

1.1 What Is Psychology?

Group Activity

Discuss in a small group why you each decided to take a psychology course. What do you hope to get out of it?

1.2 Contemporary Psychology

Group Activity

Think that naming a color is an easy task of perception? Gather a group of friends and head on over to take the Stroop test (hawkes.biz/strooptest). Be sure to have something to record your time on each task.

Group Activity

Identify a common social norm and then construct an experiment in which you violate this norm. You should observe how others react to you and also how it makes you feel. You may want to have some helpers who can help observe others' responses, but the experiment should ultimately be your own.

Before you begin the assignment, pay attention to the people around you or in the situation where you plan to violate a social norm. How are they acting? Observe how this changes when you break the norm.

To get you started, here are some norms you might violate:

- social distance norms
- conversational norms
- gender norms
- volume norms

Still having difficulty deciding on a norm? Check out this video (hawkes.biz/psychnorms).

PLEASE NOTE: A man who decides to grow a beard has not violated a norm, even if he has never worn a beard before. A man who decides to grow a beard and dye it pink has violated a norm because it is normative

for the males of this era to avoid dying their beards.

BE VERY CAREFUL NOT TO DO ANYTHING ILLEGAL OR THAT PUTS YOU OR OTHERS IN DANGER!

After doing your experiment, answer at least three of the following questions:

1. What social sanctions resulted from your norm violation? Who created and/or enforced them? How?
2. How do race, class, and/or gender affect your deviance (others' perception of it, your ability to do it, different sanctions that might be brought against different groups or person engaging in the same act)?
3. What theories best explain the deviance that you have engaged in?
4. What if you could not change your norm violation? How would others see you? How would you cope? How would it affect your life and those around you?
5. During your time as a "deviant," how uncomfortable were you? What normally keeps you in line? How hard is it to break an unspoken rule? How are the unspoken rules enforced?

1.3 Why Is Research Important?

Group Activity

Think of a concept you are interested in (e.g., test performance). Then, form a hypothesis in the form of an if $\rightarrow$ then statement (e.g., If room temperature decreases, then average test score increases).

1.4 Approaches to Research

Group Activity

Data can belong to multiple categories. Go to the Census Bureau datasets (hawkes.biz/psychdata) and download a data set. This data set is archival in nature but also comes from a survey.

With group members:

1. Determine what some of the variables are (variables are the columns of data). You may need to download a codebook that explains what each column means.
2. Look at the variables in the data set.
3. With group members, discuss which variables may be related.
4. Take a vote and choose two variables.
5. Make a prediction about what the relationship is between the two variables (none, positive correlation, negative correlation).
6. Using Microsoft Excel, you can check your prediction using the Formula tab, More functions, Statistical, or CORREL.

Group Activity

Choose at least four classmates to form a group. There are at least four different roles for group members: candy person, observer 1 (to record who takes candy), observer 2 (to record who refuses the candy), and observer 3 (to record reactions of those who take the candy).

The candy person will stand in the hallway of a campus building with individually wrapped candy. Station observers 1 and 2 should be within eyesight of the candy person. Record the number of people who refuse the candy (observer 2) and the number who take the candy (observer 1). Observer 3 will record the reactions of people who take the candy (e.g., a smile, a laugh, whether they give the candy to someone else, etc.).

Predict ahead of time the percentage of people who take the offered candy. Were you close? How did the people who accepted the candy act?

1.5 Analyzing Findings

Group Activity

In groups, come up with your own operational definition for a variable that might be measured in a psychology study. Remember to explain exactly how you are going to measure it.

2.2 Cells of the Nervous System

Group Activity

Recruit four to six people to stand in front of the room in a line, holding hands. The first person is the dendrite, the last person is the terminal button, and those in between are the axon. Have another person, not part of the neuron, spray the hand of the dendrite with water from a small spray bottle. (The dendrite should not be looking but only feeling for the spray.) Once the dendrite feels the “incoming message,” they should squeeze the hand of next person in line, and that person then squeezes the hand next on the line until the terminal button receives the message and raises their hand. Try this multiple times, using more or less powerful spray, and answer the following questions.

- How fast was each transmission?
- How does the amount of water sprayed (neurotransmitters) impact the relay?
- How is the all-or-none principle displayed in this activity?

