**Psychology and Life**

**Course Syllabus: Autumn 2024**

**Dear Students,**

This syllabus aims to help you understand the **course goals, expectations, testing methods** **and topics** we will go through together in this semester, so that you can optimize your learning experience and maximize your performance.

Based on my teaching experience, the course may be challenging for some of you for different reasons. Although I personally believe that the process of learning is always a mixed experience of sweetness and bitterness, the course may be especially hard for some, and of little use for others.

**Therefore I strongly recommend that you take time to read this syllabus carefully before making a final decision to choose this course (You know you still have a chance to withdraw from the course).**

It may take around 20 minutes to read through (depending on your reading speed and your motivation level, it can take less or more time). Thank you for taking this time and hope you find this first encounter inspiring.

I am looking forward to meeting you in person.

**Best wishes,**

**GAO JUN Ph.D.**

Associate professor, Department of Psychology, SSDPP, Fudan University

September 4, 2024

**Course Description**

***Psychology and Life: A cross-cultural perspective,*** is a course offered to any undergraduate students who are interested in the science of psychology. The course embraces the vision of American Psychological Association (APA), “**to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives**” (www.apa.org). Therefore, students are encouraged to apply what they have learned from the course to enhance the quality of their lives as well as the lives of others if possible. Moreover, as the name of the course suggests, it is hoped that by highlighting a cross-cultural perspective in teaching, students may develop the sensitivity as well as the appreciation for diversity in human lives, and therefore embrace a more open and tolerant attitude towards themselves and others.

**The aim of this introductory course is to provide an overview to major fields of psychology,** i.e. the methodology and the basis of psychological reasoning, classical concepts and theories as well as the latest research findings and new progresses made in psychology to promote the understanding and changes in individuals, families and societies. Particularly, **the course highlights the cultural perspective among other major approaches in modern psychology**.

The curriculum strives to adhere to the **five learning goals** proposed by *APA guidelines for the undergraduate psychology major-version 2.0 (APA, 2013)* on the foundation level (for those students who only take lower level courses, such as this course, and who do not necessarily intend to complete a bachelor’s degree in psychology, to have a general understanding as well as application of psychology).

The five goals are: ***knowledge base in psychology*, *scientific inquiry and critical thinking*, *ethical and social responsibility in a diverse world*, *communication and professional development***. The detailed descriptions of these goals relevant to this course will be listed in the section of *Learning Objectives* in this syllabus.

Different topics will be given to cover the whole scope of psychology, including: the biological and evolutionary basis of human behaviors, human cognition, learning, human development, motivation and emotion, stress and health psychology, social psychology, abnormal psychology and intervention. Besides lecturing, the course uses other learning strategies such as small & big group discussions, teamwork project, online quiz, extracurricular readings, and the participation of psychological researches to facilitate the learning process. Extracurricular reading materials for each topic can be downloaded from the e-learning platform and it is expected that students will choose at least one paper to read per week.

In order to get full credits of the course, students are asked to complete the following learning tasks: 1) **one individual homework assignment**; 2) **one teamwork project proposal (mid-term)**; 3) **two participations in psychological studies**; 4) **the final exam** is a 100-item close-book format multiple choice test. (You can check the details for these requirements later in this file.)

Students who are open-minded, curious and confident in English are warmly welcomed to embark on this journey.

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**Office Hours**: 12:30 p.m. to 13:30 p.m. Thursday

**Time of the Class**: Thursday, 9:55 a.m. ~ 12:30 a.m., from September 5 to December 29, 2024

**Classroom: H6304**

**Date for Final Exam:** 18:30-20:30, December 24, 2024

**Reference Books & Learning Resources**

* **Richard J.Gerrig & Philip G.Zimbardo. Psychology and Life (19th edition), 人民邮电出版社，2016年第1版 (English Edition/paperback)**
* 埃里克·B·希雷，戴维·A·利维 著. 侯玉波 等译. 跨文化心理学：批判性思维和当代的应用（第四版）. 中国人民大学出版社，2013年第一版
* J. W. Berry et.al., Cross-Cultural Psychology (3rd edition). Cambridge University Press, 2015
* Benjamin B. Lahey著，吴庆麟 等译. **心理学导论（第九版）**. 上海人民出版社，2010年第一版. （中文版）
* Roger R. Hock. **Forty Studies that Changed Psychology (5th edition).** Post & Telecom Press, 2010. (English edition) [中文名称：罗杰·霍克. 改变心理学的40项研究（第五版）. 人民邮电出版社，2010年1月第一版. 此书信息为英文版，也有相应中文翻译版]
* The website of American Psychological Association: [www.apa.org](http://www.apa.org)

**Reading Materials**

* You are required to read one or two reading materials every week and they will can be downloaded from e-learning platform. They may have different levels of difficulty.
* Reading materials of more advanced level are research papers of classical studies or new development related to the topic of the week in psychology. Students can choose reading materials that fit for their needs.

