Course Title: **General Psychology**  
Department & Number: **SS/PY 101**  
Social Science

**Course Description:** This course provides an introduction to the concepts, theories, and research behind the study of human thought, emotion, and behavior.

**Course Prepared by:** National Campus Social Science Division  
**State:** Pohnpei

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<tr>
<th>Hours per week</th>
<th>No. of week</th>
<th>Total Hours</th>
<th>Semester Credits</th>
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<td>Lecture</td>
<td>3</td>
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<td>Laboratory</td>
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<td>Workshop</td>
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**Purpose of Course:**  
Degree Requirement:  
Degree Elective:  
Certificate:  
Other:

**Prerequisite Courses:**  
**ESL 089**

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Signature, Chairperson, Curriculum Committee  
Date Approved by Committee

Signature, President, COM-FSM  
Date Approved by President
I. COURSE OBJECTIVES

A. General Objectives

1. Describe the field of Psychology and differentiate it from other fields of the social and behavioral sciences (unit 1).

2. Describe the research and analytical methods used by psychology including the 7 main psychological theories (unit 1).

3. Describe the ways in which the brain and nervous system function to produce our thoughts, emotions and behaviors (unit 2).

4. Describe the processes of sensation and perceptions (unit 3).

5. Describe the processes of nature and nurture in human development throughout the life-span (unit 4).

6. Describe the concepts, theories, research and physiological and psychological processes behind human motivation and emotion (unit 5).

7. Describe the concepts, theories, research and processes underlying human learning (unit 6).

8. Describe the concepts, theories, research and processes underlying human social behavior (unit 7).

9. Describe the various types of abnormal behavior and their causes (unit 8).

10. Describe the various types of psychotherapy (unit 9).

11. Describe the ways in which human behaviors affect human health (unit 10).

B. Specific Objectives

Upon completing this course, a student should be able to:

Unit 1 – Introducing Psychology

1. Describe the differences between the psychological approach to studying behavior and the approaches used by different social scientists including anthropologists, sociologists, and others.

2. Explain the ways in which psychologists describe, explain, predict and control behavior.
3. Describe the major research methods and the types of information that they provide.

4. Explain the seven main psychological theories and the ways in which they explain cause and effect.

**Unit 2 – Biological Psychology**

1. Explain how the ideas of evolutionary theory have affected the way we view human thought, emotion, and behavior.

2. Explain how genetic information can affect behavior.

3. Describe the structure and function of the nervous system and its main parts.

4. Describe the technologies that are used to understand the brain and its functions.

5. List the major chemicals on the body that affect our thoughts, emotions, and behaviors.

**Unit 3 – Sensation and Perception**

1. Distinguish between the processes of sensation and perception.

2. Describe the anatomy and functioning of the visual and auditory systems.

3. Describe the processes involved with taste, smell, touch, movement, and other sensations.

**Unit 4 - Development**

1. Explain the roles of nature and nurture in development and their relations to maturation and learning.

2. List the key milestones in physical development at birth, during infancy, and during childhood.

3. Explain Vygotsky’s environmentally based theory of development.

4. Describe the abilities in each of Piaget’s stages of development.

5. List the psychosocial stages of Erikson’s theory and describe the characteristics of each stage.

**Unit 5 – Motivation and Emotion**

1. Describe how early psychologists explained motivation.
2. Describe how physiology influences motivation.

3. Explain how psychological needs and cognitive processes affect motivation.

4. Compare and contrast motivation and emotion.

5. List and describe the basic emotions, how they are expressed, and how they may differ across cultures.

6. Explain how the expression of emotions benefits us socially.

**Unit 6 – Learning**

1. Differentiate between habituation, instincts, and imprinting.

2. Describe learning through classical conditioning.

3. Describe learning through operant conditioning.

4. Describe the social-learning process.

**Unit 7 - Social Psychology**

1. Explain how we perceive and interpret information about ourselves and others.

2. List and describe the heuristics and biases that people use to help them understand and evaluate others.

3. Describe the nature of attitudes and their relationship to behavior.

4. Explain why people conform and comply with the behavior of others.

5. Discuss the processes whereby people are likely to exhibit prosocial and antisocial behavior.

**Unit 8 – Abnormal Psychology**

1. List the characteristics needed for behavior to be described as abnormal.

2. Describe the different theoretical approaches currently used by psychologists to deal with abnormal behavior and its causes.

