: What If?**

What if students had volunteered to be a research subject in an experiment that required them to provide electrical shocks to a fellow subject as they were attempting to memorize a list of words? Would they continue with the experiment? Would it make a difference if participation were required for a course they were taking? For this journal entry, students should discuss the dilemma of being in such a situation.

**Journal Prompt 2: Animal Research**

For this journal entry, students should discuss the controversy surrounding animal research. Though many people think that animal research is conducted predominantly in the field of medicine, there is animal research conducted in the area of psychology as well. What are their thoughts on this type of research?

**VII. Critical Thinking**

**Student Project 1: Role of Critical Thinking in Day-to-Day Activities**

Critical thinking plays a major role in people’s lives. Have students explore and write a report on how critical thinking skills can be applied to their day-to-day activities using examples and the benefits of applying these skills in their lives.

**Videos and Websites**

**General psychology issues:**

1. <http://www.psychologicalscience.org>

This is the official website of the Association for Psychological Science.

1. <http://www.apa.org>

This is the official website of the American Psychological Association.

1. <http://historyofpsych.org/>

This website provides access to Division 26, History of Psychology, of the American Psychological Association. The “History Resources” are particularly helpful.

1. <http://www.cwu.edu/~warren/today.html>

This is the homepage of a website called “Today in the History of Psychology,” which provides information on more than 3,100 events in psychology’s history.

1. <https://www.verywellmind.com/timeline-of-modern-psychology-2795599>

This website provides a timeline of psychology-related events throughout history.

1. <http://psychology.about.com/>

This website explores various areas of interest in psychology.

1. <http://www.aafp.ws/>

This is the American Academy of Forensic Psychology’s homepage.

1. <http://www.biography.com>

This is the website of the television show *Biography* and provides brief written biographies of leading scholars.

1. <http://www.apa.org/careers/resources/guides/careers.aspx>

This website provides information on careers in psychology.

10. <http://bigthink.com/videos/what-are-the-biggest-issues-in-psychology-today>.

This website presents a video interview with Dr. Dan Gilbert, who researches affective forecasting.

1. <http://psychology.about.com/od/historyofpsychology/tp/ten-influential-psychologists.htm>

This page lists the 10 most influential psychologists of the 20th century and contains links to further information about each individual.

**Teaching Tips:**

1. <http://www.psychologicalscience.org/teaching/tips/tips_0500.html>

This website suggests ways to use popular media in the classroom.

1. <http://www.psychologicalscience.org/teaching/tips/tips_0103.html>

This article suggests how to integrate scientific methodology into teaching about psychology.

1. <http://www.dartmouth.edu/~chance/teaching_aids/cookies/rating_activity.html>

This article describes how to use a cookie-rating activity to illustrate research methodology.

1. <http://www.simplypsychology.org/>

This website provides various resources for teaching psychology to beginners.

**Research Methods:**

1. <https://implicit.harvard.edu/implicit/>

This website provides students the chance to participate in ongoing research at Harvard University.

**Ethics in Psychological Research:**

1. <http://www.apa.org/ethics>

This website contains information on the American Psychological Association’s ethical guidelines.

**Critical Thinking:**

1. <http://www.criticalthinking.org/>

This website provides its visitors with a lot of resources on critical thinking and its importance in people’s day-to-day activities.

**Annotated Bibliography**

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This article presents Baumrind’s thoughts on Milgram’s classic obedience study.

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This article discusses the case of well-known psychologist Diederik Stapel committing academic fraud in dozens of psychology journals.

Fanelli, D. (2009). “How Many Scientists Fabricate and Falsify Research? A Systematic Review and Meta-Analysis of Survey Data.” *PLOS One, 4 (5),* e5738.

This article presents a study that found that at least two percent of scientists have intentionally falsified data.

Herringer, L.G. (2000). The Two Captains: A Research Exercise Using *Star Trek*. *Teaching of Psychology, 27,* 50–51.

This article describes an activity to teach research methods utilizing *Star Trek* episodes.

Halonen, J. S. (1996). On critical thinking. *Association for Psychological Science Observer*.

This article discusses the importance of critical thinking skills in the field of psychology.

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This article discusses using an institution’s dining facility as a research laboratory.

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This article is Milgram’s reply to Baumrind’s criticisms.

Reibstein, J. (2012, October 26). A Day in the Life of . . . A Clinical Psychologist. *The Guardian*.

This article discusses the activities on a typical day for the psychologist Janet Reibstein who specializes in families and couples.

Verhave, T. (1993). Network Theories of Memory: Before Wundt and Herbart. *The Psychological Record*, *43*, 547–552.

This article suggests that research was conducted in the field of psychology earlier than historians thought.

Watson, D.L., Hagihara, D.K., & Tenney, A.L. (1999). Skill Building Exercises and Generalizing Psychological Concepts to Daily Life. *Teaching of Psychology, 26(3),* 193–195.

This article describes a research study that required students to relate psychological concepts to real life.