Introduction to Psychology 17th edition Coon Test Bank

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Instructor Manual

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Chapter 1: The Foundations of Psychological Science

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Purpose and Perspective of the Chapter

The purpose of this chapter is to introduce students to the discipline of psychology. The chapter explains why psychology is a science and what psychologists do. A brief history of psychological science is provided, and the contemporary perspectives and the biopsychosocial model are discussed. Goals of contemporary psychology and the roles of critical thinking and the scientific methods are reviewed. Experimental and nonexperimental research methods used in psychology are described, along with the strengths and drawbacks of each approach. The chapter ends with a discussion of information literacy and applying critical thinking skills to evaluate information on social media.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- Transition Guide (provides information about what is new from edition to edition)
- MindTap Education Guide (lists and describes MindTap activities you can integrate into your course and provides the default point allocation)
- Test Bank (contains assessment questions and problems)
- PowerPoint (provides text-based lectures and presentations)

Chapter Objectives

The following objectives are addressed in this chapter:

1.1.1 Explain why people fail to recognize that “commonsense” beliefs are often false
1.1.2 Distinguish among superstition, pseudoscience, and science
1.2.1 Name some areas in which psychological scientists do research
1.2.2 Describe the work carried out by clinical and counseling psychologists, as well as other mental health professionals.
1.3.1 Explain the method that Wundt and Titchener used to study conscious experience and the limitations of this method
1.3.2 Contrast Titchener’s structuralist approach to psychology with (a) the Gestalt approach developed by Wertheimer, (b) the functionalist approach

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developed by James, (c) the behaviorist approach developed by Watson and Skinner, (d) the psychoanalytic approach developed by Freud, (e) the cognitive approach, and (f) the humanist approach developed by Maslow and Rogers

1.4.1 Explain the three broad perspectives that comprise the biopsychosocial model
1.4.2 Explain the advantages of the biopsychosocial model for describing complex behavior
1.4.3 Explain why early psychological research was prone to gender and cultural bias
1.5.1 Explain the goals of contemporary psychology
1.5.2 Outline the six steps of the scientific method
1.5.3 Describe three types of data gathered by psychological scientists, including the challenges faced by psychologists who use them
1.6.1 Differentiate between independent, dependent, and extraneous variables in an experiment
1.6.2 Explain how experiments allow psychological scientists to make statements about cause and effect
1.6.3 Outline how psychological scientists evaluate the results of an experiment
1.6.4 Describe two problems associated with experiments, and how they can be controlled
1.7.1 Differentiate between quasi-experiments and true experiments
1.7.2 Explain what is meant by correlational research, and how the degree of association between two variables is assessed in correlational research
1.7.3 Describe the conditions under which case studies are useful
1.8.1 Define critical thinking, and identify the five principles of critical thinking
1.8.2 Name six ways that people can critically evaluate information found in the popular press and on social media
1.8.3 Create a plan to analyze and evaluate information that you are exposed to in the popular press and on social media

Complete List of Chapter Activities and Assessments

For additional guidance refer to MindTap Education Guide or Teaching Online Guide for resources for Chapter Activities and Assessments.

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Key Terms

Animal model In research, an animal whose behavior is studied to derive principles that may apply to human behavior.

Behavioral genetics Approach that emphasizes how genes interact with the environment to impact mental processes and behavior.

Behaviorism School of thought in psychology that emphasizes study of observable actions over study of the mind.

Biased sample A subpart of a larger population that does not accurately reflect characteristics of the whole population.

Biological perspective The attempt to explain mental processes and behavior using underlying biological principles.

Biopsychosocial model An approach acknowledging that biological, psychological, and sociocultural factors interact to influence human behavior and mental processes.

Case study (clinical method) A nonexperimental study in which researchers carry out an in-depth analysis of the behavior of one person or a small number of people.

Causation The act of causing some effect.

Clinical psychologist A psychologist who specializes in the treatment of psychological and behavioral disturbances or who does research on such disturbances.

Clinical social worker A community-based mental health professional who treats problems that do not involve serious mental disorders.

Cognitive psychology The study of information processing, remembering, thinking, reasoning, and problem-solving.

