



University of
New Haven

Introduction to Psychology

SECTION I: Course Overview

Course Code: PSY101

Subject Area(s): Psychology

Prerequisites: None

Language of Instruction: English

Additional Fees: None

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

In this introductory course, you will explore the reasons behind why we act as we do and the manners in which we change in an effort to understand human behavior. You will learn to understand human behavior and engage in current debates in modern-day psychology by using major frameworks in the field, including how biology includes behavior, how our environment contours our learning, how emotions and stress impact our well-being, and how other people can influence our behavior and perceptions.

The course will introduce psychological descriptions of basic human phenomena such as perception, cognition, and memory. It will provide an overview of practical skills that can be applied to a wide range of everyday situations in school, relationships, and life in general. Different psychological approaches will be explored that will introduce you to how psychologists think and the world of careers in psychology.

In conclusion, you will investigate how an understanding of psychology enables you to acquire a comprehensive skill-set to embark upon asking the right questions about yourself and others, while prompting you to adopt more pro-active life strategies.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Recognize the principle psychological frameworks and key terminology characterizing these frameworks.
- Describe the basic characteristics of the structure, dynamics and processes involved in human behavior.
- Explore the diverse uses of psychology in modern life, including how we consume psychological information in the media and critically look at how we consume these phenomena.

- Assess the psychological components of one’s own behavior in everyday situations.
- Identify the different formative stages of human development.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name: TBA
Contact Information: TBA
Term: SEMESTER

ATTENDANCE POLICY

This class will meet twice weekly for approximately 90 minutes each session. All students are expected to arrive on time and prepared for the day’s class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 2 days per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused

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even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Quiz	5%
Critical Analyses (2)	10%
Reflection Essays (2)	20%
Media Analysis	15%
Midterm Exam	20%
Final Project	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Your participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Quiz (5%): A quiz will be administered within the first three weeks of class to assess your understanding of the grounding principles of psychology, as well as your understanding and use of psychology terminology. A solid foundation in both is essential to further explore the subject area.

Critical Analyses (10%): You will complete two of these assignments throughout the semester, each worth 5% of your grade. The 2nd to 3rd week of class (Session 3-5) questions related to basic concepts of psychology will be posted to an online class forum. For each critical analysis, you will select and answer two of the posted questions. Your written response should take the form of an online forum contribution not exceeding 500 words and should demonstrate your critical understanding of the subject.

Reflection Essays (20%): You will complete two of these assignments throughout the semester, each worth 10% of your grade. You will delve into course content through self-reflection. By engaging with the content on a personal basis you will connect it to your own experiences, introspections and self-understanding. The purpose of these reflections essays is to document the intersection of theory with your real-life experiences by exploring the observations, personal biases, and revelations that arise before, after, and during subject-area study. The instructor will assign topics in advance, and essays are expected to be 2-3 pages.

Media Analysis (15%): You will write a 4-6-page paper that scrutinizes an element from a media source – such as advertisements, news stories, commentaries, etc. In this investigation you will correlate 2-3 examples of frameworks and/or theories covered in class to what the media source suggests to you. Explain how these examples connect to course content, and how they exemplify our thinking. Your examples and those of your peers will be briefly shared so a collective body of examples are amassed to contribute to a wider understanding.

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Midterm Exam (20%): The midterm exam is designed to assess your comprehension of the core concepts from the course, and will draw on lectures, assigned readings, and classroom discussions. The format includes a combination of matching terms with definitions, short answer, and essay questions. Unlike the experiential forms of assessment, there are clearly defined correct and incorrect answers, allowing assessment of the degree to which you have successfully mastered the essential content from the course.

Final Project (20%): In groups of 3-4, you will research a specific psychological theory or phenomenon and examine how it relates to society, culture, sub-cultures or you as individuals. Each group can select a topic from a pool provided or may get another topic approved in advance. You will then present your research to the class, followed by a facilitated discussion. As part of your research, student teams will define the selected psychological theory or phenomenon and explain how it intersects with other behaviors/societal factors. In order to lead effective class discussion, student groups will come prepared with questions to stimulate conversation as well as resources and aids that can be used during the discussion. Work will be assessed on the quality of the presentation, the post-presentation engagement for the group discussion, and the quality of research, both that is presented and within the final submitted document.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment. The following experiential learning activities are recommended for this course:

- *Vision of Flamenco:* Flamenco in Sevilla: As an artistic style which resonates with many locals, after engaging in this AICAP, students will be encouraged to see how this form of cultural expression has left a footprint on the Andalusian concept of identity. Additionally, the emotions as expressed in flamenco will be highlighted as the backdrop to the local human experience.
- *Breaking Out in Iberia:* Excursion to either Morocco or Portugal: Although sitting side-by-side geographically, out-facing human behavior, interpersonal interaction and communicative expression greatly vary. Students will have the opportunity to observe how psychological concepts can impact cultural behavior.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase or acquire the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Myers, D. G. (2021). Psychology (13th ed.). New York: MacMillan Learning. (pp. 645.)

