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### Application of Psychology in the Modern World

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*CUNY City College*

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**Course Description:** Welcome to Psychology in the Modern World! I look forward to introducing you to the captivating subject of psychology. It is a course that will allow you to not only learn about the fascinating concepts in psychology, but also apply these to understanding your own life. This course covers many specialties and theories within the field of psychology—looking at issues such as why prejudicial feelings are experienced; which individuals are more prone to disorders; how our thought processes affect our personal relationships; and why we cannot remember events from infancy. For this course, you will be responsible for all the materials presented in class, readings, and assigned on Blackboard. You are expected to monitor all of the materials on Blackboard. You are welcome to schedule an appointment with me via email if you are not available during my office hours. Please read this syllabus, for it provides the guidelines of what is expected.

**Course Objective** After taking PSY 102, you should be better able to (1) understand how psychology explains human behavior, (2) appreciate how the brain and biology affect human behavior, (3) appreciate how the environment affects human behavior, (4) communicate your ideas in writing, (5) communicate your ideas orally, (6) critically evaluate scientific claims in psychology, (7) critically evaluate research designs, (8) understand how statistical significance is used in research, and (9) apply psychological theories and principles to your own life. PSY 102 satisfies the Self and Society perspective requirement for the CCNY general education core. It meets all three of the core proficiencies: writing, quantitative reasoning, and information literacy.

**General Education Proficiencies** This course satisfies the Individual and Society general education requirement of the CUNY Pathways Common Core. The course also enhances proficiency in writing, information literacy, and quantitative reasoning. After completing this course, you will have developed the following proficiencies: **Oral and written communication skills (CS)** –You will have had multiple experiences in communicating ideas in writing and speaking. You will complete assignments totaling at least 3500 words of writing. **Critical analysis (CA)** –You will have had multiple experiences in critically and constructively analyzing information in different areas of study. **Information literacy (IL)** –You will have had multiple experiences in finding information in the library, on the Internet, and in other places and in evaluating the reliability of this information. **Quantitative reasoning ability (QR)** –You will have had multiple experiences in evaluating critically quantitative information given graphically, in table form, or numerically. **Technological competency (TC)** – You will have had multiple experiences requiring the use of technology such as Blackboard, word-processors, spreadsheets, etc.

**OER Text** Spielman, Rosa; Dumper, Kathryn; Jenkins, William (2014). *Psychology* – OpenStax, Macon, Georgia, <https://open.umn.edu/opentextbooks/textbooks/psychology>

**Read!** Reading the text is crucial for learning fully and memory.

**Office Hours** I am available to meet with students daily.

**Class Meetings** All lectures will take place on Zoom. All work will take place on Blackboard.

**Missing Class** You are allowed 2 absences. I do not require a note. Save them for emergencies. **If you miss class**, please contact a peer.

**Blackboard** All assignments and pertinent information for this course will be communicated through links to this course on *Blackboard*. To log on to Blackboard you must first register your CUNY Portal account using this address: <http://portal.cuny.edu>. If you are having any problems with logging on, it will be your responsibility to contact Help Desk at NAC 1/505, 212-650-7878. You must check your CCNY email frequently. Students experiencing technical difficulties should immediately contact the Help Desk.

**Accommodations** Students who have a documented disability must first register with Student Disability Services [sds@ccny.cuny.edu](mailto:sds@ccny.cuny.edu). Please inform me before class starts if you need special accommodations. • P | 212-650-5913 NAC 1/218

**Emails:** Correspondence should be professional and grammatical. I will respond to all emails, Mon-Thu. Please do not ask me any question that the syllabus explicitly answers.

**Final Grade** Your grade is broken down into daily writing and assessments (please see last page for details). Whatever you do, **DO NOT tell me why you need an A as you will ONLY get the grade you have earned.** I will work very hard on your behalf to teach you and I expect the same level of hard work from you.

### Section 1: Social Psychology:

#### Day 1 - Behavior in Social and Cultural Context Reading

##### Concepts

Attribution (Situational/Dispositional)  
fundamental attribution error  
self-serving bias  
just-world hypothesis  
validity effect  
stereotype /prejudice

##### Studies

self-esteem & prejudice (Fein & Spencer, 1997)  
cultural differences in attribution (Choi, Nisbett & Norenzayan, 1999)  
anger & aggression toward blacks (Rogers et al., 1981)  
validity effect (Arkes, 1993)

#### Day 2 - Behavior in Social and Cultural Context

##### Concepts

conformity  
diffusion of responsibility  
social loafing  
deindividuation  
obedience  
groupthink