3. Differentiate between the major classes of diagnoses.

4. Characterize the main DSM IV syndromes.
5. Explain some of the most important causes of suicide.

Unit 9 – Psychotherapy

1. Describe the goals and methods of psychodynamic therapies, and how these therapies differ from other approaches.

2. Describe the goals and methods of humanistic therapies, and how these therapies differ from other approaches.

3. Describe the goals and methods of behavioral therapies, and how these therapies differ from other approaches.

4. Describe the goals and methods of cognitive therapies, and how these therapies differ from other approaches.

5. Describe the goals and methods of biological therapies, and how to distinguish among psychotropic medications.

6. Describe group approaches to psychotherapy.

Unit 10 – Health Psychology

1. Describe the main concerns of health psychology.

2. Identify the various behavioral factors that are associated with the maintenance of good health.

3. State the relationship between stress and disease processes.

4. Describe the personality factors that are associated with health and well-being, as well as with disease.

II. COURSE CONTENT

Unit 1 – Introducing Psychology

- History of Psychology
- The psychological theories
  - Evolutionary
  - Biological
  - Cultural
  - Psychodynamic
Unit 2 – Biological Psychology

The Central Nervous System & Peripheral Nervous System
- Cells
- Spinal cord
- Neurons
- Dendrites and synapses
- Neurotransmitters
  - Autonomic, somatic, sympathetic, parasympathetic systems

The Brain
- Hindbrain, midbrain, forebrain
- Thalamus, hypothalamus, limbic, hippocampus
- Cerebral cortex
- Frontal, parietal, occipital, temporal lobes
- Sensory, motor and association cortex
- Left and right hemispheres
- Endocrine glands – adrenal, thyroid, pituitary

Unit 3 – Sensation and Perception

Sensory Systems
- Signal detection
- Absolute threshold
- Receptor cells
- Transduction
- Sensory coding

The Sense of Sight
- Light and the electromagnetic spectrum
- Anatomy and operation of the eye

The Sense of Hearing
- The physical properties of sound – wavelength
- Anatomy & operation of the ear

The Sense of Taste, Smell, & Touch
- Taste buds
- Olfaction
- Touch receptors
Pain
Perception
Absolute thresholds
Space perception
Form perception
Perceptual constancy
Depth of perception
Culture, experience and perception

Unit 4 - Development

The Nature vs Nurture Controversy
Prenatal Development
   Zygote, placenta, embryo & fetus
   Prenatal risks
   Fetal alcohol syndrome
The Newborn
   Sensory and reflex development
Infancy
   Physical development
   Cognitive development
   Socio-emotional development
Piaget’s Theory of Cognitive Development
   Schemas, assimilation, accommodation
   Sensorimotor stage
   Preoperational stage
   Concrete operational stage
Vygotschý’s Theory of Cognitive Development
   Internalization
   Proximal zone of development
Erikson’s Theory of Psychosocial Development
   Trust vs mistrust
   Autonomy vs shame
   Initiative vs guilt
   Industry vs inferiority
   Identity vs role confusion
   Intimacy vs isolation
   Generativity vs stagnation
   Integrity vs despair
Kohlberg’s Theory of Moral Development
   Preconventional moral reasoning
   Conventional moral reasoning
   Postconventional moral reasoning
Puberty & Adolescence
   Physiological changes
   Social and emotional changes
Unit 5 – Motivation and Emotion

Instinct Theory
  Fixed action patterns
Drive Reduction and Homeostasis Theory
  Primary drives
  Secondary drives
Arousal Theory
  Optimal levels
Incentive Theory
  Expectation of reward
Hunger and Eating
  Nutrients and hormones
  Role of the hypothalamus
  Flavor learning and appetite
  Eating disorders
Sexual Behavior
  Hormones and sexual desire
  Social and cultural factors
  Sexual dysfunctions
  Sexual “orientation”
  Biological factors
Work and Success
  Achievement motivation
  Individual variability
  Gender variability
  Cultural variability
Abraham Maslow’s Hierarchy of Needs
  Self-actualization
  Esteem
  Belongingness and love
  Safety
Emotion
  Defining characteristics
  Autonomic nervous system
  Fight or flight syndrome
  William James’ theory
  Schacter’s Cognitive Labeling theory
  Walter Cannon’s theory
  Emotional expression – innate & learned
  Sociocultural aspects of emotion
Unit 6 – Learning

Classical Conditioning
- Pavlov’s discovery
- Unconditioned stimulus and response
- Conditioned stimulus and response
- Extinction and reconditioning

Operant Conditioning
- Thorndike’s law of effect
- Reinforcement – positive and negative
- Punishment and avoidance learning
- Aversive conditioning
- Learned helplessness

The Research of B.F. Skinner

Cognitive Processes in Learning
- Latent learning
- Cognitive map

The Social Learning Theory of Albert Bandura
- Vicarious observational learning
- Attention
- Retention
- Motivation
- Potential reproduction

The Role of Neural Networks and Cognitive Maps

Cultural Factors in Learning and Teaching
- Learning styles
- Teaching styles

Unit 7 - Social Psychology

The Social Construction of the Self

Social Cognition
- Vygotsky’s Theory of Cognitive Development – Social Constructivism
- Social Identity Theory
- Social Cognition
- Cognitive dissonance

