



CIEE Global Institute - Copenhagen

Course name:	General Psychology
Course number:	(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
Contact hours:	45
Term:	Fall 2019

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

- Upon completion, students taking this course will be able to:
- 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 Grading

Participation	20%
Weekly Quizzes (6)	30%
Lecture Activity Worksheets (15)	20%
Psychology and Culture Essays (2)	10%
Experimental Psychology Review	20%
Total	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 co-curricular and outside-of-classroom activities.

Class Attendance

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus programs, unexcused 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 Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. 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.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Introductory Concepts

Session 1.1 Psychological and Psychology Research

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, surveys, 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/>, and Chapter 2 Psychological Research, and How to Analyze and Interpret Data. 2019. Cottage Health. https://www.cottagehealth.org/app/files/public/2246/Analyze_and_Interpret_Data_Cottage_Health_Evaluation_Toolkit.pdf

Watch: Intro to Psychology – Crash Course in Psychology #1. 2014. <https://www.youtube.com/watch?v=vo4pMVb0R6M> and Audrey, V. 2017. The



Truth About Studying Psychology.

<https://www.youtube.com/watch?v=1JKRDLuJ4Ok> Psychological Research – Crash Course in Psychology #2. 2014.

<https://www.youtube.com/watch?v=hFV71QPvX2I>

Due: Lecture Activity Worksheet

Week 2 Biopsychology and States of Consciousness

Session 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=W4N-7AlzK7s&t=15s> and Meet Your Master:

Getting to Know Your Brain -Crash Course in Psychology #4. 2014.

<https://www.youtube.com/watch?v=vHrmjy4W9C0&t=4s>

Due: Lecture Activity Worksheet

Quiz 1 (covers material from Week 1)

Session 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=jReX7gKU2yc> and To Sleep, Perchance to Dream – Crash Course Psychology #9. 2014. <https://www.youtube.com/watch?v=rMHus-0wFSo> and Altered States – Crash Course Psychology #10. 2014. <https://www.youtube.com/watch?v=9PW1fwKjo-Y>

Due: Lecture Activity Worksheet

Week 3 Sensation and Perception, Learning and Thinking

Session 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.

Quiz 2 (covers material from Week 2)

Readings: Chapter 5 Sensation and Perception, and Hampton-Smith, S. 2018. 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

Session 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

Session 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 and

Watch: The Bobo Beatdown – Crash Course Psychology #12. 2014.
<https://www.youtube.com/watch?v=128Ts5r9NRE> and Language – Crash Course Psychology #16. 2014. <https://www.youtube.com/watch?v=s9shPouRWCs>

Due: Lecture Activity Worksheet

Week 4 Memory and Developmental Psychology

Quiz 3

Session 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.

Quiz 3 (covers material from Week 3)

Readings: Chapter 8 Memory

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

Due: Lecture Activity Worksheet

Session 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.

Readings: Lonner, W. J. (2015). Half a century of cross-cultural psychology: A grateful coda. *American Psychologist*, 70(8), 804-814.

Watch: Bourrelle, J.S. 2015. How Culture Drives Behavior. TEDx Talks. <https://www.youtube.com/watch?v=I-Yy6poJ2zs>

Session 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

Week 5 Emotion and Motivation, Personality, Social Psychology

Session 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.

Quiz 4 (covers material from Week 4)

Readings: Chapters 10 Emotion and Motivation

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

Due: Lecture Activity Worksheet

Session 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

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

Due: Lecture Activity Worksheet, Experimental Psychology Review

Week 6 Stress, Lifestyle and Health, Psychological Disorders, Therapy and Treatment

Session 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.

Quiz 5 (covers material from Week 5)

Readings: Chapter 14 Stress, Lifestyle and Health, and Johnson, M.B. 2011. Psychology and Health: Aspects of the Mind that Affect Everyday Health, in Weathington, B.L. et al. (eds.). Applied Psychology in Everyday Life. Cambridge Scholars Publishing, UK

<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

Session 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> and related videos.

Due: Lecture Activity Worksheet

Session 6.3 Therapy and Treatment

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
<https://www.youtube.com/watch?v=6nEL44QkL9w>

Due: Lecture Activity Worksheet

Final Quiz 6 (covers material from Week 6)

Course Materials

Course Textbook

Spielman, R. et al. 2018. Introductory Psychology. Houston, TX: Openstax CNX
Download for free at <http://cnx.org/contents/4abf04bf-93a0-45c3-9cbc-2cefd46e68cc@9.33>

Readings

Furham, A., 2012. Culture shock. *Revista de Psicología de la Educación*, 7.

Hampton-Smith, S. 2018. The Designer's Guide to Gestalt Theory. Creative Bloq Art and Design Inspiration <https://www.creativebloq.com/graphic-design/gestalt-theory-10134960>

Johnson, M.B. 2011. Psychology and Health: Aspects of the Mind that Affect Everyday Health, in Weathington, B.L. et al. (eds.). *Applied Psychology in Everyday Life*. Cambridge Scholars Publishing, UK <https://www.cambridgescholars.com/download/sample/57844>

Lonner, W. J. (2015). Half a century of cross-cultural psychology: A grateful coda. *American Psychologist*, 70(8), 804-814.

Online Resources

20 Ways to Use Psychology in Everyday Life. Online Psychology Review Guide.
<https://www.onlinepsychologydegree.info/great-psychology-tricks-for-success/>



Green, H. and J. Green. 2014. Crash Course Psychology.

<https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q>

How to Analyze and Interpret Data. 2019. Cottage Health.

https://www.cottagehealth.org/app/files/public/2246/Analyze_and_Interpret_Data_Cottage_Health_Evaluation_Toolkit.pdf