

Psychology: A Christian Perspective
Online Class (Winter 2012)

Instructor: Dr. Tim Rice

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Office hours: 15 minutes before class, after class, or by appointment

Computer access: Students will need a computer with internet access and microphone/headset (web camera optional)

Required text: Psychology: A Christian Perspective.

Course Description:

In this course I expect you accomplish two major goals. First, you will recognize modern psychology’s worldview assumptions and be able to compare and contrast those assumptions with your Christian worldview. Second, you will have a strong knowledge of psychology’s subject matter and be able to examine psychology’s content from a Christian worldview perspective. I expect you to think and pray about the material and to offer your thoughtful observations in class. I expect you to think like a Christian about this stuff before you go to college.

The class covers a lot of material and students are responsible to read learn all the material in the text, even if I do not cover it in the lecture. One best way to study is to read the text and then answer the “Questions for Review” from the text and the Study Guide

Week	Topic	Assignments (Complete week one reading before class week one, week 2 reading before class 2, and so on.	Learning Objectives Students will be able to...
1	Introduction and overview. What is psychology? Why is it important that we study psychology from a Christian perspective?	<ul style="list-style-type: none"> • Read Introduction and Chs. 1-3 from Psychology: A Christian Perspective. • Read <i>Christ, The Lord of Psychology</i> by Eric Johnson • Read: The End of Christian Psychology by Martin & Deidre Bobgan at Psychoheresy-aware.org • Read : All Truth God’s Truth? by Martin & Deidre Bobgan at Psychoheresy-aware.org • Read: Christian Psychology - Part I by Dave Hunt at the Berean Call. Hunt describes Christian psychology as the most deadly and at the same time the most appealing and popular form of modernism ever to confront the church. • Read: Christian Psychology - Part II by Dave Hunt at the Berean • Read: Psychology and Faith, by David G. Myers • Web: Historical Studies of Science and Christianity • Read: How Sin Affects Scholarship: A New Model by Stephen K. Moroney 	<ul style="list-style-type: none"> • Define and explain what the word “psychology” means. • Discuss the importance of worldviews in defining psychology and describe how psychology’s definition has changed. • Describe the controversy among Christians about psychology. • Describe psychology’s influence in academia, the culture, and the Christian Church. • Describe a Christian approach to the study of psychology. • Describe psychology’s goals. • Describe psychology’s subfields and careers. • Describe modern psychology’s major approaches or schools of thought. • Identify possible career alternatives in psychology. • Describe areas of potential psychological

		<ul style="list-style-type: none"> • Web: Summit Ministries • Web: What's a Christian Worldview? by Del Tackett, Focus on the Family • Questions for Review • Quiz 	research on topics of interest to Christians.
2	A Christian Worldview. History of Psychology from Worldview Perspective	<ul style="list-style-type: none"> • Read: The Spheres of Revelation and Science. What Are Their Limitations in Relation to Each Other? Clark, • R. E. (1953). Journal of the American Scientific Affiliation • Web: Historical Studies of Science and Christianity • Read: How Sin Affects Scholarship: A New Model by Stephen K. Moroney • Web: Summit Ministries • Web: What's a Christian Worldview? by Del Tackett, Focus on the Family 	<ul style="list-style-type: none"> • Define “worldview.” • Explain their worldview and explain how it intersects with modern psychology along the five worldview issues. • Describe a Christian view of God and the nature of Mankind. • Define and describe epistemology from a Christian perspective. • Describe a Christian view of moral absolutes. • Describe a Christian perspective of the causes for mental pain and suffering. • Describe the history and influence of naturalism on psychology and other sciences. • Describe the limitations of naturalistic descriptions of Mankind. • Describe the history and influence of Darwinian evolution on psychology. • Name several of the fathers of modern psychology who were atheists. • Define Biblical anthropology. • Define epistemology. Describe a Christian view of knowledge. • Describe the “faith/Science dichotomy” and discuss a Christian view of science. • Describe the phrase “All Truth is God’s Truth” as it relates to a Christian worldview. • Describe general and natural revelation in relation to knowledge about the nature of Man. • Describe empiricism and its limits. • Describe the effect of sin on the study of psychology. • Describe the role of sin in a Christian understanding of mental pain and suffering. • Compare a Christian view of sin with moral relativism and humanism.
3	History of Psychology from Worldview Perspective (continued)	<ul style="list-style-type: none"> • Web: History of Psychology , in conjunction with Dr. Donald Pozella of the University of Dayton (http://elvers.us/hop/welcome.asp) • Read: Reductionism in the Psychology of the Eighties: Can Biochemistry Eliminate Addiction, Mental Illness, and Pain? by Stanton Peele at the Stanton Peele Addiction Website (http://www.peele.net/lib/reduct.html) • Read: the affirmations of the Humanist Manifesto I at the American Humanist Association (http://www.americanhumanist.org/Who_We_Are/About_Humanism/Humanist_Manifesto_I) • Read about ancient philosophers influential in the 	<ul style="list-style-type: none"> • Describe Cartesian Dualism. • Describe the emergence of experimental psychology. • Describe the study of psychology pre-dating the establishment of modern scientific psychology. • Describe examples of ancient psychological research and theories. • Describe the development of psychology as an empirical science. • Describe phrenology. • Trace the history of psychology through each