Cognitive unconscious The part of the mind in which much of our thinking takes place outside of subjective awareness and is not open to introspection.

Confirmation bias The tendency to remember or notice information that fits one's expectations, while forgetting or ignoring discrepancies.

Control In psychological research, altering conditions that influence behavior.

Control group Subjects in an experimental study who do not receive the treatment being investigated.

Correlation The existence of a consistent, systematic relationship between two events, measures, or variables.

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Correlation coefficient A statistical index ranging from –1.00 to +1.00 that indicates the direction and degree of correlation.

Correlational research A nonexperimental study that quantifies the degree to which events, measures, or variables are associated.

Counseling psychologist A psychologist who specializes in the treatment of milder emotional and behavioral disturbances.

Counselor A mental health professional who specializes in helping people with problems that do not involve serious mental disorders.

Cultural relativity The idea that behavior must be judged relative to the values of the culture in which it occurs.

Dependent variable The element of an experiment that measures any effect of the manipulation.

Description In psychological research, the process of naming and classifying.

Determinism The idea that all behavior has prior causes that would completely explain one's choices and actions if all such causes were known.

Double-blind study Research in which neither the observer nor the subjects know which subjects received which treatment.

Dynamic unconscious In Freudian theory, the parts of the mind that are beyond awareness, especially conflicts, impulses, and desires not directly known to a person.

Evolutionary psychology Approach that emphasizes inherited, adaptive aspects of behavior and mental processes over many generations.

Experiment A study in which the investigator manipulates at least one variable while measuring at least one other variable.

Experimental group Subjects in an experimental study who receive the treatment being investigated.

Experimental subjects Humans (also referred to as *participants*) or animals whose behavior is investigated in an experiment.

Explanation In psychological research, being able to state the causes of a behavior.

Extraneous variable A condition or factor that may change and is excluded from influencing the outcome of an experiment.

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Free will The ability to freely make choices that are not controlled by genetics, learning, or unconscious forces; the idea that human beings are capable of making choices or decisions for themselves.

Functionalism School of psychology that considers behaviors in terms of active adaptations.

Gestalt psychology Study of thinking, learning, and perception in whole units, not by analysis into parts.

Humanistic psychology Study of people as inherently good and motivated to learn and improve.

Hypothesis Predicted outcome of an experiment, or an educated guess about the measured relationship between variables.

Imageless thought An old term describing the inability of introspectionists to become subjectively aware of some mental processes; an early term describing the cognitive unconscious.

Independent variable Variable manipulated by the researcher in an experiment.

Introspection Personal observation of your thoughts, feelings, and behavior.

Meta-analysis A statistical technique for combining the results of many studies on the same subject.

Natural selection Darwin's theory that evolution favors those plants and animals best suited to their living conditions.

Naturalistic observation Observing behavior as it unfolds in natural settings.

Neo-Freudians Psychologists who accept the broad features of Freud's theory but have revised the theory to include the role of cultural and social factors while still accepting some of its basic concepts.

Neuroscience The study of the brain and nervous system.

Observational data Data coming from watching participants and recording their behavior.

Observer bias The tendency of observers to distort observations or perceptions to match expectations.

Observer effect Changes in an organism's behavior brought about by an awareness of being observed.

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Operational definition Defining a scientific concept by stating the specific, objective actions or procedures used to measure it. For example, hunger might be defined as the number of hours of food deprivation.

Physiological data Data that come from participants' physiological processes (including measures of the brain and heart, muscles, and the production of hormones).

Placebo Inactive substance or treatment that is distinguishable from a real, active substance or treatment.

Placebo effect Changes in behavior due to participants' expectations that a drug (or other treatment) will have some effect.

Population The entire group of people from which a sample is drawn.

Prediction In psychological research, an ability to accurately forecast behavior.

Pseudoscience Unfounded belief system that seems to be based on science.

Psychiatrist A medical doctor with additional training in the diagnosis and treatment of mental and emotional disorders.

Psychoanalysis Freudian approach to psychotherapy emphasizing the exploration of the unconscious using free association, dream interpretation, resistance, and transference to uncover unconscious conflicts.

Psychoanalyst A mental health professional (usually a medical doctor) trained to practice psychoanalysis.

