Course title: General Psychology
Course code: (GI) PSYC 1001 CPDK
Programs offering course: Copenhagen Open Campus Block
Open Campus Track: STEM and Society
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block I 2021

Course Description

This is a one-semester introduction to Psychology course that includes content required for Psychology and related majors. It focuses on experiential, real world applications of Psychology and its impact on culture and society. Its scope includes fundamental concepts, theory, and experimental findings that inform Psychology foundations. Students will explore the history of Psychology, contemporary Psychology and careers in Psychology, as well as how to approach Psychology experimentally. Current understanding of human behavior and cognitive processes will be covered by investigating memory, emotion, sleep, physiology, pathology and human development. Throughout, students will explore how Psychology informs our understanding of culture and society.

Learning Objectives

By completing this course, students will:

- Define the science of Psychology, as describing, understanding and directing human behavior and cognition.
- Connect the history of Psychology to contemporary issues and modern understandings of human behavior and cognition.
- Use basic terminology to describe human behavior and mental processes.
- Draw on current concepts, theory and experimental findings to describe and explain our contemporary fundamental understanding of human behavior.
- Identify different research methods used in Psychology, including descriptive, correlational and experimental methods.
- Differentiate major subdisciplines or specialties in Psychology, including neuroscience, cognition, pathological and social psychology.
- Apply Psychology and its concepts to everyday life.
- Articulate how Psychology informs their understanding of local culture, regional identity, and actions of our global society.

Course Prerequisites

None

Methods of Instruction

Students will attend interactive lectures, problem-solving workshops, discussions and excursions. Lectures will emphasize experiential learning, participation and applications. Students will use critical thinking to connect recent literature, historical perspectives, experimental findings and theory. Discussions and written assignments help develop a personal understanding of Psychology, as well as how Psychology reflects and informs culture and society. Excursions will investigate local Psychological research and application.

Assessment and Final Grade

1. Weekly Quizzes 30%
2. Lecture Activity Worksheets 20%
3. Psychology and Culture Essays 10%
4. Experimental Psychology Review 20%
5. **Participation**

   **TOTAL**

   20%

   100%

**Course Requirements**

**Weekly Quizzes**

Each week, students will take a quiz on the previous week's course material, including lectures, activities and readings. Quizzes will have True/False, Multiple Choice, filling in blanks and short answer questions. Quizzes will cover only new material from that week but will build on previous concepts.

**Lecture Activity Worksheets**

During and after lectures, students will have a series of tasks, discussions and demonstrations related to the lecture material. They will work in groups to complete the tasks, handing in answers to a series of questions before leaving the class.

**Psychology and Culture Essays**

Students will use statistics to explore facets of culture. Students will write two 500 word essays: one on a cultural feature of the host culture and another comparing two cultures. In each case, Psychology concepts will be used in the analysis and to make major points.

**Experimental Psychology Review**

Students will review experimental studies from the Psychology literature on an approved, current topic in Psychology of their choice. The review will provide background and how at least three new experimental studies further our understanding of the topic. A 1000 – 1500 word paper will be produced, using a minimum of five peer-reviewed experimental studies drawn from Psychology journals. A companion short 5-10 minute PowerPoint or similar presentation will be shared with fellow students.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on cocurricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.
Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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*N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

**Weekly Schedule**

**Week 1**

Class: Psychological and Psychology Research

1.1

Students begin by defining Psychology and explore its various subdisciplines. They then consider Experimental Psychology and the limitations of common sense, common wisdom and belief in understanding human behavior. They will describe scientific knowledge as empirical: grounded in many objective, repeatable observations. They follow steps of the scientific method, using examples from human behavior. Groups of students will work with observations to design reasonable experiments with appropriate controls and variables.

Students will see how science is falsifiable, if a given theory or hypothesis does not stand up under experimental scrutiny. Next, students will explore types of psychological research: clinical or case studies, naturalistic observation, survey research, archival research, as well as longitudinal and cross-sectional research, considering the strengths, limitations and scope of each. Students will compare correlational research techniques with those testing causation. They will consider experimenter bias, double blind study designs and placebos as controls.

Students will differentiate dependent and independent variables. They will also discuss how best to select experimental subjects and ethical considerations of experiments using human subjects, including the importance of institutional review boards, as well as nonhuman subjects. Finally, students will work in groups interpreting and presenting data.