	<p>history of psychology</p> <ul style="list-style-type: none"> • Democritus (http://www.iep.utm.edu/democrit/) • Epicurus (http://www.iep.utm.edu/epicur/) • Galen (http://www.iep.utm.edu/galen/) • Marko Marulic -The Author of the Term "Psychology" (http://psychclassics.yorku.ca/Krstic/marulic.htm) • John Locke – An Essay Concerning Human Understanding (http://psychology.okstate.edu/museum/history/understnd.txt) • David Hume – An Enquiry Concerning Human Understanding (http://ebooks.adelaide.edu.au/h/hume/david/h92e/) • Read: Elements of Psychophysics by Gustav Fechner • Read: Sigmund Freud: Psychoanalyst from Time Magazine (http://www.time.com/time/magazine/article/0,9171,990609,00.html) • Web: Classics in the History of Psychology an internet resource developed by Christopher D. Green, York University, Toronto, Canada (http://psychclassics.yorku.ca/links.htm) • Web: The Center for Evolutionary Psychology (http://www.psych.ucsb.edu/research/cep/) • Journal: <i>Evolutionary Psychology</i> is an open-access peer-reviewed journal that aims to foster communication between experimental and theoretical work on the one hand and historical, conceptual and interdisciplinary writings across the whole range of the biological and human sciences on the other. (http://www.epjournal.net/) • Read: Darwin's Dirty Secret by Nancy R. Pearcey (from World Magazine 3/13/2000) (http://www.leaderu.com/orgs/arn/pearcey/np_world-rape0300.htm) • Read: Non-bizarre delusions as strategic deception, by Edward H. Hagen. Hagen suggests that delusion are an evolved adaptive survival benefit (http://anthro.vancouver.wsu.edu/media/PDF/Delusions_revised_Aug_2007.pdf) • Read: Evolutionary Psychology: Controversies, Questions, Prospects, and Limitations, by Confer et. al. (http://homepage.psy.utexas.edu/homepage/Group/BussLAB/pdf/evolutionary_psychology_AP_2010.pdf) • Web: History of Psychology (http://elvers.us/hop/welcome.asp) • Read: Leaving Psychology Behind, by Paul Vitz (http://www.summit.org/resources/essays/leaving-psychologybehind/) • Web: The Psychology of Religion pages. 	<p>of its five major schools-of-thought.</p> <ul style="list-style-type: none"> • Describe Sigmund Freud's worldview on the nature of Man and contrast his view with a Christian view. • Describe Freudian/psychodynamic psychology. • Describe behaviorism and radical behaviorism's claims about the nature of Mankind and contrast behaviorism with a Christian view. • Describe the structuralists. • Explain the contribution of Dr. Charles Bell, Franz Gall, Gustave Fechner, Wilhelm Wundt, Edward Titchener to the development of modern psychology. • Describe reductionism and its implications on the nature of Mankind. • Describe the functionalists. • Describe the influence of Herbert Spencer, Charles Darwin, and William James on modern psychology. • Summarize the theory of evolution as applied to human behavior and mental processes. • Describe behaviorism and contrast behaviorism and Freudian psychology at the level of the nature of Mankind. • Describe humanism and contrast humanism's beliefs about the nature of Man with a Christian view. • Define self-esteem. Evaluate "selfism" in comparison to Biblical anthropology. • Describe cognitive psychology. • Describe neuro-biology • Describe various explanations for mental illness in terms of underlying worldview assumptions.
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4	The Brain and Nervous System	<ul style="list-style-type: none"> • Read: The Human Nervous System: Evidence of Intelligent Design [Part II] by Brad Harrub, Ph.D at Apologetics Press • Read: The Human Nervous System: Evidence of Intelligent Design [Part III] by Brad Harrub, Ph.D. at Apologetics Press • Read: Mind Life by P. David Glanzer at The American Scientific Affiliation • Web: Disorder Index. National Institute of Neurological Disorders and Stroke. • Video: The Lobotomist. American Experience on PBS. • Web: The Divisions of the Nervous System. Neuroscience for Kids, Eric H. Chulder, PhD. • Web: Neuroscience for Kids, Eric H. Chulder, PhD. • Web: The Wada Test, at Epilepsy.com. • Read: The Split Brain Experiments at Nobel.org. • Web: Neuroscience Online. An electronic textbook for the neurosciences. University of Texas. • Read: Phineas Gage's Story at Deakin University • Video: Kim Gorgens: Protecting the brain against concussion, at TED. Neuropsychologist Kim Gorgens makes the case for better protecting our brains against the risk of concussion. • Read: Damaged, by Malcom Gladwell, from The New Yorker (http://www.gladwell.com/pdf/damaged.pdf). What are the article's implication for understanding free will and moral responsibility? • Read: Is God and Accident? By Dr. Paul Bloom from The Atlantic. http://www.theatlantic.com/magazine/archive/2005/12/is-god-an-accident/4425/ • Read: Religion: Is God in our Genes? By Jeffery Kluger from Time Magazine. (http://www.time.com/time/magazine/article/0,9171,995465-1,%2000.html) • Questions for Review • Quiz 	<ul style="list-style-type: none"> • Describe the structure and function of the neuron • Recognize that specific functions are centered in specific lobes of the cerebral cortex • Describe the organization of the nervous system • Describe the function of the CNS, PNS, and the sympathetic and parasympathetic systems • Describe techniques for studying the brain • Describe the function of the endocrine system and how the endocrine glands are linked to the nervous system • Classify the major divisions and subdivisions of the nervous system • Differentiate the functions of the various subdivisions of the nervous system • Identify the structure and function of the major regions of the brain • Describe lateralization of brain functions • Describe the divisions of the brain • Identify and describe the cerebrum, cerebellum, and medula • Describe how brain injury contributed to our understanding of brain function • Describe how brain stimulation studies contributed to our understanding of brain function • Describe how imaging contributes to our understanding of brain function • Describe lobotomy
5	Sensation and Perception	<ul style="list-style-type: none"> • Web: The blind spot and other vision demonstrations. Eric H. Chudler, Ph.D • Web: 92 Visual Phenomena & Optical Illusions by Michael Bach • Web: Aphasia. National Institute on Deafness and Other Communication Disorders. • Slide show: How you hear. Mayo Clinic.Quiz • Questions for Review • Quiz 	<ul style="list-style-type: none"> • Define and contrast sensation and perception • Define sensory threshold, just noticeable difference, and Weber's Law • Explain the concepts of sensory adaptation • Describe the visual system • Describe the auditory system • Describe the olfactory system • Describe the gustatory system • Describe the cutaneous system • Describe the kinesthetic system • List forms of energy for which we have

