



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2016

PY1050 (C3): SOCIAL AND INDIVIDUAL BEHAVIOUR – 3 (3-0-0) 45 Hrs

INSTRUCTOR: Dr Bruce Galenza. **PHONE:** 780-539-2994
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OFFICE HOURS: Mon 8:00 – 11:30; Wed 8:00 – 1:00; Fri 8:00 – 10:00.

PREREQUISITE: PY 1040

REQUIRED TEXT/RESOURCE MATERIALS:

Gerrig, R.J., Zimbardo, P.G., Desmarais, S., & Ivanco, T. (2013). *Social and Individual Behaviour*. Pearson Education, Canada. ISBN 9781269242301

CALENDAR DESCRIPTION: This course is designed as the second introductory course in psychology for freshmen following PY 1040 and will give students an understanding of themselves and other people through the study of the basic concepts, principles, theories, and methods used in the scientific study of human behaviour. This course will cover biological and cognitive development, emotion and motivation, social psychology, personality theory, behavioural disorders and treatment, health and stress, and critical thinking skills.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Lecture/Discussion

OBJECTIVES: As a result of taking this course in Introductory Psychology, students will gain the abilities to define, explain, and give examples through paragraph-answer examinations the following basic concepts in psychology:

1. Emotion (Ch 4): nature and nurture contributions, Darwin's reflexive theory, James-Lange, Schachter and Singer's two factor theory (Dates covered in lecture: Jan 8-13).
2. Motivation (Ch 3): Hull, Maslow, extrinsic versus intrinsic, McClellan (Jan 15)

3. Social Psychology (Ch 8): Social perception, attribution theory, conformity, obedience, attitude formation and change, schema theory, natural thinking (Jan 20-27)
4. Biological and social development (Ch 2): nature with nurture, pre-natal development, the neonate, child, adolescent, and adult, Erikson (Feb 3-10).
5. Cognitive Development (Ch 2): Piaget's cognitive developmental theory, intelligence, maturation, schemes, assimilation and adaptation, stages of intellectual development, sensorimotor, preoperational, concrete operations, formal operations, Perry's Fifth stage of Relative Operations (Feb 10-24).
6. Testing and Measurement (Ch 1): Intelligence, Personality, Knowledge. Critical thinking, the scientific perspective, theories versus opinions, evaluation of theories, operational definitions, measurement, description, correlation, controlled experimentation (Mar 2-4).
7. Personality (Ch 5): Freud's Psychodynamic theory, psychic determinism, nurture against nature, id, ego, and superego, the four stages of personality development, the defence mechanisms, Humanism, Behaviourism, and Cognitivism (Mar 9-16).
8. Disorders (Ch 6): normal and abnormal, anxiety, somatoform, dissociative, mood, depression, schizophrenia, DSM V (Mar 23-Apr 1).
9. Treatment of Disorders (Ch 7): Psychoanalysis, Behavioural, Humanistic, Cognitive, drugs (Apr 6-8).
10. Health and Stress (Ch 4): Selye, prediction and control, pain, meditation, consciousness redux (Apr 13).

LEARNING OUTCOMES

EXAM ONE (Jan 29th, worth 20% of your final grade):

1. Define the types (quality) and the potencies (quantity) of emotion according to Plutchik.
2. Define and explain the survival value of emotion according to Darwin.
3. Define and explain what emotion is and how it is caused according to Schachter and Singer's Two Factor Theory,
4. Define and explain what Maslow was trying to model in his Hierarchy of Needs and how he did it.
5. Define and explain Hull's Drive Theory and point out where it is lacking.

6. Define and explain McClellan's ideas of motivation.
7. Explain how the perceptual theory of Constructivism is applied to Person Perception.
8. Explain why unusual behaviours are given so much weight in our judgments of the characteristics of others.
9. Explain the Fundamental Attribution Error and its function in understanding others.
10. Define and explain the Nominal Fallacy in our judgments of others.
11. Define and explain what is meant by consistency, consensus, and distinctiveness of others' behaviour as presented by Kelley's Covariance Model.
12. What is the evolutionary basis for conformity and obedience to authority?
13. What are attitudes and how are they formed?
14. Define and explain Festinger's concept of Cognitive Dissonance.
15. Define and explain Daryl Bem's concept of Self-Attribution.

EXAM TWO (Feb 26th, worth 25%):

1. Differentiate and explain the two perspectives of nature with nurture as opposed to nurture with nature as defined by the field of Developmental Psychology.
2. Define and differentiate critical periods, sensitive periods, and plasticity/resiliency in human development.
3. Explain how studies of concordance rates in twins tease apart the nature and nurture contributions to intelligence.
4. Define and explain what is meant by a "maturational timetable" in human development.
5. Discuss William James' description of the neonate's experience with the environment as a "blooming, buzzing confusion." Is he correct? What are neonates' sensory experiences with the environment? Are they "blank slates"?
6. Explain the processes of imprinting and attachment in neonates.
7. Explain the dimensions of parenting styles according to Baumrind and the personalities of the children that result.
8. From the Piagetian perspective, define intelligence and how it develops.