Psychodynamic theory Any theory of behavior that emphasizes internal conflicts, motives, and unconscious forces.

Psychological perspective The attempt to explain mental processes and behavior by focusing on psychological characteristics and processes.

Psychologist A person highly trained in the methods, factual knowledge, and theories of psychology.

Psychology The scientific study of mental processes and behavior.

Quasi-experimental study A nonexperimental study in which researchers wish to compare groups of people, but cannot randomly assign them to groups.

Radical behaviorism A behaviorist approach that rejects both introspection and any study of mental events, such as thinking, as inappropriate topics for scientific psychology.

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Random assignment Use of chance to place subjects in experimental and control groups.

Representative sample A small, randomly selected part of a larger population that accurately reflects characteristics of the whole population.

Research participant bias Changes in the behavior of study participants caused by the unintended influence of their expectations.

Researcher bias Changes in participants' behavior caused by the unintended influence of a researcher's actions.

Response Any muscular action, glandular activity, or other identifiable aspect of behavior.

Sample Subset of a population being studied.

Science An objective approach to answer questions that relies on careful observations and experiments.

Scientific method A form of critical thinking based on careful measurement, controlled observation, and repeatable results.

Scientific observation An empirical investigation structured to answer questions about the world in a systematic and intersubjective fashion (i.e., observations can be reliably confirmed by multiple observers).

Self-actualization The process of fully developing personal potential.

Self-fulfilling prophecy A prediction that prompts people to act in ways that make the prediction come true.

Self-report data Information that is provided by participants about their own thoughts, emotions, or behaviors, typically on a questionnaire or during an interview.

Single-blind study Research in which the subjects do not know which treatment they receive.

Social desirability Deliberate tendency to provide polite, socially acceptable responses.

Social perspective Focus on the importance of social contexts in influencing the behavior of individuals.

Statistically significant Experimental results that would rarely occur by chance alone.

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Stimulus Any physical energy sensed by an organism.

Structuralism Study of sensations and personal experience analyzed as basic elements.

Structured observation Observing behavior in situations that have been set up by the researcher.

Superstition Unfounded belief held without evidence or despite falsifying evidence.

Survey Descriptive research method in which participants are asked the same questions.

Theory Comprehensive explanation of observable events.

Uncritical acceptance The tendency to believe claims because they seem true or because it would be nice if they were true.

Variable Behavior, mental process, or characteristic that changes or differs across time, situations, or people. Variables are manipulated or measured in research.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Section 1.2 (Psychology as a Profession) now includes references to additional career paths including, for example, clinical social workers
- Section 1.4 (Contemporary Psychological Science: The Biopsychosocial Model) now includes additional examples regarding the biopsychosocial model, as well as updates to the biological perspective (e.g., relevance of behavioral genetics). Updated data regarding diversity among psychologists has also been provided.
- A new concept map has been provided to help students see, at a glance, the relationships between constructs covered in Sections 1.5, 1.6, and 1.7.
- Section 1.5 (Core Features of Psychological Science: The Scientific Method) includes an updated student-friendly example to illustrate the scientific method and the importance of replication (use of laptop vs. handwritten notes in lecture; Mueller & Oppenheimer, 2014; replication by Morehead et al., 2019)
- Section 1.6 (Experimental Research) provides a new introduction to the idea of variation, and the three types of variation that are of interest to psychological scientists (variation across time, across contexts, and across people)
- Section 1.7 (Nonexperimental Research) includes more information to clarify the distinction between true and quasi-experiments. It also includes

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clarifications regarding correlation vs. causation, including additional concrete examples to support students' understanding of concepts such as the direction of causality and the third variable problem

- Section 1.8 (Critical Thinking and Information Literacy) includes new material related to critical thinking, and the pressing need to check sources at a time when it is so easy to create misleading or biased web-based content. This section also includes updated examples related to the challenges associated with information literacy and highlights quick and practical suggestions related to lateral reading (the primary method employed by professional fact checkers).

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CHAPTER OUTLINE

In the outline below, each element is also included in the provided PowerPoints section of the Instructor Resource Center. Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 1.