2.5 The Endocrine System

Group Activity

The percentage of Americans who are overweight continues to increase. As a result, Type II diabetes diagnoses are increasing in children and teenagers. As a group, research the average weight for adult men and women in the 1970s, 1990s, 2010s, and in 2020. Has it increased or decreased? If so, by how much? Come up with some possible explanations for your findings.

3.2 Sleep and Why We Sleep

Group Activity

As a group, brainstorm all of the ways in which you expend energy throughout the day. Based on this list, do you feel that this perspective on why we sleep makes sense?

3.5 Substance Use and Abuse

Group Activity

In a group of two or three classmates, generate a list of drugs that individuals develop tolerance to or experience withdrawal from but that are not generally drugs of abuse.

3.6 Other States of Consciousness

Group Activity

With your group, discuss any experiences you’ve had or seen relating to hypnosis. Do you feel the previously described steps would be effective on you? Do you feel you would be open to the idea?

4.1 Sensation Versus Perception

Group Activity

Subliminal messages occur in all types of media every day. Form groups of four or five and assign each member of the group a type of media (news apps, TV, socials, music, etc.). Each member should locate five to 10 examples of subliminal messages in their assigned type of media (to be determined by the professor). Bring in examples of your findings to class and share with everyone in the group. Did all members get the same messages or different ones? Does everyone agree on the message?

4.3 Vision

Group Activity

Complete the steps and answer the questions.

1. Form groups of two.
2. Take five different pieces of colored paper (all the same size, all different colors).
3. Lower the lights to the point of just being able to see.
4. Wait 10 minutes, and then have one partner hold up a piece of paper while the other partner states what they think the color is.
5. The partner holding the paper up should record this perceived color on the back of the sheet.
6. Repeat this for each sheet and then switch roles.
7. Compare results with your partner and then with the rest of the class.
 - Were there any similarities in your perceived colors?
 - Notable differences?
 - Why do you think the results ended up this way?
 - What do you know about our vision in low light conditions that helps explain this?

4.6 Gestalt Principles of Perception

Group Activity

In a small group, discuss examples of times when you have grouped items based on their proximity to each other.

5.1 What Is Learning?

Group Activity

As a group, discuss why you feel humans and other species are born with instincts and reflexes. Other than the ability to adapt to one's environment, what other benefits come with unlearned behaviors?

5.2 Classical Conditioning

Group Activity

Watson's experiment is considered unethical by today's standards. As a group, identify the modern standards that would be violated by this experiment today.

5.3 Operant Conditioning

Group Activity

Brainstorm how you would use shaping to train a dog to fetch a newspaper from the curb and bring it back into the house.

Group Activity

Brainstorm with a small group how you might employ a token economy to increase your level of studying for this class.

6.5 Measures of Intelligence

Group Activity

As a group, discuss and react to the story about *Atkins v. Virginia*. Do you agree with the court's ruling? Why or why not?

7.2 Parts of the Brain Involved with Memory

Group Activity

In a small group, make a list of ways in which the rats' defensive response of freezing might be adaptive from an evolutionary perspective. Next, discuss and list examples of how the "fight-or-flight" response in humans is adaptive. As a class, share your lists and discuss what they have in common.

7.3 Problems with Memory

Group Activity

How does the Innocence Project decide which cases to take on? Check out this short video (hawkes.biz/innocenceproject) in which founder Barry Scheck explains case choice. Then as a group, discuss the following questions:

- How does learning about the Innocence Project impact your view of the criminal justice system?
- What has this taught you about the role of memory in criminal convictions?
- Should eyewitness testimony be allowed in criminal cases?

7.4 Ways to Enhance Memory

Group Activity

In a small group, brainstorm possible reasons that writing about traumatic experiences may improve memory.

Group Activity

As a group, brainstorm a few psychology terms and some associations you can make to help you process their meanings.

8.1 What Is Lifespan Development?

Group Activity

Brainstorm three examples of development that are continuous and three examples of development that are discontinuous.

8.3 Stages of Development

Group Activity

In a small group, discuss whether or not a baby turning toward a gauze pad of their mother's scent indicates that the infant knows it is the mother's scent. Are there any other reasons a child would demonstrate this behavior?

Group Activity

In a small group, discuss your opinions of Baillargeon's conclusion that 3-month-olds understood physical properties of objects. Are there other alternative explanations for these findings?