**Learning Objectives**

As an introductory course, students are expected to achieve five learning goals advocated by ***APA guidelines for the undergraduate psychology major-version 2.0 (APA, 2013)*** at the end of this course (see detailed description of the learning goals as well as the potential ways to achieve & access them in the following table. The contents are revised based on the APA guidelines)***:***

* **Knowledge base in psychology**: Students are expected demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena.
* **Scientific Inquiry and Critical Thinking**: Students are expected to learn some basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena
* **Ethical and Social Responsibility in a Diverse World**: Students are expected to become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns
* **Communication**: Students are expected to be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity
* **Professional Development**: Students are expected to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation to develop work habits and ethics to succeed in academic settings

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| Learning goals | How to achieve these goals | How to assess the outcome |
| **Knowledge base in psychology**   * Explain why psychology is a science. Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes while recognizing complex interplay of the intrapersonal, interpersonal and environmental factors that shape behaviors and mental processes * Identify key characteristics, principle methods and research questions of major approaches in psychology (e.g. psychodynamic, behavioral, developmental, biological, and sociocultural) * Describe examples of relevant and practical applications of psychological principles to everyday life, especially how psychological factors may influence one’s pursuit of a healthy and fulfilling life | * Attend classes * Read the textbook & slides * Read extracurricular materials * Participate in all kinds of learning activities | * Weekly online quiz items provide by this course those listed on the textbook * Homework assignment * Teamwork project * Final exam * Q&A in class * Feedbacks provided by the teacher on the group project |
| **Scientific Inquiry and Critical Thinking**   * Use scientific reasoning to interpret psychological phenomena and be aware of the common fallacies in thinking, such as confirmation bias, implying causation from correlation * Read and summarize general ideas, simple graphs and statistical findings as well as conclusions from psychological sources accurately * Identify and navigate psychology databases and other legitimate sources of psychology information * Interpret, design, and conduct basic psychological research | * Attend classes * Read the textbook & slides * Read extracurricular materials * Actively participate in small & big group discussions * Actively participate in the group project work | * Homework assignment * Teamwork project * Final exam * Q&A in class * Feedbacks provided by the teacher on the group project |
| **Ethical and Social Responsibility in a Diverse World**   * Apply ethical standards to evaluate psychological science and practice * Try to build and enhance interpersonal relationships by recognizing how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa * Maintain high standards for academic integrity, including honor code requirements | * Attend classes * Read the textbook * Read extracurricular materials * Actively participate in small & big group discussions * Apply psychological knowledge and methods to describe, explain & interpret personal as well as social concerns | * Teamwork project * Final exam * Q&A in class |
| **Communication**   * Express ideas in written formats that reflect basic psychological concepts and principles * Interact effectively * with others, including teacher, TA and classmates | * Actively participate in small & big group discussions * Actively participate in the group project work * Establish meaningful relationship with teachers, TA and peers | * Homework assignment * Teamwork project * Peer evaluation * Q&A in class * Open hour section provided by the teacher |
| **Professional Development**   * Describe how psychology’s content applies to business, health care, educational, and other workplace settings * Exhibit self-efficacy and self-regulation * Enhance teamwork capacity | * Actively participate in small & big group discussions * Actively participate in the group project work * Apply psychological knowledge and methods to describe, analyze and/or solve personal concerns and/or problems * Establish meaningful relationship with teachers, TA and peers * Try to find a mentor * Seek professional help if necessary | * Teamwork project * Peer evaluation * Open hour section provided by the teacher |

**Course requirements**

***Personal Assignment*** –This task can be either an essay or any other format (such as a drawing) that illustrates students’ learning from the course, esp. how they apply the knowledge from the classroom to their daily lives. ***The deadline will be the last course week before the final exam (i.e., Dec. 12th, 2024).***

***Teamwork project (Mid-term proposal)***: The mid-term assignment is based on a team work and the size of the team is around 6 students. The team is asked to work out a) a research review on a given psychological topic **OR** b) a psychological educational program for the general public on a topic relevant to psychology and the topic can be freely chosen by students as long as it is within the scope of psychology. ***More detailed instruction will be delivered at class around the 5th or 6th week.***

***Participations in psychological studies***- Students are required to participate in two psychological studies to get a real sense of how psychologists are doing their researches. Students will get 5% of the total course credit for the completion of two participations. Several opportunities will be offered during the semester and students can choose which to participate in. If students are not willing to participate for any reasons, extra homework will be offered to get the credit.

***Exams***- The final exam is a close-book format multiple choice test. This 100-item test covers all the topics of the course. ***The scope of the exam will be provided to students at the 14th week (i.e., Dec. 5th, 2024, which aims to help students to prepare for the final exam.***

***Class Behavior*** – It will be appreciated if students: 1. Attend classes on time and ask for leave in advance if one cannot show up (you can either send email to me or to the TA and this rule still applies to the period of online teaching). Students are required to register with T.A. for each class. If a student misses classes for more than three weeks, 5 points will be taken from the final score. 2. Be proactive in learning, that is, try to be alert and stay focused through the course as much as possible. An open attitude and a sense of curiosity are welcomed.

**Grading Policy**

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| Components | Point % |
| Homework assignment | 15% |
| Mid-term paper (team work) | 35% |
| Experiment participation (2 times) | 5% |
| Final Exam (100 items multiple choice test, close-book) | 45% |
| Total | 100% |

**COURSE OUTLINE / CALENDAR**

The course schedule is tentative and is subject to change.

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| **No.** | **Main Topics** |
| 1 | *An Introduction to the Course* |
| 2 | *Research methods in Psychology* |
| 3 | *The Biological and Evolutionary Basis of Behaviors* |
| 4 | *Sensation & Perception* |
| 5 | *Consciousness* |
| 6 | *Memory* |
| 7 | *Learning* |
| 8 | *Topics in Developmental Psychology* |
| 9 | *Motivation* |
| 10 | *Emotion* |
| 11 | *Stress* |
| 12 | *Topics in Social Psychology* |
| 13 | *Psychological Disorders* |
| 14 | *Psychological Counseling and Psychotherapy* |