			<ul style="list-style-type: none"> sensory receptors Explain Gestalt concepts such as figure-ground, continuity, similarity, proximity, and closure. Describe binocular and monocular depth cues Describe the influence of motivation, past experiences, culture, and expectations on perception Explain what is meant by “attention” Explain extrasensory perception and paranormal psychology
6	Motivation and Emotion	<ul style="list-style-type: none"> Read: A Theory of Human Motivation, A. H. Maslow. Classics in the History of Psychology, an internet resource by Christopher D. Green, York University, Toronto, Ontario Read: What is an emotion? by William James at Classics in the History of Psychology Quiz Questions for Review 	<ul style="list-style-type: none"> Describe a biblically-based understanding of the role of emotions in the lives of Christians Explain motivation, intrinsic motivation, and extrinsic motivation Explain human motivation from a evolutionary perspective Describe motivation in terms of needs, drives, and homeostasis Describe motivation in terms of arousal Explain Maslow’s hierarch of motivation Contrast Maslow’s concept of self-actualization with a Christian perspective of the self Describe lie detector tests Describe the experience of emotions Describe Sternberg triangle model of love Describe the James-Lange theory of emotions Describe the Cannon-Bard theory of emotions Explain cognitive theories of emotions Describe four situations in which motivations occur Describe the type A and hardy personalities Describe signs of stress Explain the general adaptation syndrome
7	Learning and Memory	<ul style="list-style-type: none"> Video: John Watson’s Little Albert experiment. Video: B. F. Skinner: Shaping Video: Bandura – bobo doll experiment Video: Thorndike – Law of Effect Video: Classical Conditioning. Dr. Philip Zimbardo narrates historical footage of experiments in classical conditioning. Read: Ivan Pavlov’s Nobel Prize Biography Read: Ivan Pavlov’s Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex at Classics in the History of Psychology Read: John Watson’s Studying the Mind of Animals by John B. Watson at Classics in the History of Psychology Video: BF Skinner Foundation – Pigeon Ping Pong Clip Video: Bandura’s Social Cognitive Theory: An Introduction 	<ul style="list-style-type: none"> Define Learning Describe Classical Conditioning Describe Ivan Pavlov’s experiments Name and define the key components of classical conditioning Describe Operant Conditioning Describe Thorndike’s Law of Effect Describe B.F. Skinner’s experiments Define key terms from operant conditioning Describe reinforcement schedules Describe Cognitive theories of learning Describe latent learning Describe Social Learning theories Describe the three box model of human memory Describe factors that influence forming, storing, and retrieving memories Describe and use mnemonic techniques