Group Activity

Generate examples that would support Skinner's ideas of language development. What about Chomsky's ideas?

Group Activity

In a small group, discuss everyone's thoughts regarding when a person officially becomes an adult. How does culture influence your answers?

9.1 Motivation

Group Activity

In a small group, discuss your arousal level regarding taking an exam for this class. How does your arousal correlate with your performance?

Group Activity

Partner up with a few other students and generate a list of pros and cons for using a polygraph test to determine if an individual is telling the truth. What problems might there be with polygraphs? Should polygraphs be admissible (allowed) in court?

Group Activity

Partner up with a few other students and discuss the implications of the Raine et al. (2012) study for humans. Can we apply research with rats to humans when it comes to complex emotional development?

10.2 Understanding Sexual Behavior

Group Activity

In a small group, briefly research and discuss the limitations of the Kinsey study. How would you have changed it to improve its validity?

Group Activity

As a group, brainstorm common words and terms for the following types of people:

- positive terms for a sexually active man
- negative terms for a sexually active man
- positive terms for a sexually active woman
- negative terms for a sexually active woman

Discuss ways in which your list reflects the sexual double standard, as well as gender norms and norms for sexuality.

11.6 Biological Approaches

Group Activity

As a group, brainstorm areas in which you believe identical twins would be similar with regard to personality.

11.8 Cultural Understandings of Personality

Group Activity

Socialization is the process where a child slowly acquires a set of habits, attitudes, traits, and ways of behaving that allow them to operate in the groups they are a member of.

In small groups, list different types of learned behaviors or beliefs that depend on where we are born or where we grow up. How might that impact how others perceive a child's personality?

12.1 What Is Social Psychology?

Group Activity

Research suggests that engaging in empathy can help reduce the use of the fundamental attribution error.

- In a small group, discuss your own definitions and examples of empathy based on personal experience. How would you rate your own empathy?
- Take this questionnaire (hawkes.biz/empathytest) to assess your empathy level.
- How do you compare to those in your group? Do you find this to be accurate?
- With your group, brainstorm some ways to increase empathy.

Group Activity

1. Jot down a list of your personal strengths and your perceived weaknesses.
2. Now, tally up the number of strengths and weaknesses in your respective lists.
3. Then, as a group or class, list examples of strengths and weaknesses and write them down in a central location.
4. Examine the list of “weaknesses.” How many are truly negative or are less serious or “self problems” (“Well, I sometimes work too hard and expect too much of myself.”)? How might this reflect a self-serving bias?

12.2 Self-Presentation

Group Activity

As a group, discuss what you’ve learned about research methods. Based on this, why do you think it is important that these participants were randomly assigned?

12.3 Attitudes and Persuasion

Group Activity

How can an attitude you might not even be aware of impact your behavior, even before you have the chance to act?

Consider your attitude toward mathematics. Take this assessment (hawkes.biz/attitudes) and discuss with your peers how your score may reflect your feelings about math.

Group Activity

Part 1

Indicate whether or not you agree with the following statements by recording your responses on a separate piece of paper.

1. Texting while driving is dangerous.
 - yes
 - no
2. It is important to stay informed about proposed legislation that affects my community.
 - yes
 - no
3. Soft drinks/sodas are unhealthy beverages.
 - yes
 - no
4. Poverty is a serious problem that needs to be addressed.
 - yes
 - no
5. Vaping is an unhealthy behavior.
 - yes
 - no

Part 2

Indicate whether or not you have performed each of the following behaviors by recording your responses on a separate piece of paper.

1. I text when I am driving.
 - yes
 - no
2. I am able to name at least one bill affecting my community that was passed in the last year by the legislators in my county or my state.
 - yes
 - no
3. I drink soft drinks/sodas.
 - yes
 - no
4. Within the last year, I have donated time/money or engaged in volunteer work to address the problem of poverty.
 - yes
 - no
5. Within the last year, I have used a vape pen.
 - yes
 - no

Part 3

Compare your answers in Part 1 (attitude survey) to your answers in Part 2 (behavior survey).

Part 4

Reflect on the following questions, and share your answers in small groups.

1. Did you experience cognitive dissonance? Why or why not?
2. What thoughts were going through your head as you completed the behavior survey (Part 2) and had answers that were incongruent with your attitude survey (Part 1)?
3. What was your emotional reaction to experiencing dissonance?
4. What strategies did you use to try and lessen your experience of dissonance?