##### Studies

conformity studies (Asch, 1952, 1965)  
Ku Klux Klan uniforms (Zimbardo, 1970)  
video war games (Lightdale et al., 1994)  
electric shock (Milgram, 1963, 1974)

#### Day 3 - How Psychologists Do Research

##### Concepts

Descriptive Method  
Correlation Method (correlational coefficient)  
Experimental Method (Independent/Dependent Variables)  
Single vs Double Blind  
Placebo Effect

Mode / Median / Mean

Range

Standard Deviation

Quantitative Exercises: Excel Applications

### Section 2: Developmental Psychology

#### Day 4 - Learning and Conditioning

##### Concepts

Classical Conditioning  
Operant Conditioning (reinforcement/punishment)  
Extinction  
Shaping  
superstitious behavior  
observational learning

##### Studies

children observe aggression (Bandura et al., 1963)  
assertive vs. communicative acts (Fagot, 1985)  
parents' beliefs about ability (Eccles, 1998)

#### Day 5 - Development Over a Life Span, Cognitive Development

##### Concepts

motor reflexes  
synchrony  
Schema  
Assimilation /accommodation  
Piaget's cognitive stages  
Evaluating Piaget

##### Studies

babies turn heads (Goren et al., 1975)  
Mayan babies (Morelli et al., 1992)  
4-yr-olds talk to 2-yr-olds (Shatz et al., 1973)  
quantification & spatial orientation (Dasen, 1994)

#### Days 6 & 7- Development Over the Life Span, Psychosocial Development

##### Concepts

puberty / menarche  
fluid/crystallized intelligence (as we age)  
Erikson's psychosocial stages

##### Studies

early maturing boys (Duncan et al., 1985)  
early, late maturing girls (Caspi et al., 1991; Stattin et al., 1990)  
Attachment, rhesus monkeys (Harlow, 1958)

### Section 3: Cognitive Psychology

#### Days 8 & 9 - Sensation and Perception

<u>Concepts</u> Sensation (Visual, Auditory) Absolute Threshold Sensation vs perception culture & perception sensory adaptation selective attention	Perception Gestalt psychology figure and ground Gestalt principles of perceptual grouping (proximity/closure/similarity/ continuity)	visual constancies (shape/location /brightness/ color/size) <u>Studies</u> kittens view stripes (Blakemore et al., 1970) needs & perception (Wispé et al., 1953) faces (Bornstein et al., 1987) words (Bargh, 1999)
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#### Day 10 - Memory, (Chapter 8) & Thinking and Intelligence

<u>Concepts</u> reconstructive process source amnesia state-dependent memory explicit/implicit memory recall vs. recognition relearning chunks/ mnemonics/ rehearsal deep processing	memory systems procedural/episodic/semantic encoding storage retrieval  flashbulb memory	<u>Studies</u> car collisions (Loftus & Palmer, 1974) memory of classmates (Bahrick et al, 1975) sensory memory (Sperling, 1960)  <u>Additional concepts from lecture</u> steps in memory
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#### Day 11 Thinking and Intelligence

<u>Concepts</u> algorithm deductive reasoning inductive reasoning heuristic/availability heuristics	confirmation bias avoiding loss hindsight bias cognitive dissonance	<u>Studies from reading</u> estimating deaths (Lichtenstein et al., 1978) rating effectiveness of condoms (Linville et al., 1992) students read science reports (Sherman & Kunda, 1989) investors rate confidence (Louie, 1999) failed prophecy (Festinger et al., 1956)
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### Section 4: Abnormal/Clinical Psychology

#### Days 12 & 13 - Theories of Personality

<u>Concepts</u> Psychoanalysis Free Association/Transference/ Insight/Resistance/Dream analysis Structure of the personality	defense mechanisms (repression/projection/ displacement/reaction formation/denial/sublimation)	psychosexual stages of development object-relations school  Critiquing psychodynamic theories
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#### Day 13 - Psychological Disorders

<u>Concepts</u> projective tests (Rorschach / Thematic Apperception) objective tests (MMPI) DSM	anxiety disorders mood disorders schizophrenia dissociative disorders
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## Day 14 - Approaches to Treatment and Therapy

### Concepts

Psychoanalysis and psychodynamic therapy  
rational emotive therapy  
humanistic therapies  
client-centered therapy  
group therapy

cognitive behavioral therapy  
family therapy  
rehabilitation psychologists  
community psychologists  
ECT /antipsychotic drugs