		<ul style="list-style-type: none"> • Read: Biography of Edward L.Thorndike • Read: Behavioral Psychology in the Sunday School Classroom by Donald Ratcliff • Read: Superstition in the Pigeon by B.F. Skinner • Quiz • Questions for Review 	
8	Human Development	<ul style="list-style-type: none"> • Video: Dr. Money And The Boy With No Penis (http://documentarystorm.com/dr-money-and-the-boy-with-no-penis/) • Video: Mary Ainsworth: Attachment and the growth of love (http://video.google.com/videoplay?docid=-3634664472704568591&q=B+F+Skinner&hl=en) • Video: John Bowlby: Attachment Theory Across Generations (http://video.google.com/videoplay?docid=-3634664472704568591&q=B+F+Skinner&hl=en#docid=-6894776599072526990) • Video: Piaget's Developmental Theory: An Overview (http://video.google.com/videoplay?docid=634376752589779456&q=B+F+Skinner&hl=en#docid=-9014865592046332725) • Video: Vygotsky's Developmental Theory: An Introduction (http://video.google.com/videoplay?docid=634376752589779456&q=B+F+Skinner&hl=en) • Video: Play: A Vygotskian Approach (http://video.google.com/videoplay?docid=36813446619688577) • Video: Using Twin and Adoption Studies – Twin Studies (http://www.youtube.com/watch?v=Trc2dJgeyvc) • Video: Erik Erikson's 8-stages Hoedown (http://www.youtube.com/watch?v=-i9ckffRcd4) A funny musical presentation of Erikson's psychological crises (<i>watch it before showing to students – there are a couple of off-color references and images</i>) • Read: Some Developmental Ideas of Jean Piaget by Bonnidell Clouse (http://www.asa3.org/ASA/PSCF/1971/JASA9-71Clouse.html) Quiz • Questions for Review • Quiz 	<ul style="list-style-type: none"> • Describe the characteristics of the various developmental theories. • Describe development theories in terms of the philosophies of Locke, Rousseau, Kant, and Hall. • Describe recapitulation theory. • Define cognition and cognitive styles. • Describe Piaget's stages of cognitive development. • Describe criticisms of Piaget's theory of cognitive development. • Describe cross-section and longitudinal developments research. • Describe Freudian psycho-sexual development.
9	Consciousness	<ul style="list-style-type: none"> • Read: Biblical references to dreams and dreaming in: Read Matt. 1:20, 2:12-13, 7:19, Gen. 40:8, Gen. 41:1-25, Joel 2:28, and Jer. 23:25-28. • Read Meditation: A Requirement by Helen E. Martin in Science in the Christian Perspective (http://www.asa3.org/ASA/PSCF/1979/JASA6-79Martin.html) • Web: NIDA for Teens: The Science Behind Drug Abuse at NIDA for Teens, The National Institute on Drug Abuse (http://teens.drugabuse.gov/facts/index.php) 	<ul style="list-style-type: none"> • Discuss various definitions of human consciousness. • Describe a Christian perspective of human consciousness. • Describe various states of consciousness. • States of Consciousness • Describe sleep, REM sleep, stages of sleep, sleep deprivation, and disorders of sleep. • Describe dreams and discuss the meaning of dreams from various worldview perspectives,