I. Commonsense Psychology: Not Necessarily "Common" or "Sense" (1.1.1 and 1.1.2)
   a. Science, Pseudoscience, and Superstition (1.1.2)
II. Psychology as a Profession (1.2.1 and 1.2.2)
   a. Psychological Research (1.2.1)
   b. Helping People (1.2.2)
III. The History of Psychological Science: A Trip Through Time (1.3.1 and 1.3.2)
   a. Introspection and Structuralism (1.3.1)
   b. Gestalt Psychology (1.3.2)
   c. Functionalism (1.3.2)
   d. Behaviorism (1.3.2)
   e. Psychoanalytic Psychology (1.3.2)
   f. Cognitive Psychology (1.3.2)
   g. Humanistic Psychology (1.3.2)
IV. Contemporary Psychological Science: The Biopsychosocial Model (1.4.1–1.4.3)
   a. The Biological Perspective (1.4.1)
   b. The Psychological Perspective (1.4.1)
   c. The Social Perspective (1.4.1)
   d. Putting the Three Perspectives Together (1.4.2 and 1.4.3)
      i. Human Diversity and the Biopsychosocial Model
V. Core Features of Psychological Science: The Scientific Method (1.5.1–1.5.3)
   a. Using the Scientific Method to Meet Psychology's Goals (1.5.1)

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   b. The Six Steps of the Scientific Method (1.5.2)
   c. Studying the Science: The Importance of Replicating Scientific Results (1.5.2)
   d. Evidence to Address Psychology's Goals: From Tests to Testosterone (1.5.3)

VI. Experimental Research: Control and Causality (1.6.1–1.6.4)
   a. Experimental Variables (1.6.1)
   b. Experimental Groups and Random Assignment (1.6.2)
   c. Evaluating Experimental Results (1.6.3)
   d. Potential Problems with Experiments (1.6.4)

VII. Nonexperimental Research: Losing (a Bit of) Control (1.7.1–1.7.3)
   a. Quasi-Experiments (1.7.1)
   b. Correlational Research (1.7.2)
   c. Case Studies (1.7.3)
   d. A Look Ahead (1.7.3)

VIII. Psychology and Your Skill Set: Critical Thinking and Information Literacy (1.8.1–1.8.3)
   a. Critical Thinking in Psychology (1.8.1 and 1.8.2)
   b. Separating Fact from Fiction in the Media (1.8.1 and 1.8.2)
   c. Summary

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Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity in class.

1. Discussion: **Is It Science?** (1.1.2 and 1.5.2) Duration 25–30 minutes.
   a. Ask students to discuss how research methods such as experiments support psychology as a scientific discipline.
   b. Ask students if there are aspects of human experience and behavior that may be difficult or impossible to study scientifically in psychology? Why?
   c. Students may either discuss in-class or via discussion board/module on course LMS.
2. Discussion**: Repeat, repeat?** (1.5.1 and 1.5.2) Duration 10–15 minutes.
   The field of psychology has been critiqued, and has concerns about, the replication crisis in which findings from many psychological studies have been difficult or unsuccessful in replicating.

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   a. Ask students what factors they think may have contributed to the replication crisis in psychological research?
   b. What are some steps that psychology can take to improve the reliability and transparency of research findings?
3. Discussion: **Learning from History** (1.3.2 and 1.4.3) Duration 15–20 minutes.
   a. Ask students why it is important to be knowledgeable about the history of psychology.
   b. What can we learn about current issues in psychology by looking at the past?
   c. How can historical views of psychology be useful in understanding contemporary problems?
4. Discussion: **How Would You Explain It?** (1.4.2) Duration 20–25 minutes.
   a. Ask students how they explain human behavior. For example: How does affection for another person develop? Why are some people violent? How does altruism develop? Why do some people engage in behavior that may harm themselves or others, such as smoking or driving after consuming alcohol? Why do different groups adopt the values that they do?
   b. Ask students to discuss which general historical approach they think that their answer(s) best align with.
5. Discussion: **Investigating Cyberbullying** (1.5 and 1.6) Duration 30 minutes.
   a. Ask students to imagine they are designing a study to explore youth and cyberbullying. Which research method (experimental; nonexperimental) would they use to investigate this question? What type of data would they collect (self-report, observations, physiological)? Why?
   b. What are the advantages and disadvantages of the research method they have chosen?
   c. Then, have students read an experimental study on cyberbullying and reflect comparatively on the study the student(s) designed: Caravita, S. C., Colombo, B., Stefanelli, S., & Zigliani, R. (2016). Emotional, psychophysiological and behavioral responses elicited by the exposition to cyberbullying situations: Two experimental studies. *Psicologia Educativa*, *22*(1), 49–59.
6. Discussion: **What About the Rest of Us?** (1.4.3) Duration 10–15 minutes.
   Most psychological theories were developed by white men of European descent. Additionally, much of the research in psychology has historically recruited the WEIRDest people in the world. Harvard anthropologist Joseph Heinrich, describes the acronym for populations that are Western, Educated, Industrialized, Rich, and Democratic.