(From Breaking the Prejudice Habit [hawkes.biz/breaking])

Group Activity**Commercial Appeal: Which Is More Effective, the Central or Peripheral Route?**

Break into small groups and have each member search YouTube for a commercial advertising something that you have or would like to buy.

After examining the commercial, consider what type of persuasion is being utilized. Is the commercial appealing to logic and evidence, or does it appeal on a more emotional level?

Which route do you think is more effective? Why?

12.6 Aggression

Group Activity

As you learned, the bystander effect can be very powerful, holding people back from helping, especially when someone is desperately in need.

Test out the theory in real life. In pairs or small groups, go out into the community and create a situation in which one of the group members needs assistance, such as carrying a heavy load while trying to open the door. Have the person struggle alone while the other members watch to see if anyone comes to aid. Then, in a different location or time, re-create the situation. Except this time, have the other group members offer to help. See how many strangers offer to help as well.

12.7 Prosocial Behavior

Group Activity

In small groups, discuss the difference between apathy, empathy, and sympathy.

Now, have the members of the group think of a situation from your own lives in which empathy may be needed.

- What would an apathetic, sympathetic, and empathetic response be?
- What would the potential impact of each response be?

Group Activity

Homophily limits our exposure to diversity (McPherson et al., 2001).

Individually, find an example in the news about a hate crime (like a mass shooting at a synagogue) or racially based crime movements, such as #BlackLivesMatter.

In groups, introduce the news article you found and how you think it is an example of the dark side of homophily.

13.1 What Is Industrial and Organizational Psychology?

Group Activity

Take a moment to consider the following questions:

- What do you hope to get out of this psychology class?
- How do you know if the class has met your expectations?

In three separate groups, define a set of expectations for your class, your instructor, and you as a student. Each group should then create a measure or evaluation to assess your assigned target (class, instructor, student).

How easy is it to evaluate a class or the performance of a person? We know when something or someone does not meet our expectations, but how often do we consider our expectations at the beginning of a class?

14.1 What Is Stress?

Group Activity

With a group, discuss what you feel to be more common: stress as a stimulus or stress as a response. Why do you feel this way?

14.2 Stressors

Group Activity

As a group, discuss why pleasant events, like holidays and marriages, are likely to induce stress. How does this make sense? Can you come up with other examples of positive experiences that might cause stress?

14.4 Regulation of Stress

Group Activity

As a group, brainstorm other scenarios in which an emotional-focused coping strategy is more effective than a problem-focused attempt. Do you notice any similarities in the kind of situations you came up with?

14.5 The Pursuit of Happiness

Group Activity

Independently, jot down what you think the word *happiness* means. Then, find a small group and have everyone share their answers. What similarities do you notice? How about differences?

Group Activity

As a group, brainstorm common factors that you think make people happy. Then, discuss what each factor suggests about human nature.

15.1 What Are Psychological Disorders?

Group Activity

Individually, write a list of behaviors that you would describe as “abnormal.” As a class, write the list on the board.

Looking at the list, is there any situation in which that behavior would be considered normal? What is the difference?

15.4 Anxiety, Trauma, and Stress-Related Disorders

Group Activity

We all have moments of social anxiety, whether it be fear of an upcoming speaking engagement or jitters about meeting new people. How can you know if your feelings of social anxiety qualify as a disorder? Discuss in a small group with your classmates.

Group Activity

In a small group, discuss why it makes sense that the locus coeruleus is known as an “alarm center.”

15.9 Disorders in Childhood

Group Activity

With two or three classmates, discuss ways in which you could help change public opinion about the false relationship between vaccinations and autism.

Group Activity

The previous statement reads, “to conclude that vaccines cause autism spectrum disorder on this basis . . . was clearly incorrect for a number of reasons.” Discuss those reasons with two or three classmates.

16.1 Mental Health Treatment: Past and Present

Group Activity

Discuss the pros and cons of the introduction of asylums.

Group Activity

Brainstorm some ways in which the current population of homeless individuals with mental illness could be reduced.

16.5 The Sociocultural Model and Therapy Utilization

Group Activity

In small groups, brainstorm some reasons why ethnic minorities are less likely to utilize mental health services.