



Internationalizing the Curriculum Project

Maricopa Community Colleges
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PSY 101 Introduction to Psychology –3 Credits

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- Course Description: To acquaint students with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal.
- Required Text: Text: Coon, *Essentials of Psychology*, 6th edition, West Publishing
Optional Student Study Guide with Text

International Component Summary

Modules which portray other cultures appropriate to any Psychology 101 section covering development (early childhood and aging) and cross-cultural comparisons (culture shock and group contact) have been added to material covered by the textbook for the course. Supplemental information is based on videocassette, a cross-cultural psychology journal and text of contributed articles on cross-cultural psychology. Each module stands alone and includes suggested assignments and issues to be addressed in class discussion, written assignments, or as test items.

Content Areas Which Include International Material/Components

Child Development, (cultural differences in child rearing and education) Aging, and Social Psychology (Cultural Shock and group contact).

Description of Material and How Integrated In Course

Videotape, *Preschool in Three Cultures: Japan, China and the United States* examines cultural differences in child rearing. An article on aging, "Community as Context for Successful Aging" is taken from a text, *The Cultural Context of Aging: Worldwide Perspectives*. "Culture Shock" is from *Psychology and Culture*. Complete references are cited below. Material is incorporated into the course topics as above.

Resources/Instructional or Supplemental Materials Required

Tobin, JJ, Wu, D.Y. & Davidson, D.H. (1989) *Preschool in Three Cultures: Japan, China and The United States*. (Videocassette) New Haven: Yale University Press.

Keith, J., Fry, C.L. & Ikels, C. (1990). "Community as Context for Successful Aging." In J. Sokolovsky (Ed.) *The Cultural Context of Aging: Worldwide Perspectives* (pp245-261). NY: Bergin & Garvey.

Bochner, S. (1994) "Culture Shock" In W.J. Lonner & R. Malpass (Eds.), *Psychology and Culture* (pp245-251). Needham Heights, MA: Allyn & Bacon.

Tips/Suggestions to Instructor

Modules are self-contained units and can be used with any PSY 101 section. They can be assigned in total or individually as time permits. Assignments require ample class discussion time since students tend to see other cultures ethnocentrically and then judge them negatively. This is true for child rearing (an emotionally charged subject) as well as aging.

Special Assignments and Activities

Instructor includes writing assignments (three modules) based on the materials above and includes issues the students are to address. Modules Attached.

Syllabus/Course Outline

Attached.

SYLLABUS: PSY 101, INTRODUCTION TO PSYCHOLOGY

MATERIALS:

1. Text: Essentials of Psychology, 6th Edition, Coon; West Publishing
2. Optional: A Student Study Guide, 6th Edition, Coon, West Publishing

GENERAL INFORMATION:

There are no prerequisites to PSY101. Introduction to Psychology in the Maricopa Community College District can be transferred to 4-year colleges as a Social-Behavioral Science.

1. Read assigned textbook chapters and complete all associated assignment sheets.
2. Take all required unit examinations in the Testing Center.
3. Complete extra-credit assignments only if desired by student. Twenty-five (25) points will be added to the final grade for each learning assignment completed for chapters 5, 6, 11 and/or 16. You may complete any or all of these four chapters. A maximum of 100 additional points (on exams) before the final grade is calculated by doing the extra credit learning packets. There will be no examination over these chapters (5, 6, 11 & 16).
4. Word process (type) all written assignments (including extra-credit) presented to the instructor for grading.
5. Complete three (3) learning video reviews by the 8th week of class from the list in the learning packet.

CLASS POLICIES:

The student who desires to withdraw from the course is responsible for signing withdrawal forms through Admissions and Records. A grade based on total points completed will be given if the student leaves or discontinues the course without withdrawing properly.

Class purpose and Activities:

The purpose of this class is to introduce you to one of the most useful and exciting fields of study—the understanding of human behavior. Topics covered in the course include the development of psychology as a scientific discipline, learning and cognition, emotion and motivation, personality and its development in childhood and adulthood. Other topics covered as stress, coping, psychological disorders, and the principles of life.

Psychology is not an easy course. As you can see, it covers a broad range of topics and details that are best mastered by regular and careful preparation. It requires steady reading and good study habits. Active student preparation and completion of all assignments are required for successful completion of the course. In addition, plan to review and re-study the material prior to each unit examination. Repetition and attention are the cornerstones of memory. You will do well in the exam if you complete the learning objectives by writing out the answers. Many psychological studies on learning and note taking support the importance of written summaries in your own works as an important means of learning and then retrieving information.