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   a. Ask students why conducting research primarily with members of the WEIRD society is problematic. Why is it so important for psychologists to be diverse in terms of approaches and interests?

7. Discussion: **An Unwitting Participant** (1.7.3) Duration 10–15 minutes.
   Social psychologists often use the naturalistic observation research method, which does not require participants to provide consent. Additionally, some **online companies may gather data** on their platforms to carry out experiments without explicitly telling users they are doing so.
   a. Ask students to comment on how they would feel if they found out they had been a participant in such a study, without expressly providing consent.
   b. Under what circumstances do they think it would be ethical to carry out observational or experimental studies without people's consent?
8. Discussion: **Fostering Information Literacy** (1.8.2 and 1.8.3) Duration 20–25 minutes
   Today, people are faced with a deluge of information. Misinformation has been shown to influence people's memory, their reasoning, and their decision-making even after they have received credible corrective information.
   a. Ask students to think of a time that they, or a friend or family member, held or endorsed a misinformed view. Why do they think people believe in misinformation?
   b. Ask students to discuss what they think are some cognitive, affective, social, and/or cultural factors that may lead people to form or endorse misinformed views.
   c. Students may either discuss in-class or via discussion board/module on course LMS.
9. Discussion: **Misinformation Interventions?** (1.8.2 and 1.8.3) Duration 20–25 minutes
   a. Ask students to review section 1.8.2 and read the TEDEd blog post by H. Coleen Sinclair, Ph.D. (2021) **7 Ways to Avoid Becoming a Misinformation Superspreader**.
   b. Ask students to share and discuss what steps they can take to evaluate information in the popular press and social media.
   c. Students may either discuss in-class or via discussion board/module on course LMS.

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Additional Activities and Assignments

1. **Misconceptions About Psychology (Section 1.1):** Classroom Activity
   Students will likely bring a number of misconceptions about psychology to your course. You may want to tap these false beliefs for your own information or for a lively discussion. You can determine what some of the misconceptions are in the following way:
   a. At the beginning of the first class, ask the students to write down five things they already know about psychology and submit via Google Forms or similar platform integrated into LMS.
   b. You can discuss the misconceptions as soon as they enter their responses, but it may be better to wait until the next class period so that you have time to review the information the students feel they know about psychology and ascertain any major trends. A discussion of your students' misconceptions will give you the opportunity to set a more realistic foundation for your course. You may also provide a list of the top 5 most commonly reported things that students felt they know about psychology and ask students to spend approximately 10 minutes researching the topic for evidence to support or refute.
2. **Careers in Psychology (Section 1.2)**: Journal Entry
   Go to the **APA's Careers in Psychology** website and explore the subfields in psychology and careers for psychologists.
   a. Ask students which branch or branches of psychology most interest them. What tasks, technological skills, knowledge, abilities, education, work styles and work values are associated with employment in that branch?
   b. If students are psychology majors, then why do they think that a career in this area might be a good fit for them? If they are not psychology majors, then can they imagine how learning more about this area of psychology might be helpful in their career of choice?
3. **The Clinical Bias in Psychology (Section 1.2):** Classroom Activity
   Korn and Lewandowski (1981) introduced the term *clinical bias* to explain why graduate clinical psychology programs (that is, clinical programs that offer MA or PhD degrees) have so many more applicants than spaces available. They suggested that "this bias exists because of the popular image of psychologist as clinician, an image which has not been corrected by undergraduate education" (p. 149).
   a. In introducing students to the discipline of psychology, you may want to attempt to dispel this one-sided view of the field. Smith (1982)