## Section 5: The Nervous System

### Day 15 & 16 - The Brain: Source of Mind and Self

#### Concepts

central nervous system  
peripheral nervous system  
spinal cord  
reflexes  
EEG  
PET scan  
fMRI  
Plasticity  
lateralization

#### The Brain

Cerebral cortex  
Hemispheres  
Hindbrain (brain stem)  
(medulla/pons/ thalamus/  
reticular activating system)  
Cerebellum  
Forebrain  
limbic system (hypothalamus/  
amygdala/hippocampus)

#### Cerebrum

Hemispheres / Corpus Callosum  
Lobes of the Brain  
(Frontal/Occipital/Temporal/Parietal)

#### Studies from reading

Split Brain corpus callosum  
photos of faces (Levy et al., 1972)  
photo of nude (Gazzaniga, 1967)

### The Neuron

#### Concepts

neurons                      glial cells  
nerves                        all of none principle  
synapse                        action potential  
neurotransmitters        endorphins

#### Studies

precursor cells (Gage et al., 1998)

## Academic Dishonesty

Dishonesty will not be tolerated in this course in any guise. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that these are your own; (2) cheating: using hidden notes or examining another person's responses in order to answer questions on a checkup or test; (3) ringers: having another person fulfill your assignment (e.g., homework, reasoning exercise, laboratory, quiz, paper, or test); (4) using your own work previously submitted for credit again for another course. In this course, it is very important that you avoid plagiarism when completing your paper assignments. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices: [web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf](http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf)

One recurring issue of academic dishonesty concerns the term papers. Each of the questions asked of you in a term paper must be answered in your own words. You are not permitted to quote other sources. Moreover, when writing a term paper, you should have no contact with other sources, including the course textbook. The recommended approach is to read the textbook or other source before completing the assignment, close it, and then write the paper without opening it again. In this way, all of the words will be yours. Also, avoid using any sources on the web when completing your paper assignments.

You should be aware that the process of looking for plagiarism is an automatic one done through a program in Blackboard called **SafeAssign**, which checks all submitted materials against a very large source material database. In fact, any cases of academic dishonesty that I uncover on any assignment in this course will be dealt with strictly: **A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course.** Please consult CUNY's policy on academic integrity for further information:

[http://www1.cuny.edu/portal\\_ur/content/2004/policies/policies.html](http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html) Problems with the course, including late assignments, can be dealt with by speaking to me immediately before or after lecture. Late assignments are not accepted. **Speak to me as soon as problems occur. Do not wait weeks and then say that you did not know that you had to talk to someone. Never email an assignment without first talking to me.**

Your final grade will be calculated based on the following criteria:

### **LATENESS and CONDUCT**

- Late students can be very disruptive. For this reason, if you are late 4 times, it will be **equivalent to 1 absent mark** - and I will be taking attendance. Needless to say, you are expected to behave with respect and maturity in this class. When someone has the forum to speak everyone else should be actively listening.

### **ABSENCES**

- Absences exceeding **3** will result in an F grade, no exceptions.

### **ASSESSMENTS**

- There will be daily assessments. These questions will require you to **pay attention AND take notes AND read the text** to do well. They will not be simple definition questions which you can Google. **THERE ARE NO MAKE-UP quizzes – do not ask. Total points = 48pts** (each quiz has 3 questions, each worth 2pts each - 8 assessments x 6 pts = 48 pts).

### **WRITING**

- There will be writing assigned based on lectures and readings in the form of low-stake prompts (~200 words). Every post must go through Safe Assignment software. If it is plagiarized, you will earn a zero for the assignment. If you plagiarize a second time, it will be reported and there will be a permanent record on file in the Office of Academic Standards.

**\*\*I do not have any patience for students who opt to cheat when they are afforded the opportunity to learn\*\***

**Total points = 49 pts** (7 assessments x 7 pts = 49 pts).

### **PARTICIPATION**

- Those who do not miss any classes with no more than 1 lateness mark AND participate meaningfully (asking for content to be repeated or agreeing with classmate does not qualify for meaningful contribution) will earn the 5pts.  
**Total points = 3pts**

### **Extra-Credit with STRICT DEADLINE**

- Read Article Posted on Bb  
**Total points = 5 pts**

### **DUE DATES**

- To be fair to all of the students who work hard to meet the deadlines, I will NOT accept late work.

### **YOUR FINAL GRADE**

Total points possible = **100pts**

A+: ≥ 95%	B+: 85-89%	C+: 75-79%	D : 60-69%
A : 93-94%	B : 83-84%	C : 73-74%	F : < 60%
A-: 90-92%	B-: 80-82%	C-: 70-72%	