

IN 307 ADVANCED ELECTIVE SEMINAR – FALL 2006

Psychology & Modern Life:
The Philosophy and Study of Human Behavior from Ancient to Contemporary Times

Thursdays, 6:30-9:30 pm
Naperville Campus

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Office Hours: By Appointment Wednesday, 9 am-3 pm

Course Description:

Psychology has been called ‘the world’s second oldest profession.’ Human beings have sought to understand personality and predict human behavior since the beginning of time. This advanced elective is designed for all students from various backgrounds and interests and provides an in-depth exploration and panoramic view of the history of psychology and its application to all areas of modern life. This course will trace the evolution of this century’s most pressing concerns - free-will, authoritarianism, conformity and morality and the dramatic quest for psychological ‘truth’ as society struggles in this time of violence, vulnerability and great scientific advancement.

Learning Goals and Objectives:

All students should be able to understand and articulate the history of psychology from the ancient past to contemporary times.

Students with previous coursework and interest in the field of psychology will be expected to cover advanced topics in an area of interest.

Students without prior coursework or experience with the field of psychology will be expected to articulate the ways in which psychological theories or models influence an aspect of modern life that is of personal/professional interest and importance.

Competencies:

E-1: These statements will be crafted by the student and instructor.

E-2:

ADVANCED ELECTIVE competencies E-1 and E-2 require a more complex and sophisticated approach than do the other single liberal learning competencies, and they typically contain overlapping aspects from several of the liberal learning domains.

E-1 and E-2 must meet the following criteria:

1. **The student can identify a phenomenon, problem or event of personal significance.**
2. **The student can identify at least two approaches to the creation of knowledge that could be applied to that problem.**
3. **The student can evaluate the limitations and possibilities of these approaches to the creation of knowledge** (*e.g. Do these different ways of approaching the topic converge? Overlap? Diverge? Differ?*).
4. **The student can articulate a perspective in relation to this phenomenon, problem or event that integrates aspects of these approaches.**

Required Texts:

Bruno, F (2002). Psychology: A self-teaching guide. Hoboken, New Jersey: John Wiley & Sons. ISBN #: 0-471-44395-6.

Slater, L. (2004). Opening Skinner's Box: Great Psychological experiments of the twentieth century. New York: WW Norton. ISBN #: 0-393-05095-5.

(MLA or APA handbook for citation and style for all written work – all students should already own at least one of these reference books.)

Attendance Policy:

Attendance is important – missing more than one class will negatively impact your grade and make it difficult to keep up with course requirements. Students will have study partners to keep up with in-class notes and homework assignments.

Grading:

Students may elect to take this course for a PASS/FAIL grade by notifying the instructor no later than the 2nd class meeting.

Grades are based on a point system as follows:

20 points - class participation – 2 points per class meeting; if class is missed, 1 point will be awarded for make-up work).

50 points - 5 writing assignments – 10 points maximum for each.

30 points – Final Topic project – 30 points maximum (details in class).

20 points for the *research* involved with the project.

10 points for the *creativity* involved in the presentation.

Extra credit assignments will be announced in class.

Points and Letter Grades:

91-100 points	= A
81-90 points	= B
71-80 points	= C
61-70 points	= D

Important University Policies:

Plagiarism

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s.

(b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School, incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily, no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. **NOTE:** In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Essays & Tentative Course Schedule

(Assignments are subject to change or modification - these will be reviewed at the end of each class session.
Please contact your study partner for clarification if you miss this review.)

Each essay is designed that when combined together they are a complete final paper that meets the expectations of the goals and objectives of E-1 and E-2. Essays are worth 10 points each, and will be graded and evaluated on grammar, sentence structure, paragraph formation, citation style and use of sources. Corrections and edits can be resubmitted for make-up points.

Essay 1: What is a problem, event or phenomenon of *personal* significance?

Essay 2: Choose and research one way of approaching this problem/issue, phenomenon. You *must* cite at least five scholarly sources.

Essay 3: Research a *second* way of looking at or approaching this phenomenon. You must cite at least five scholarly sources.

Essay 4: How are these approaches alike? How do they differ? In what ways do they overlap? Diverge? Converge?

Essay 5: Final Summary Essay.

Extra credit opportunities will be announced each week in class. Each extra credit assignment is worth (5) points.

When reading assignments are given, students should be prepared for:

- 1) A quiz on the readings, AND/OR
- 2) A group/class discussion on the contents and process.

Sept. 7th 2006

- First class meeting.
- Introductions and course overview.
- Discussion of essay topics and ideas.
- Assignment of study partners.