- II. **SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Baron, R. & Branscombe, N., Byrne, D. (2011). Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination. Chapter 6

Connor, Alana. (2003). Reading in Psychology Science. *Cultural Psychology: Studying More than the Exotic Other*. Retrieved from [HTTPS://WWW.PSYCHOLOGICALSCIENCE.ORG/OBSERVER/CULTURAL-PSYCHOLOGY-STUDYING-MORE-THAN-THE-EXOTIC-OTHER](https://www.psychologicalscience.org/observer/cultural-psychology-studying-more-than-the-exotic-other)

Fraser, C. and Burchell, B. (2011). *Introducing Social Psychology*, London: Polity Press
{[As Good as it Gets] Good, D. (2011) Personality & the Self. In Fraser, C. & Burchell, B. (Chapter 2; pp. 9-33)}

Gregory, M., & Granger, D. (2012). Introduction: John Dewey on Philosophy and Childhood. *Education and Culture*, 28(2), 1-25.

Lesko, W.A. (2006). Reading in Social Psychology: General, Classic, and Contemporary Selections.

McLeod, S. A. (2017, February 05). *The milgram shock experiment*. Simply Psychology. <https://www.simplypsychology.org/milgram>.

Snyder, M. (2006). The Many Me's of the Self-monitor. In Lesko, W. A. (Article 13; pp. 137-162)

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

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- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.
 - *Concept of Diversity*
<https://www.communitypsychology.com/the-concept-of-diversity-ceras-position/>
 - *How do you define yourself?* (TED talk by Lizzie Velazquez.)
https://www.youtube.com/watch?v=QzPbY9ufnQY&ab_channel=TEDxTalks
 - *The Case of Geney Wiley.*
https://www.youtube.com/watch?v=VjZolHCrC8E&ab_channel=ApolloEightGenesis
 - *How Selective attention test*
https://www.youtube.com/watch?v=vjG698U2Mvo&ab_channel=DanielSimons
 - *What is Cross-Cultural Psychology*
<https://www.verywellmind.com/what-is-cross-cultural-psychology-2794903>
 - *What is Life Span Development?*
<https://opentext.wsu.edu/psych105nusbaum/chapter/what-is-lifespan-development/>
 - *Simply Psychology*
<https://www.simplypsychology.org/>
 - *American Psychological Association*
<https://www.apa.org/>

<p style="text-align: center;">COURSE CALENDAR <i>Introduction to Psychology</i></p>			
SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;">Course Introduction: Review Syllabus, Classroom Policies</p>	<p style="text-align: center;">Course Overview Lecture & Discussion</p> <ul style="list-style-type: none"> • Introduction participants • Goals and expectations 	<p>Readings: Ensure materials are secured</p>
2	<p style="text-align: center;">Methods Psychology: Methodology for its study</p>	<p style="text-align: center;">Lecture & Discussion</p> <ul style="list-style-type: none"> • Understanding methods • Looking at Media 	<p>Reading:</p> <ul style="list-style-type: none"> • Myers: Chap 1: <i>Thinking Critically with Psychological Science</i> <p>Assignment: Media Analysis {Due on Session 27}</p>
3	<p style="text-align: center;">Biology and Consciousness Being Human</p>	<p style="text-align: center;">Lecture & Discussion</p> <ul style="list-style-type: none"> • Exploring what makes us human 	<p>Reading:</p> <ul style="list-style-type: none"> • Myers, Chap 2: <i>Biology of Mind</i> • Myers Chap 3: <i>Consciousness & the 2-Track Mind.</i> <p>Assignment: Critical Analysis I {Due on Session 7} & II {Due on Session 17}</p>
4	<p style="text-align: center;">Nature vs. Nurture</p>	<p style="text-align: center;">Lecture & Discussion</p> <ul style="list-style-type: none"> • The Human Experience • Sameness vs. Difference <p style="text-align: center;">Viewing <i>The Case of Geney Wiley</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> • Myers, Chap 4: <i>Nature, Nurture, & Human Diversity</i>
5	<p style="text-align: center;">Human Diversity</p>	<p style="text-align: center;">Lecture & Discussion</p> <ul style="list-style-type: none"> • The Role of Diversity 	<p>Reading:</p> <ul style="list-style-type: none"> • Myers, Chap 4: <i>Nature, Nurture, & Human Diversity</i> • <i>Concept of Diversity</i> <p>Assignment DUE: Quiz I</p>