GRADING CRITERIA:

The grade earned for the semester will be based on the total points earned on each assignment and added for the semester total. To earn a given grade you will need the following percentage of 375 total points:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

LEARNING ACTIVITY PACKET

Course Objectives:

1. Describe the current paradigms in psychology.
2. Discuss major issues in research methods.
3. Describe aspects of the biological bases of behavior.
4. Identify and differentiate major developments in the areas of:
 - a. Learning
 - b. Cognition, including memory, thought and language
 - c. Stress and human consciousness
 - d. Development of the individual throughout the lifespan
 - e. Health, therapy, and the psychological disorders
 - f. The principles of social life and applied psychology
5. Describe sources of psychological intervention in the local community.

PSY 101 MODULES

TO THE TEACHER

The attached modules are self-contained units that can be used in any psychology 101 section. Each assignment can be handled in either a group discussion format or a writing assignment.

The materials presented are introductory readings on cross-cultural topics, which can be used at several different points in a Psychology 101 semester.

- MODULE 1: Use in developmental or personality sections.
MODULE 2: Use in developmental or research methods sections.
MODULE 3: Use in health and stress or social psychology sections.

CRITERIA FOR GRADING

1. Typed, word-processed, double-spaced.
2. Use three complete pages or more to answer questions. Use correct punctuation, and grammar.
3. Contains college-level writing and organization, with a clear introduction, supporting paragraphs, and concluding paragraphs.
4. Use In-Text Citations by referring to sources in the readings, video, textbook or others. Include a final page listing all references cited in the paper. If you use it, cite it.
5. Essay clearly addresses and discusses major issues in the readings (video) and answers the questions. Uses appropriate terminology and concepts relevant to the topic are included.

MODULE 1

The videotape: Preschool in Three Cultures is available from Yale University Press, Customer Service Department, Box 92A Yale Station, New Haven, CT. 06520.

A book of the same name is available as well. Together the cost was about \$100.

The method of development of the tape is of interest: The authors first videotaped a preschool in each culture, then showed the tapes to staff, parents and child development experts in each culture. Other issues can be discussed using this videotape as the stimulus, such as freedom, conformity, cooperation and discipline. The tape is 58 minutes.

Suggestions for other discussion/essay questions are:

1. What is the value of children in each culture?
2. What role do preschools play in societies with low birth rates?
3. Are children in China an economic asset or liability? In the U.S., in Japan, in Africa?
4. Do boys and girls have different "value" in the U.S.? In China? In Japan? Do parents have different strategies and plans for their sons than for their daughters?
5. How is women's work tied to the cost, availability, quality and structure of childcare in each country?
6. How does each culture believe children learn to behave? How much latitude do they give children to misbehave? How is misbehavior in childhood related to misbehavior in adulthood in the three cultures?
7. What is each culture's view of individual differences in children's needs and abilities?
8. Chinese and Japanese preschools each stress groupism, but do they mean the same thing by this term?
9. How can cultures be compared? What categories do we use? What judgements can we make, while avoiding the problem of ethnocentrism?
10. What are the differences among the cultures in self-expression, creativity, and individuality? How did each culture go about making a child fit into society on these variables? What use are these characteristics in the larger adult world of each culture?

Assignment: Write a 3-5 page essay on the following: What skills, attributes, and personality characteristics do Chinese, Japanese and American parents most want their children to develop? What is a "good" child in each culture?

MODULE 2

Article: "Community as Context for Successful Aging" (Taken from the text, *The Cultural Context of Aging: Worldwide Perspectives*. (pp245-261) J. Sokolovsky, NY: Bergin and Garvey.)

The following are another set of questions that can be used to expand the discussion of the article.

1. Summarize the concepts and ideas contributing to elder well being among individuals living in Swarthmore, PA; Momence, IL and Hong Kong.
2. Write a short (2-3 pages) essay about your view of yourself at age 70. Write in the first person and include a detailed account of what you imagine a typical day would be for you at that age. Include physical, social, family, and environmental (city, home, nursing home?) circumstances in your essay.
3. How does your view of yourself aging differ from your view of an aged individual in Hong Kong or other Asian countries?

Assignment: Write a 3-5 page essay on the following: What major concepts and ideas did researchers find contributed to elder well-being among individuals living in Swarthmore, Momence and Hong Kong. Where was the aging "most comfortable" and explain your opinion.

MODULE 3

Article: "Culture Shock." (Bochner, S. (1994) "Culture Shock" In W.J. Lonner & R. Malpass (Eds.), Psychology and Culture (pp245-251). Needham Heights, MA: Allyn & Bacon.)

Assignment: Write a 3-5 page essay on the following: Discuss the proposition or assumption that contact between different groups (e.g., minority groups, foreign exchange, travel) will promote harmonious relations. What factors are necessary in a contact experience to enhance a positive or harmonious relationship between peoples of different cultures?