HOMEWORK:

- 1) Read handout (provided by the instructor).
- 2) Read from text - Psychology: A Self-Teaching Guide, Chapters 1 and 2.
- 3) Find an article in a magazine, newspaper or journal that you normally read in which psychological principles, theories or research have been used in some way. Bring it to class and be prepared to discuss it.
- 4) Write Essay 1.

Sept. 14th 2006

- Discussion of the articles and the readings.
- Hand in Essay 1.
- Instructor presentation: "Why Psychology?"

HOMEWORK:

- 1) Read from Psychology..., Chapters 3, 4 and 5.
- 2) Begin work on Essay 2 - collecting sources and formulating ideas.
- 3) Find another article in a magazine, newspaper or journal that you normally read in which psychological principles, theories or research have been used in some way. Bring it to class and be prepared to discuss it.

Sept. 21st 2006

- Quiz on the readings (covering chapters 1-5).
- Discussion on the progress of Essay 2.
- Class discussion and activity "Psychology and Current Events."

HOMEWORK:

- 1) Read in Psychology..., Chapters 6 and 7.
- 2) Read Opening Skinner's Box, Introduction and Chapter 1.
- 3) Finish and proof Essay 2 – due in class on 9-28-06.

Sept. 28th 2006

- Collection and discussion of Essay 2 and instructions for moving to Essay 3.
- Instructor presentation (based on your questions and areas of high interest) TBA.

HOMEWORK:

- 1) Read in Opening Skinner's Box, Chapter 2 "Obscura."
- 2) Read in Psychology..., Chapters 8 and 9.
- 3) Begin researching sources for Essay 3.

Oct. 5th 2006 (*National Depression Screening and Awareness Day*)

- Discussion Depression (of course) etiology, symptoms, & treatment.
- Discussion of Stanley Milgram and obedience to authority - what does this mean to us today?

HOMEWORK:

- 1) Read first - from Psychology..., Chapter 11 Developmental Psychology: How Children Become Adults.”
- 2) Read from Skinner’s Box..., Chapter 6 “Monkey Love: Harry Harlow’s Primates.”
- 3) Finish and proof Essay 3 - due in class 10-12-06.

Oct. 12th 2006

- Hand in and discuss Essay 3- and discuss preparing for Essay 4.
- Discussion on attachment and the readings.

HOMEWORK:

- 1) Read from Psychology..., Chapter 16 “Social Psychology.”
- 2) Read from Skinner’s Box, Chapters 4 “In the Unlikely Event of a Water Landing” and 5 “Quieting the Mind.”
- 3) Write and be prepared to discuss your ideas about the ways in which the theories you are learning about from psychology can be applied to Chapters 4 and 5 from Skinner’s Box.

Oct. 19th 2006

- Discussion and possible quiz on the readings.
- Class Activity: Cognitive Dissonance - shared responsibility; examples of these theories operating in the headlines and in modern life.

HOMEWORK:

- 1) Read first – Psychology..., Chapter 14 “Abnormal Psychology: Exploring Mental Disorders.”
- 2) Read second Skinner’s Box..., Chapter 3 “On Being Sane in Insane Places.”
- 3) Finish and proof Essay 4 - due next class 10-26-06.

Oct. 26th 2006

- Hand in Essay 4.
- Instructor presentation: Clinical Assessment.
- Testing and Cases.
- Issues in therapy: Class questions and discussions.
- Review of Essay 5 Assignment and Final Topic Assignment.

HOMEWORK:

- 1) Read first in Psychology..., Chapter 15 “Helping Troubled People.”
- 2) Read in Skinner’s Box..., Chapter 10 “Chipped: This Century’s Most Radical Mind Cures.”
- 3) Begin Essay 5.
- 4) Begin researching and planning Final Topic Presentation.

* Extra Credit opportunity - “My Lobotomy” (see instructor for assignment details).

Nov. 2nd 2006

- Discussion of the readings.
- Instructor presentation: Love, Mating and Relationships - current thoughts and theories.

HOMEWORK:

- 1) Finish and proof Essay 5.
- 2) Continue to research and plan Final Topic Presentation.
- 3) Read in Psychology...., Chapters 12 and 13.
- 4) Read your Assigned Chapter from Skinner's Box to summarize for the class ("Rat Park," "Lost in the Mall," or "Memory Inc.").
- 5) Make sure all make-up extra credit and revisions are ready to be turned in by 11-9-06.

Nov. 9th 2006

- Surprise in-class activity.
- Course Evaluations.
- Hand in Essay 5 (Make sure all make-up extra credit and revisions are turned in).
- Creating Competency Statements for E-1 and E-2.

HOMEWORK:

- 1) Prepare for the Final Topic Presentation.

Nov. 16th 2006

- Final Class presentations and end of the course celebration.

**** ALL WORK MUST BE TURNED IN BY FRIDAY 11-17-06 AT 5 PM. ****

No work will be accepted after this date.