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			Assignment: Reflection Essay I {Due on Session 11} & II {Due on Session 26}
6	Being and Becoming	Lecture & Discussion • Evolving of the self	Reading: • Myers, Chap 5: <i>Developing Through Life</i>
7	Development through Life Stages	Lecture & Discussion • Developmental life stages Activities In-Class Media Analysis	Reading: • Myers, Chap 5: <i>Developing Through Life</i> • <i>What is Life Span Development?</i> Assignment DUE: Critical Analysis I
8	Contouring the Life Experience	Lecture & Discussion • Perceiving and narrating life experiences Viewing <i>How do you define yourself?</i>	Reading: • Myers, Chap 6: <i>Sensation & Perception</i>
9	Learning I	Lecture & Discussion • Defining notions of learning • Understanding the mechanisms of learning experiences	Reading: • Myers, Chap 7: <i>Learning</i>
10	Learning II	Lecture & Discussion • Applying the psychological mechanics of learning • Assessing psychological factors as they relate to learning	Reading: Myers, Chap 7: <i>Learning</i>
11	Memory	Lecture & Discussion • Surveying recall and memory as factors associated with	Reading: • Myers, Chap 8: <i>Memory</i> Assignment DUE: Reflection Essay I

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		psychological mechanics Viewing <i>Selective Memory Test</i>	
12	Thinking & Language	Lecture & Discussion <ul style="list-style-type: none"> Exploring psychological factors as they associate to cognition and communication 	Reading: <ul style="list-style-type: none"> Myers, Chap 9: <i>Thinking and Language</i>
13	Language & Culture	Lecture & Discussion <ul style="list-style-type: none"> The intersection of psychology and culture 	Reading: <ul style="list-style-type: none"> Cherry: <i>What is Cross-Cultural Psychology</i> Connor: <i>Cultural Psychology: Studying More than the Exotic Other</i>
14	Midterm Review	Activity <ul style="list-style-type: none"> Review 	Reading: All previous reading
15	MIDTERM EXAM		
16	Intelligence	Lecture & Discussion <ul style="list-style-type: none"> Inquiry into components of intelligence 	Reading: <ul style="list-style-type: none"> Myers, Chap 10: <i>Intelligence</i>
17	Drives	Lecture & Discussion <ul style="list-style-type: none"> Detailing of drives Synthesis of competing forces 	Reading: <ul style="list-style-type: none"> Myers, Chap 11: <i>What Drives Us: Hunger, Sex, Friendship and Achievement</i> Assignment DUE: Critical Analysis II
18	Emotions & Health	Lecture & Discussion <ul style="list-style-type: none"> Manifestations of psychological elements Well-being check-in 	Reading: <ul style="list-style-type: none"> Myers, Chap 12: <i>Emotions, Stress and Health</i>

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19	Social Psychology	Lecture & Discussion <ul style="list-style-type: none"> Overview of Social Psychology 	Reading: <ul style="list-style-type: none"> Myers, Chap 16: <i>Social Psychology</i>
20	Social Psychology II	Lecture & Discussion <ul style="list-style-type: none"> Applications of Social Psychology 	Reading: <ul style="list-style-type: none"> Myers, Chap 13: <i>Social Psychology</i> MacLeod, <i>The Milgram Shock Experiment</i>
21	Society as the stage	Activity School visit	Reading: <ul style="list-style-type: none"> Snyder, M. (2006)
22	Psychology & Education	Activity Film Analysis	Reading: <ul style="list-style-type: none"> Gregory, M., & Granger, D. (2012)
23	The Social Element	Activity <ul style="list-style-type: none"> Case Study 	Reading: <ul style="list-style-type: none"> Myers, Chap 13: <i>Social Psychology</i> Baron & Branscombe, Chap 6
24	Personality	Activity <ul style="list-style-type: none"> <i>Johari Window</i> 	Reading: <ul style="list-style-type: none"> Myers, Chap 14: <i>Personality</i>
25	Society & Mental Illness	Lecture & Discussion <ul style="list-style-type: none"> Applications of Social Psychology Examining incongruences 	Reading: <ul style="list-style-type: none"> Myers, Chap 15: <i>Psychological Disorders</i>
26	Narratives	Viewing <ul style="list-style-type: none"> <i>As Good As it Gets</i> 	Reading: <ul style="list-style-type: none"> Fraser, C. & Burchell, B., Chap 2 Groupthink. In Lesko, W. A. (Article 34; pp. 323-328)

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			Assignment DUE: Reflection Essay II
27	Therapies	Lecture & Discussion <ul style="list-style-type: none"> Treating Psychological Disorders 	Reading: <ul style="list-style-type: none"> Myers, Chap 16: <i>Therapies</i> Assignment DUE: Media Analysis
28	Summing up	Lecture & Discussion <ul style="list-style-type: none"> What does it all mean? 	Reading: Review all readings & course materials
29-30	FINAL PROJECT PRESENTATIONS		

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)