**Readings:**

Chapter 1 Introduction to Psychology, as well as 20 Ways to Use Psychology in Everyday Life. Online Psychology Review Guide.

https://www.onlinepsychologydegree.info/great-psychology-tricks-for-success/ ,


**Watch:**
**Week 2**

**Class: 2.1  Biopsychology**

Students define Biopsychology as the understanding and studying the biological mechanisms that underlie human behavior. They begin with human genetics, natural selection and modern evolutionary theory. Adding gene environment interactions (epigenetics), students begin to tackle the idea of nature vs. nurture and the use of twin studies to tease it apart. Students then go on to examine neuron structure, neuronal communication, neurotransmitters, hormones and other regulators, and drugs that affect neurons. They build up to the peripheral nervous system, dividing it into somatic and autonomic, and then parasympathetic and sympathetic components of the autonomic nervous system.

Students determine which human behaviors are explained by each, like the fright and flight response. The central nervous system is also explored, including parts of the spinal cord and brain, and traditional and modern methods of studying which parts of the brain impact specific parts of the body and components of human behavior. Students will work in groups to browse recent editions of the journal Behavioral Neuroscience of the American Psychology Association and share an interesting finding they encounter with the rest of the class.

**Reading:** Chapter 3 Biopsychology and Furham, A., 2012. Culture shock. Revista de Psicología de la Educación, 7

**Watch:** The Chemical Mind – Crash Course in Psychology #3. 2014.
https://www.youtube.com/watch?v=W4N7AlzK7s&t=15s

Meet Your Master: Getting to Know Your Brain - Crash Course in Psychology #4. 2014.
https://www.youtube.com/watch?v=vHrmiy4W9C0&t=4s

**Due: Lecture Activity Worksheet**

**Quiz 1 (covers material from Week 1)**

**Class: 2.2  States of Consciousness**

Students will define consciousness as awareness of internal stimuli, including pain, hunger, thirst, sleepiness, and awareness of thought and emotion, as well as external stimuli, like light, heat and sound. Using sleep as an example of different states of consciousness, students consider circadian or biological rhythms during sleep and wakefulness, and how their disruption can change behavior. Sleep is defined biologically, including how it is controlled by the central nervous system and hormones. Students will discuss our current understanding of why we sleep from evolutionary and cognitive perspectives. Sleep is further divided into its different stages. Students then consider the biopsychology of dreams and different theories of dreams and their meaning. They learn the underlying causes of sleep disorders, like insomnia, parasomnias (like sleepwalking), sleep apnea and narcolepsy. Students then go on to study substances that impact states of consciousness, as well as the use and abuse of these drugs. Finally, students examine hypnosis and meditation as other means to alter consciousness.

**Readings:** Chapter 4 States of Consciousness

**Watch:** Consciousness – Crash Course Psychology #8. 2014.
https://www.youtube.com/watch?v=jReX7qKU2yc
Week 3

Class:  3.1  Sensation and Perception

Students survey how sensory information is received and processed by the nervous system and how that affects our conscious experience of the world. They begin by learning the distinction between sensation and perception. Then they consider the physical properties of light and sound stimuli, along with an overview of the basic structure and function of the major sensory systems. In addition to vision and hearing, students also explore chemical senses, like taste and smell, touch, pain and balance. Students also discuss the historically important theory of perception as Gestalt. Students work in groups to investigate and then demonstrate applications of Gestalt theory today.

Readings:

The Designer’s Guide to Gestalt Theory. Creative Bloq Art and Design Inspiration
https://www.creativebloq.com/graphic-design/gestalt-theory-10134960

Due: Lecture Activity Worksheet

Quiz 2 (covers material from Week 2)

Class:  3.2  Learning

Students describe how reflexes and instincts differ from learned behaviors, as well as how they interact. They see how associative learning occurs when connections of stimuli or events are linked. They learn of Pavlov’s Classical Conditioning as a process to link stimuli and events to anticipate the future. They go on to consider real world applications of classical conditioning, like advertising, and how classical conditioning led to Behaviorism and modern experimental Psychology. Students continue with B.F. Skinner and Operant Conditioning, as a type of associative learning with reward or punishment. Beyond, they consider learning without immediate reward or punishment, as latent learning. Finally, students explore Observational Learning, where knowledge is passed by observing one another.