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suggested a clever exercise to illuminate the extent of the problem to your students.

i. First, ask your students to list five traits that are typical of a scientist.
ii. Next, ask the students to list five traits typical of a psychologist.
iii. Finally, have students share their descriptions with the class or collect the papers and read the descriptions anonymously. The difference between the two groups of adjectives is usually overwhelming; students do not see *psychologist* and *scientist* as overlapping terms. At this point, you can use Gateways' table of contents to demonstrate the diversity of scientific topics to be covered throughout the semester. Only a few chapters deal with the topics that students expect to see. During the semester, you can continue to stress the theme that psychology is empirical to reinforce the point of this demonstration.

4. **What Interests You? (Section 1.2):** Journal Entry
   a. Ask students to generate psychological questions that most interest them.
   b. You may wish to prompt students with questions such as "how can employers increase job satisfaction?" or "how can we learn more about dementia?" or "what happens in our brains when we learn?"
   c. Then ask students to discuss which psychology career choice (or choices) would enable them to address these questions.
5. **Dr. Phil, CSI, and You (Section 1.2)**: Written Assignment
   Shows featuring psychologists (or actors portraying psychologists) are a staple on television and other media, such as call-in radio shows, podcasts, or reality TV. Ask students to view or listen to an episode of such a show (e.g., Dr. Phil or Dr. Laura, CSI, Criminal Minds, Lie to Me, Dr. Amanda Reisman (Robin Weigert) with her client, Celeste (Nicole Kidman) in Big Little Lies).
   a. Based on what they saw and heard, ask students to address the following questions:
      i. What does the general public learn about psychology from this show?
      ii. What misperceptions might the show create?
      iii. Why do you think that academic psychologists have such negative views of the psychologists featured on TV and other media?
6. **Your Preferences (Sections 1.3 and 1.4):** Journal Entry

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   a. As students learn about the various historical and current approaches to psychology outlined in Sections 1.3 and 1.4, which one resonates the most with them? Which one resonates the least? Ask them to write about their choice(s) and explain their reasoning.
7. **Where Are the Founding Mothers? (Section 1.4)** Written Assignment
   a. Have students consider some of the key women who have shaped psychology by examining these short articles from the **Oklahoma State Museum** (brief notes about a variety of women in psychology 1800–1999) and this APA article about influential **women of color in psychology**
   b. Why were so few women involved in the "founding" of psychology? Ask students to select one influential *female* figure in psychology prior to the 1960s and research her contributions to the field. Write a reflection paper (3 pages) on the limited involvement of women in the founding of psychology and history of psychology. Then summarize the information you researched and reviewed about the influential female figure in psychology that you chose including biographical information and approach to psychology.
8. **Why Science is Necessary (Section 1.5):** Classroom Activity
   Have students watch African author Chimamanda Adichie's TED talk **The Danger of a Single Story**
   a. Ask students whether they can think about a view or belief that they hold that may have resulted from "a single story," and to describe it.
   b. How does the scientific method help us to overcome the dangers of a single story?
9. **Lateral Reading (Section 1.8):** Research Activity
   a. Ask students to read the article **The Challenge that's Bigger than Fake News**, written by members of Stanford's Civic Online Reasoning (COR) group.
   b. Next, ask students to practice lateral reading with websites. You can feel free to select some of your own, but the COR group at Stanford also has samples as part of its curriculum. Such samples may be found **here**.

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Additional Resources

External Videos and Podcasts

Section 1.1

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- **Why People Believe Weird Things** (2006). TED2006 (13:12 minutes).
- **Facts Aren't Enough: The Psychology of False Beliefs** (2019). Hidden Brain podcast (51:10 minutes).
- **Is Psychology a Science?** (2017). SciShow (5:05 minutes).
- **Why Ouija Boards Are So Convincing** (2020). SciShow (5:22 minutes).
- **How Psychics Exploit Our Cognitive Biases** (2020). SciShow (5:14 minutes).