		<ul style="list-style-type: none"> • Read: Drugs: Shatter the Myths at the National Institute on Drug Abuse (http://drugfactsweek.drugabuse.gov/files/teenbrochure_508.pdf) • Read: The Brain: The Mystery of Consciousness by Steven Pinker (2007) in Time Magazine (http://www.time.com/time/magazine/article/0,9171,1580394-1,00.html) • Read: NIDA InfoFacts: Understanding Drug Abuse and Addiction at the National Institute on Drug Abuse (http://www.drugabuse.gov/infofacts/understand.html) • Video: The Meth Epidemic (http://www.pbs.org/wgbh/pages/frontline/meth/view/) FRONTLINE, in association with <i>The Oregonian</i>, investigates the meth rampage in America: the appalling impact on individuals, families and communities. • Web: DEA Drug Information at the U. S. Drug Enforcement Administration (http://www.justice.gov/dea/pubs/abuse/index.htm) • Web: NIDA InfoFacts: Science-based Facts on Drug Abuse and Addiction at the National Institute on Drug Abuse (http://www.nida.nih.gov/Infofacts/infofactsindex.html) • Read: Defining Consciousness: Christian and Psychological Perspectives, by Willaim M. Struthers, Weaton College (http://www.asa3.org/ASA/PSCF/2001/PSCF6-01Struthers.html) • Quiz • Questions for Review 	<p>including a</p> <ul style="list-style-type: none"> • Christian worldview. • Describe hypnosis, its history, and worldview issues related to hypnosis. • Discuss meditation from various worldview perspectives. • Define psychoactive drugs and describe how they generally work. • Describe tolerance, dependence, and withdrawal. • Describe the four major categories of psychoactive drugs. • Describe the effects of alcohol. • Describe the effects of sedative-hypnotics. • Describe the effects of stimulants. • Describe the effects of opiates. • Describe the effects of hallucinogens. • Describe the effects of marijuana.
10	Thinking, Language, and Intelligence	<ul style="list-style-type: none"> • Web: Human Intelligence, by Dr. Jonathan Plucker Indiana University (http://www.indiana.edu/~intell/) • Read: Speaking Bonobo, an article about Kanzi, the speaking Bonobo, at Smithsonian.com (http://www.smithsonianmag.com/science-nature/10022981.html) • Web: Savant Profiles in Savant Syndrome, a web site maintained by the Wisconsin Medical Society (http://www.wisconsinmedicalsociety.org/savant_syndrome/savant_profiles) • Read: The Mature Mind: Having and Using the Mind of Christ, by T. M. Moore (http://www.colsoncenter.org/images/content/wilberforce/ViewPoint_Studies/VP%20Mature%20Mind.pdf). • Web: Language Development in Children, a site maintained by the Child Development Institute. http://www.childdevelopmentinfo.com/development/language_development.shtml • Quiz 	<ul style="list-style-type: none"> • Define cognition • Define concepts including conjunctive concepts, disjunctive concepts, and relational concepts • Describe cognitive maps • Define schemas and cognitive scripts • Identify personal cognitive style • Identify effective decision-making and problem-solving techniques • Identify barriers to problem-solving and decision-making • Define language • Describe the stages of language development • Describe language development from the behavioral perspective • Describe Noam Chomsky's Nativist theory of language development • Describe the interactionist theory of language development • Describe the difficulties defining intelligence