9. Define and explain “schemes” and how they are modified.
10. Present and explain the debate positions of Piaget and Skinner as to the nature of cognitive development.
11. Briefly define Piaget’s Four Stages of cognitive development, identifying the basis of the schemes in each.
12. Present and explain Perry’s Fifth Stage of cognitive development and explain how it is a qualitative improvement rather than a quantitative.
13. Discuss the nature-nurture debate concerning language and Noam Chomsky’s versus Skinner’s positions in the debate as to whether language is innate or learned.
14. Explain what Erik Erikson’s stage theory is all about, Big Picture first and as much detail as you can remember second.
15. Explain the differences between sex and gender. Examine them from the perspective of the nature-nurture issue.

EXAM THREE (Mar 18th, worth 25%):

1. Define and explain the nomothetic and idiographic perspectives with regards to testing and measurement.
2. Explain what Galton means when he states that differences in intelligence must be quantifiable and normally distributed.
3. Explain what it means if a test is valid and reliable.
4. Explain what it means to require tests to be standardized and normed.
5. Define and explain the ideas of constructs and operational definitions.
6. Compare and contrast IQ scores with percentile ranks when reporting intelligence levels.
7. Define the three components of personality and explain how they interact to form personality, according to Freud.
8. Define, explain, and give examples of Freudian defense mechanisms.
9. Define personality and explain how it develops according to the Behaviourist perspective.
10. Define personality and explain how it develops according to Bandura’s perspective of reciprocal determinism.

11. Define and explain what the trait theories of Allport, Cattell, and Eysenck are and how they differ from the type theories of the major schools of Personality.
12. Define self schemas and scripts from the perspective of cognitive psychology.
13. Define and explain projective tests, how they're used, and what they work.

EXAM FOUR (Final TBA, worth 30%):

1. List and explain the basis for the DSM IV's definition of disordered or abnormal behavior.
2. Explain what is meant by the argument that abnormal behaviour is quantitatively rather than qualitatively different from normal behaviour.
3. Define, explain, and give examples of one or more of the following categories of Abnormal Behaviour from the DSM-V: Anxiety, Somatoform, Dissociative, Mood, Schizophrenic, and/or Personality Disorders.
4. What problems arise from "labelling" abnormal behaviour as the DSM does?
5. Define and explain what abnormal behavior is and its causes from the Psychodynamic perspectives.
6. Define and explain the prescribed treatments of abnormal behavior from the Psychodynamic perspectives.
7. Define and explain what abnormal behavior is and its causes from the Humanist perspectives.
8. Define and explain the prescribed treatments of abnormal behavior from the Humanist perspectives.
9. Define and explain what abnormal behavior is and its causes from the Behaviourist perspectives.
10. Define and explain the prescribed treatments of abnormal behavior from the Behaviourist perspectives.
11. Define and explain what abnormal behavior is and its causes from the Cognitive perspectives.
12. Define and explain the prescribed treatments of abnormal behavior from the Cognitive perspectives.
13. Define and explain what abnormal behavior is and its causes from the Neurophysiological perspectives.

14. Define and explain the prescribed treatments of abnormal behavior from the Neurophysiological perspectives.
15. Define and explain what conditions determine if an experience is stressful or not.

SUMMARY: Define and explain the following theories:

1. Schachter and Singer's Two Factor Theory of Emotion.
2. Maslow's Hierarchy of Needs.
3. Person Perception.
4. Attribution Theory, including Self Attribution.
5. The Evolutionary basis for conformity and obedience to authority.
6. The maturational timetable in human development.
7. Neonates' sensory experiences with the environment .
8. Piaget's definition of intelligence and how it develops.
9. The ideas of constructs and operational definitions, and what it means to require them to be valid, reliable, standardized, and normed.

TRANSFERABILITY:

AU, UA, UC, UL, GMU, Canadian UC, Concordia UC, King's UC

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS:

We will not follow the text chapter by chapter nor follow the text's organization. Thirteen major theories and perspectives of human behaviour and cognitive processes will be introduced in the lectures moving from the simplest to the most complex. Students are expected to find and read the topics in the text using the Index as a guide. Extra readings will be recognized; going beyond lecture material will be rewarded.

Assessment will be based on four exams: the first weighted at 20%, the second and third weighted at 25%, and the final exam worth 30%. Below, you will see four sets of fifteen questions; each of the four exams will consist of a randomly chosen five questions from those lists. The final exam will also include two questions from the list of "Summary" questions.

Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in and contributions to the class, and attendance.

Exam Dates: Jan 29th: 20%

Feb 26th: 25%

Mar 18th: 25%

Final TBA: 30%

STUDENT RESPONSIBILITIES: This is adult education. You will be treated as such and are expected to behave accordingly. It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow students' questions and instructors' responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct:

Plagiarism and Cheating at

http://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf

If you cheat in any way, you will be given a zero for the exam, an "F" for the term, you are no longer welcome in my class, and I will write a letter to the administration recommending you be suspended from the college.

GENERAL COMMENTS:

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the papers. It will also make your exam answers all the more insightful.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written).

I am extremely available for student consultation, and I will be more than happy to proof students' rough drafts of exam answers and to further discuss course material.

COURSE SCHEDULE/TENTATIVE TIMELINE:

The lecture schedule follows closely the sequence shown in the section titled learning outcomes.