Readings: Chapter 6 Learning

Watch: How to Train a Brain – Crash Course Psychology #11. 2014.
https://www.youtube.com/watch?v=qG2SwE_6uVM

Due: Lecture Activity Worksheet, Psychology and Culture Essay 1

Class:  3.3  Thinking and Intelligence

In this session, students extend their exploration of cognitive processes of perception, learning, and memory. They investigate high-level cognitive processes. Students will consider exactly what thinking is, both biologically and behaviorally, and explore the development and use of language. They will also investigate problem solving and creativity. They then discuss how intelligence is measured and how our biology and environments interact to affect intelligence. In the end, students will work in groups to further their appreciation of the higher level cognitive processes that contribute to our individual behavior, culture and society.

Readings: Chapter 7 Thinking and Intelligence

Watch:
Week 4
Class:  4.1 Memory

Students define memory as the ability to encode, store and recall information. They play memory games to more fully appreciate the human capacity to remember and how this varies from person to person. They will discuss the evolutionary significance of memory in the lives of human and nonhuman species. They investigate parts of the brain involved in memory and the biopsychological underpinnings of memory. Students go on to explore problems with memory, including amnesia. They discuss memory construction and deconstruction, applying these concepts to suggestibility and eyewitness misidentification, misinformation and repressed memories. Finally, students consider forgetting, when information is stored but inaccessible, and ways to enhance memory.

Readings: Chapter 8 Memory

Watch:
How We Make Memories – Crash Course Psychology #13. 2014.
https://www.youtube.com/watch?v=bSycdIx-C48
Remembering and Forgetting – Crash Course Psychology #14. 2014.
https://www.youtube.com/watch?v=HVWbrNls-Kw

Due: Lecture Activity Worksheet

Quiz 3 (covers material from Week 3)

Class:  4.2 Visit to Psychology Institute

During this visit, students will speak with professional Psychology researchers about current projects connecting Psychology to culture and society. Students will have a tour, speak with several researchers and discuss Cultural Psychology: historically as well as cutting-edge theories and experiments. Students will then use online resources to further explore two cultures, explaining similarities and differences between them using a current understanding of Cultural Psychology.


https://www.youtube.com/watch?v=l-Yy6poJ2zs

Class:  4.3 Lifespan Development

Students examine Developmental Psychology, or how human behaviors grow and develop in individuals along three domains: physical, cognitive and psychosocial. Students begin by defining key concepts and how Developmental Psychology is studied experimentally. They consider the normative approach, as what is normal, and key developmental milestones. They discuss if development is continuous, behaviors are innate or learned, Psychosexual and Psychosocial theories of development, the Cognitive Theory and the Theory of Moral Development. Students then break development into different stages of Prenatal,
Infancy, Childhood, Adolescence and Adulthood, considering psychological differences and milestones along the way. End of life is also explored, for both the person dying and those left behind.

**Reading:** Chapter 9 Lifespan Development

**Due:** Lecture Activity Worksheet, Psychology and Culture Essay 2

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**Week 5**

**Class: 5.1 Emotion and Motivation**

Students explore motivation and emotion. They compare several theories proposed to explain motivation and why we engage in a given behavior. They investigate the physiology that drives some human behaviors, as well as the importance of social experiences in influencing our actions. They consider eating and sex as examples of motivated behaviors: physiological mechanisms of motivation, excess and associated disorders. Students review research into human sexuality and how it informs our understanding of the human experience of sexual orientation and gender identity. Students will also discuss emotion.

They describe several theories proposed to explain how emotion occurs, the biological underpinnings of emotion, and the universality of emotions.

**Readings:** Chapters 10 Emotion and Motivation

**Watch:**

- The Power of Motivation – Crash Course Psychology #17. 2014.  
  https://www.youtube.com/watch?v=9hdSLiHaJz8
- Let’s Talk About Sex – Crash Course Psychology #27. 2014.  
  https://www.youtube.com/watch?v=Qymp_VaFo9M

**Due:** Lecture Activity Worksheet

**Quiz 4 (covers material from Week 4)**

**Class: 5.2 Personality**

Students define personality as the long-standing traits and patterns that result in individuals consistently thinking, feeling, and behaving in specific ways. They begin with historical perspectives on the study of personality, including Freud’s psychodynamic perspective. They consider Levels of Consciousness, the Id, Ego and SuperEgo, Defense Mechanisms and Freud’s Stages of Psychosexual Development. They then move beyond Freud to NeoFreudians Adler, Erikson, Jung and Horney. Students contrast psychodynamic perspectives with learning approaches to personality, that focus on observable rather than internal phenomena. They compare these to humanistic, biological, trait and cultural approaches to understanding personality. Students work in groups to investigate different forms of assessing personality, taking personality tests and considering their results.