		<ul style="list-style-type: none"> • Questions for Review 	<ul style="list-style-type: none"> • Describe mental age, chronological age, and intelligence quotient • Describe Sternberg's, Thurstone's, and Gardner's theories of intelligence
11	Personality	<ul style="list-style-type: none"> • Read: Wanted: A Christian Theory of Personality by Gary Collins. • Read: Personality Traits: Their Classification and Measurement, by Floyd H. and Gordon W. Allport. • Quiz • Questions for Review 	<ul style="list-style-type: none"> • In their own words, define personality. • Describe the Holy Spirit's supernatural influence on a believer's personality. • Describe personality traits. • Describe Hippocrates' four humors. • Describe Sigmund Freud's personality theory. • Describe Sigmund Freud's concept of defense mechanism and provide examples. • Explain using worldviews why Freud's personality theory is offensive to a Christian worldview. • Describe Carl Jung's worldview of religions. • Describe Jung's concept of archetypes and provide examples. • Describe Alfred Adler's concept of individual psychology. • Describe Hans Eysenk's conception of human temperaments. • Describe the Big Five personality traits. • Explain how personality psychologist use twin studies. • Explain why humanistic psychology was known as psychology's "third force." • Describe projective personality assessments.
12	Abnormal Psychology	<ul style="list-style-type: none"> • Video: When medicine got it wrong. http://www.whenmedicine.org/MedW/Home.html • Web: National Down Syndrome Society (http://www.ndss.org/) • Web: LD Online: (http://www.ldonline.org/) The World's Leading Website on Learning Disabilities • Web: National Autism Association (http://www.nationalautismassociation.org/) • For Alzheimer's Association (http://www.alz.org/index.asp) • Video: Medicating Kids. (http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/) In "Medicating Kids," FRONTLINE examines the dramatic increase in the prescription of behavior-modifying drugs for children. Are these medications really necessary--and safe--for young children, or merely a harried nation's quick fix for annoying, yet age-appropriate, behavior? • Video: Schizophrenia: Gerald, Part 1 (http://www.youtube.com/watch?v=gGnl8dqEoPQ) • Video: Schizophrenia: Gerald, Part 2 (http://www.youtube.com/watch?v=i6h8Ic-l7R0&feature=related) • Web: National Center on Birth Defects and 	<ul style="list-style-type: none"> • Describe "abnormal." Describe difficulties differentiating normal from abnormal. • Describe mental illness and explain worldview perspectives of the causes of mental illness. • Describe historical perspectives of the causes of mental illness. • Describe the DSM-IV classification system. • Describe the classes of mental illness and key characteristics of major disorders.

		<p>Developmental Disabilities (http://www.cdc.gov/ncbddd/index.html)</p> <ul style="list-style-type: none"> • Web: National Institute of Mental Health (http://www.nimh.nih.gov/health/topics/index.shtml) • Quiz • Questions for Review 	
13	Treatment	<ul style="list-style-type: none"> • Read: The Myth of Mental Illness by Dr. Thomas Szasz at Classics in the History of Psychology http://psychclassics.yorku.ca/Szasz/myth.htm • Read: What is Nouthetic Counseling by Dr. Jay Adams at http://www.nouthetic.org/ • Read: Biography of Anton Boisen, by Rev. Robert Leas, The Association for Clinical Pastoral Education (http://www.acpe.edu/networks/boisen_bio.htm) • Read: Psychology and the Doctrines of Devils, by T. A. McMahan (http://www.theberean.org/node/2431) • Read: The History of Lobotomy, by Renato M.E. Sabbatini (http://www.cerebromente.org.br/n02/historia/lobotomy.htm) • Read: Bedlam from New Advent (http://www.newadvent.org/cathen/02387b.htm) • Web: International Association of Biblical Counselors (http://www.iabc.net/) • Web: The Institute for Nouthetic Studies trains counselors to minister the Word of God in the counseling room. The Institute for Nouthetic Studies features the teaching ministry of Dr. Jay E Adams, leading authority on biblical counseling (http://www.nouthetic.org/) • Web: Mental Health Medications. National Institute of Mental Health. http://www.nimh.nih.gov/health/publications/mental-health-medications/complete-index.shtml (medications) • Web: The Society for Christian Psychology's mission is to promote the development of a distinctly Christian psychology (including theory, research, and practice) that is based on a Christian understanding of human nature (http://christianpsych.org/wp_scp/) • Web: The History of Psychosurgery, by Renato M.E. Sabbatini, PhD prepared a fascinating presentation of how psychosurgery evolved from crude skull-drilling operations into a modern procedure to alter human behavior http://www.edumed.org.br/cursos/neurociencia/01/Artigos/aula09/psicocirurgia.htm. • Video: The New Asylums. FRONTLINE goes inside Ohio's state prison system to explore the complex and growing issue of mentally ill prisoners (http://www.pbs.org/wgbh/pages/frontline/shows/asylums/view/). 	<ul style="list-style-type: none"> • Describe some of the historical approaches to treating mental illness, including the worldview assumptions underlying the approach. • Describe treatments for mental illness from the Middle Ages through the Renaissance. • Describe treatments for mental illness in colonial America and the 17th and 18th century. • Describe how attitudes toward the mentally ill changed in the 19th century. • Describe the history of lobotomy and electroconvulsive therapy. • Describe the discovery of thorazine and the pharmacological revolution. • Describe the classification of psychiatric medications. • Explain the phrase "chemical imbalance of the brain." • Describe worldview issues underlying psychopharmacology. • Describe the deinstitutionalization of the mentally ill. • Describe the unintended consequences of deinstitutionalization. • Define therapy. • Describe Freudian psychotherapy. • Describe behavior therapy. • Describe cognitive therapies. • Describe humanistic therapy. • Describe family therapy. • Describe "spiritual" treatments. • Describe Christian anti-psychology. • Describe "integration." • Describe Biblical counseling. • Describe popular psychology.