Social Perception
- First impressions
- Self-fulfilling prophecies
- Attribution
- Social desirability
- Fundamental attribution error
Actor-observer effect
Self-serving bias
Confirmation bias

Attraction
Reinforcement theory
Equity theory
Balance theory
Theories of love

Attitudes
Attitude formation and function
Cognitive, affective, behavioral components
Attitude change
Prejudice and stereotypes

Conformity, Compliance & Obedience
Factors that affect conformity
Types of compliance
Milgram & Zimbardo experiments

Unit 8 – Abnormal Psychology

Defining disorders
Statistical approach
Valuative approach
Practical approach
The DSM-IV classification system

Explaining disorders
The medical model
The biological model
The psychodynamic approach
The cognitive-behavioral approach
The humanistic/phenomenological approach
Sociocultural factors
The diathesis-stress integrated approach

Anxiety Disorders
Phobias
Generalized anxiety disorders
Panic disorder
Obsessive compulsive disorder
Causes

Somatoform Disorders
Conversion
Hypochondriasis
Somatization
Pain disorder
Causes
Dissociative Disorders
   Amnesia
   Fugue
   Multiple personality disorder
Causes
Mood Disorders
   Depression
   Suicide
   Bipolar disorder
Causes
Schizophrenia
   General symptoms
   Residual schizophrenia
   Disordered schizophrenia
   Paranoid schizophrenia
   Catatonic schizophrenia
   Undifferentiated schizophrenia
Causes
Personality Disorders
   Schizotypal personality disorder
   Avoidant personality disorder
   Narcissistic personality disorder
   Antisocial personality disorder
   Schizoid personality disorder
   Borderline personality disorder
   Dependent personality disorder
   Obsessive compulsive personality disorder
   Histrionic personality disorder
causes

Unit 9 – Psychotherapy
Psychodynamic Therapy
   Psychoanalysis
   Free association
   Interpretation of dreams
   Transference
   Insight & catharsis
Humanistic Therapy
   Client centered therapy
   Unconditional positive regard
   Empathy
   Congruence (genuineness)
Behavioral Therapy
   Behavior modification
   Systematic desensitization
   Modeling
Positive reinforcement
Extinction
Aversive conditioning
Punishment
Cognitive behavioral therapy – rational emotive and cognitive restructuring

Biological Therapy
Electroconvulsive therapy
Psychosurgery
psychopharmacology

Unit 10 – Health Psychology

The Stress Process
Stressors
Stress reactions
Stress mediators

Stress Responses
Physiological stress responses
Emotional stress responses
Cognitive stress responses
Behavioral stress responses
Post-traumatic stress disorder

Coping with stress
Problem focused coping skills
Emotion-focused coping skills
Stress & personality
Stress and the Immune System
Psychoneuroimmunology

III. TEXTBOOK


IV. REQUIRED COURSE MATERIALS -- none

V. REFERENCE MATERIALS


Evolutionary Psychology, Buss, Allyn & Bacon, 1999

How the Mind Works, Pinker, Norton, 1997
Emotion and Culture, Kitayama & Markus, APA 1994


Understanding Human Behavior, Philipchalk, HBJ, 1994


Cross Cultural Topics in Psychology, Adler, Praeger, 1994

The Social Animal, Elliot Aronson, Freeman & Co., 1984

The Basic Writing of Carl Jung, Laszlo, Princeton Univ. Press, 1990


VI. INSTRUCTIONAL COST -- none

VII. METHOD OF INSTRUCTION

This course outline is for both the online course and the classroom course. Therefore, there are two possible methods of instruction. The online course is developed along the lines of the classic correspondence course model where students do the reading, construct their own meaning, submit weekly assignments and then sit for comprehensive midterms and finals (3 midterms and 3 finals). The classroom method of instruction is the standard lecture format with unit tests, midterm exam, and final exam.

VIII. EVALUATION

The method of evaluation reflects the method of instruction. For the online course, students are evaluated via the weekly assignment and the large comprehensive midterm exams (3) and final exams (3). The weekly assignments consist of two essay exercises and one multiple choice assignment. The essay assignments are designed to get the students to apply the concepts and theories to real life, therefore demonstrating their understanding. The multiple choice exercises are designed to get the students to engage the textbook. For the classroom course, the students are evaluated via unit tests and a midterm exam and a final exam. As with the online course, there are both essay and multiple choice components designed to test both understanding and application and to get the students to engage the textbook.

IX. ATTENDANCE POLICY

The standard COM-FSM attendance policy applies to this course.

X. ACADEMIC HONESTY POLICY

The standard COM-FSM academic honesty policy applies to this course.