**Readings:** Chapters 11 Personality

**Watch:** Measuring Personality – Crash Course Psychology #22. 2014.  
https://www.youtube.com/watch?v=sUrV6oZ3zsk

**Due:** Lecture Activity Worksheet

**Class: 5.3 Social Psychology**

Students examine how people affect one another in a social context. They weight the relative importance of situational vs. dispositional influences on behaviour. They review social biases in assessing a person’s behavior. Students consider cultural influences on social roles, social norms and scripts. Attitude is defined as our evaluation of a person, an idea or object based on our learned social and cultural beliefs. Students explore how people can be persuaded by society, and how society and culture plays a role in conformity, compliance and obedience. They also discuss roots and outcomes of prejudice and discrimination. Finally, students investigate how culture and
society can lead to aggression but also cooperation and altruism. Finally, students study how Social Psychology applies to industry and organizations.

**Readings:** Chapters 12 Social Psychology and Chapter 13 Industrial – Organizational Psychology

**Watch:**

Social Thinking – Crash Course Psychology #37
https://www.youtube.com/watch?v=h6HLDV0T5Q8

Social Influence – Crash Course Psychology #38. 2014.
https://www.youtube.com/watch?v=UGxGDdQnC1Y

Aggression and Altruism – Crash Course Psychology #40
https://www.youtube.com/watch?v=XoTx7Rt4dig

**Due:** Lecture Activity Worksheet, Experimental Psychology Review

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**Week 6**

**Class: 6.1 Stress, Lifestyle and Health**

Students examine stress, its causes and consequences, considering both its psychology and physiology, and steps to reduce it for a healthier and happier life. They begin by discussing different concepts and resulting definitions of stress. They consider both negative and positive outcomes of stress. Students investigate if perceived stress is on the rise in the US and other nations. Teasing apart stress further, students dissect stressors, including traumatic events, life changes, hassles, discrimination, cultural isolation and others. Students connect stress to illness, including psychophysiological disorders, a compromised immune system, cardiovascular disorders, depression, headaches and others. They extend their understanding of stress and wellness by surveying various methods to control or reduce stress. Finally, students move to how psychology views happiness and how to attain it.

https://www.cambridgescholars.com/download/sample/57844

**Watch:** Emotion, Stress and Health – Crash Course Psychology #26. 2014.
https://www.youtube.com/watch?v=4KbSRXP0wik

**Due:** Lecture Activity Worksheet

**Quiz 5 (covers material from Week 5)**

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**Class: 6.2 Psychological Disorders**

Students define psychological disorders as conditions characterized by abnormal thoughts, feelings and behaviors. To do this, students will discuss what is normal and abnormal, including through a cultural lens. They will take apart the definition provided by the American Psychiatric Association, that defines a psychological disorder as a disturbance caused by thoughts, feelings, behaviors, physiology, distress, disability or that do not reflect expected cultural approval. Students investigate how psychological disorders are diagnosed and classified. Along the way, they consider different perspectives on the ultimate causes of psychological disorders, including supernatural, biological and the Diathesis-Stress Model. Groups of students will then research different psychological disorders and present their findings to the rest of the class.

**Reading:** Chapter 15 Psychological Disorders

**Watch:** Psychological Disorders – Crash Course Psychology #28. 2014.
https://www.youtube.com/watch?v=wuhJ-GkRRQc

**Due:** Lecture Activity Worksheet
Students see that approaches to therapy include both psychological and biological interventions, all with the goal of alleviating distress. Because psychological problems can originate from various sources—biology, genetics, childhood experiences, conditioning, and sociocultural influences—students will explore ways psychologists use different therapeutic techniques and approaches to dealing with psychological health. Students will use online resources to investigate an assigned therapy types and report back to the class. Students will take substance abuse as a special case and will discuss proximate and ultimate causes of substance abuse and different therapies to confront substance addiction. They conclude by considering sociocultural models, and how culture is linked to effective psychological treatments.

**Readings:** Chapter 16 Treatment and Therapy

**Watch:** Getting Help – Psychotherapy: Crash Course Psychology #35. 2014

**Due:** Lecture Activity Worksheet

**Final Quiz 6 (covers material from Week 6)**

**Course Materials**

**Readings**


**Online Resources**


Green, H. and J. Green. 2014. Crash Course Psychology. https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q