		<ul style="list-style-type: none"> • Quiz • Questions for Review 	
14	Social Psychology	<ul style="list-style-type: none"> • Video: A Class Divided. From FRONTLINE. One day in 1968, Jane Elliott, a teacher in a small, all-white town, divided her third-grade class into blue-eyed and brown-eyed group and gave them a daring lesson in discrimination. Includes readings and links and teacher's guide (http://www.pbs.org/wgbh/pages/frontline/shows/divided/). • Video: The Asch Experiment. The Asch conformity experiments were a series of studies published in the 1950s that demonstrated the power of conformity in groups (http://www.youtube.com/watch?v=iRh5qy09nNw). • Read: Milgram Obedience study (http://www.wadsworth.com/psychology_d/templates/student_resources/0155060678_rathus/ps/ps01.html) • Read: When not to obey, by T. M. Moore (http://www.colsoncenter.org/images/content/wilberforce/ViewPoint_Studies/VPDisobey.pdf). • Web: Stanford Prison Experiment. Official site of the Stanford Prison Experiment. A simulation Quiz • Questions for Review 	<ul style="list-style-type: none"> • Describe interpersonal communication. • Describe the Shannon-Weaver model of communication. • Describe feedback, non-verbal communication, and proxemics. • Describe the characteristics of good listeners. • Describe social influence, social comparison, and social norms. • Describe attitudes, attitude formation, and attitude change. • Describe interpersonal attraction. • Describe group dynamics, group roles, and group norms, and group decision-making. • Describe groupthink. • Describe the Stanford Prison experiment. • Describe the Asch conformity study. • Describe Milgram's obedience study. • Describe Sherif's Robbers Cave study. • Describe conformity and obedience. • Discuss stereotypes, prejudice, and discrimination.
15	Research Methods	<ul style="list-style-type: none"> • TeachPsychScience.org: Resources for Teaching Research Statistics in Psychology has enough resources to keep a student who is interested in research busy for a very long time. • Psychological research is written and published according to the rules of APA Style®, detailed in the Publication Manual of the American Psychological Association. The Purdue Online Writing Lab is an excellent resource for students who complete writing assignments and citations according to APA style. • Read: In this study, prayers aren't the answer by Jeremy Manier in the Chicago Tribune. Respond to the article and then read Prayer Letter and This Thing Called Prayer by David G. Myers. Respond to both. • Quiz • Questions for Review 	<ul style="list-style-type: none"> • Describe the research strategies used by psychologists to explore human affect, behavior, and cognition. • Describe the term scientific method. • Describe and explain the elements of an experiment. • Explain the importance of sampling and random assignment in psychological research. • Explain and describe measures of central tendency and variability. • Describe the concept of correlation and explain how it is used in psychology. • Explain the purpose and basic concepts of descriptive and inferential statistics. • Describe ethical issues in research with human and other animals that are important to psychologists. • Describe and compare quantitative and qualitative research strategies. • Think critically about research conclusions.
16	Wrap up, conclusion, miscellaneous stuff.		