Section 1.2

- **Psychology – Career Opportunities** (2009). The British Psychological Society (3:45 minutes).
- **Psychology: Science in Action – "I'm a Psychologist"** (2015). American Psychological Association (0:31 minutes).
- **Understanding Driver Distraction** (example of applied psychology; note this work also appears in Section 1.6) (2014). Psychology: Science in Action (3:09 minutes).

Section 1.3

- **Why Do We Still Teach Freud if He Was So Wrong?** (2019). SciShow (5:55 minutes).

Section 1.4

- **I Am Psyched! For Black History Month** (2018). American Psychological Association (51:02 minutes).
- **WEIRD people** (2015). You Are Not So Smart podcast (48:46 minutes).

Section 1.5

- **The Perfect TED Talk That Never Happened** (describes the importance of replication) (2019). (3:19 minutes).
- **The Replication Crisis** (2016). Hidden Brain podcast (28:09 minutes).
- **Five Psychology Experiments You Couldn't Do Today** (2016). SciShow (10:55 minutes).

Section 1.6

- **Crash Course: Psychology Research Methods** (2020). Crash Course (11:00 minutes).
- **All the World's a Stage—Including the Doctor's Office** (discusses "real world" examples of the placebo effect) (2020). Hidden Brain podcast (52:00 minutes).
- **The Power of the Placebo Effect** TED-Ed (4:38 minutes).

Section 1.7

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- **What Really Happened to Phineas Gage?** (2019). SciShow (7:43 minutes).

Section 1.8

- **Not a Scientist: How Politicians Misrepresent Science** (2018). You Are Not So Smart podcast (43:35 minutes).
- **Is He Muslim?** (examines how the media's bias in covering stories can distort our perceptions of terrorism and Islam) (2017). Hidden Brain podcast (27:46 minutes).
- **Why Do So Many People Believe in Conspiracy Theories?** (2018). SciShow (5:51 minutes).

Internet Resources

General Teaching Resources:

- **American Psychological Association (APA)**
- **APA Introductory Psychology Initiative**
- **APA Infusing Cultural Diversity into Your Classes**
- **Association for Psychological Science (APS)**
- **APS Teaching Resources**
- **Society for the Teaching of Psychology**
- **New York Times Learning Network**
- **APA Speaking of Psychology Podcast**
- **APS Under the Cortex Podcast**
- **Crash Course Psychology Video Playlist**
- **SciShow Psychology Video Playlist**
- **Big Think Video Playlist**

Section 1.1

- **APS Conspiracy Theories Resource**
- **APS Pseudoscience Resource**
- **APS Public Mistrust Resource**

Section 1.2

- **Areas of Psychology: The Divisions of APA**
- **APA Careers in Psychology**
- **Online Psychology Degree Programs**
- **APA Speaking of Psychology Podcasts**

Section 1.3

- **APA Division 26 Society for the History of Psychology**

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- **The National Museum of Psychology**

Section 1.4

- **Summary of Biopsychosocial Model**

Sections 1.5-1.7

- **APA Division 5 Quantitative and Qualitative Methods**
- **APA Ethics Resource**
- **Not Awful and Boring Blog** (stats blog with lots of good examples)
- **Small Potatoes Paul Bloom You MUST Read This Post: Two Surprising Studies About Obedience**

Section 1.8

- **Stanford Civic Online Reasoning Digital Literacy Curriculum**
- **APS Myths and Misinformation Resource**

Primary Sources and Additional Readings

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APPENDIX

GENERIC RUBRICS

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

STANDARD WRITING RUBRIC

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions is logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions is mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions is not logically related and consistent. 0 points
Research	The assignment is based upon appropriate and adequate academic literature, including peer-reviewed journals and other scholarly work. 5 points	The assignment is based upon adequate academic literature but does not include peer-reviewed journals and other scholarly work. 3 points	The assignment is not based upon appropriate and adequate academic literature and does not include peer-reviewed journals and other scholarly work. 0 points
Research Citation	The assignment follows the required citation guidelines. 5 points	The assignment follows some of the required citation guidelines. 3 points	The assignment does not follow the required citation guidelines. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

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STANDARD DISCUSSION RUBRIC

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to the discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

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