

AP[®] Psychology



Course Purpose & Goals

As articulated on pages 7 of the College Board AP Psychology Course Description manual, the purpose of the course is to “introduce students to the systematic and scientific study of human behavior and mental processes.” The goal of the course is to offer students “the equivalent of the Introduction to Psychology course usually taken during the first college year.”

Advanced Placement Units with Exam Weight & Textbook Chapter Correlation

Below the primary “content areas covered in the AP Psychology Exam, approximate percentages of the multiple-choice section devoted to each area,” as correlated with the textbook.

Advanced Placement Units with Exam Weight

1. Scientific Foundations of Psych	10-14%
2. Biological Bases of Behavior	8-10%
3. Sensation & Perception	6-8%
4. Learning	7-9%
5. Cognitive Psychology	13-17%
6. Developmental Psychology	7-9%
7. Motivation, Emotion, Personality	11-15%
8. Clinical Psychology	12-16%
9. Social Psychology	8-10%

Textbook Chapters: King, *Science of Psych*

Ch.1-2 - <i>What is Psych & Scientific Method</i>
Ch.3,11,17- <i>Biological Found, Gender and Sex, & Health</i>
Ch.4 - <i>Sensation & Perception</i>
Ch.6 - <i>Learning</i>
Ch.5,7-8 - <i>Consciousness, Memory, Think-Int-Lang</i>
Ch.9, 11 - <i>Human Development & Gender & Sex</i>
Ch.10,12 - <i>Motivation and Emotion & Personality</i>
Ch.15-16 - <i>Psych Disorders & Therapies</i>
Ch.13 - <i>Social Psychology</i>

AP Exam & Scoring

AP Exams are taken the first two weeks of May. There are two sections of the exam, with each section sub-divided into parts. Each part is measured as a percentage of the total raw score. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below are tables indicating the exam breakdown and college equivalent of each AP score with a descriptive qualifier:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Multiple-choice questions	100	66.7%	70 minutes
II	Free-response questions	2	33.3%	50 minutes
	Question 1: Concept Application (7 points)			
	Question 2: Research Design (7 points)			

AP Score	Qualification	College Equivalency
5	Extremely well qualified	A
4	Well qualified	A- to B
3	Qualified	B- to C
2	Possibly Qualified	C- to D+
1	No recommendation	D- to F

More information may be found at apcentral.collegeboard.org.

AP Student Accounts & Scores

All students electing to enroll in an Advanced Placement course and/or take the/an exam are required to have an online account. New accounts can be made and current accounts accessed by login in at <https://apstudents.collegeboard.org/> If you elect to take an exam, once scores are released they may be viewed at <https://apscore.collegeboard.org/scores/#/>



Course Structure & Policy

As They Are For Mr. Pipes' Course at University City High School

Textbook

King Laura A. *The Science of Psychology*. 4th ed., AP Edition. New York: McGraw-Hill, 2017

Summative - 70%

Summative Assessments include the following:

Full Exams – 100 points

A full exam consists of multiple sections; multiple choice, and written responses. Each will cover at least one chapter/unit but can cover multiples. There will also be a final exam [which may or may not be comprehensive] that will impact student's final average; sometimes, but not always, the term paper is substituted in the place of a final exam. These are the highest waited assessments because they most closely simulate the AP requirements, specifications, testing environment, and assigned weight of each section. They are performed in class, hand-written, timed, and must be completed within the given time constraints. Any full length exam will include a combination of the following:

Multiple Choice - 50 points

The purpose of these question types are to assess student's basic recall of general information and factual knowledge. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the multiple choice portion of the AP Psychology Exam.

Free-Response Questions - 50 point each

There are two type of written responses: *Concept Application* and *Research Design*. Each of these two types are designed to assess a student's strength in an area of content knowledge and an associated skill. They are also intended to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portion of the AP Psychology Exam.

Take-Home FRQs - 50 points

Sometimes Free-Response Questions (FRQs) are assigned independent of multiple choice and/or full exams. In such cases they are to be done at home, typed, double-space, 12-point font, any standard script, even margins, citations and work cited page in MLA format AP Psychology Exam. Any type may be assigned, sometimes providing students with a choice.

Quick View & Essential Description of Free Response Question Types

AP FRQs

- In AP Psychology there is only one type of *Free Response Question*. They all involve applying vocabulary and concepts to a scenario using their psychological imagination.

Non-AP FRQ Types

- *Book/Article/Film Analysis* ask students to evaluate the credibility of a published piece by assessing it for validity and accuracy. Such is useful when looking to understand how the general public acquires psychological knowledge or in anticipation of a literature review.
- *Literature Reviews* assess student's ability to identify gaps in contemporary research. Although not a part of the AP program they are essential to the psychological research process.
- *Research Design* papers are the last step before actually conducting scientific research. They describe how the process will unfold.

Book/Article/Film Analysis - 50 points

Book and film analysis, or “dissection,” as it is referred to in some settings, is a required skill in the profession of academic history. It is also necessary for learning how to vet information as a functioning citizen of a modern society. Students may be assigned multiple book/articles/film analyses throughout a semester. The final product will either be a formal paper or presentation. Typically, more simple texts are dissected individually and more advanced texts are given to students as groups, upon which they must present in a professional presentation.

Literature Review & Research Design Papers - 100 points each

There will never be more than one literature review or research design paper per semester. Typically, the first semester is dedicated to the literature review and the second semester designing a research project. Both consist of a protracted deep inquiry into a particular topic and specific research question(s). These papers include formal elements not typically associated with lesser assignments or full exams but are standard specifications common to most disciplines. The final product is an in-depth plan describing how answers to the stated research question(s) will be acquired. The paper should be written in 12-point font, even margins, double-spaced, with in-text citations and a work cited page in MLA format.

Fall Semester

Unit 2 Take-Home FRQ = 50	A+ = 400 - 388	A = 388 - 376	A- = 375 - 360
Unit 2-3 Full Exam = 100	B+ = 359 – 348	B = 347 – 336	B- = 335 - 320
Unit 4 Take-Home FRQ = 50	C+ = 319 – 308	C = 307 – 296	C- = 295 - 280
Unit 2-5 Full Exam = 100	D+ = 279 – 268	D = 267 – 256	D- = 255 - 240
<u>Literature Review = 100</u>	F = 239 – 0		
Total Points = 400			

Spring Semester

Unit 6 Take-Home FRQ = 50	A+ = 300 - 291	A = 290 - 282	A- = 281 - 270
Unit 6-8 Mod-Term Exam = 100	B+ = 269 – 261	B = 260 – 252	B- = 251 - 240
Unit 9 Take-Home FRQ = 50	C+ = 239 – 231	C = 230 – 222	C- = 221 - 210
<u>Research Design = 100</u>	D+ = 209 – 201	D = 200 – 192	D- = 191 - 180
Total Points = 300			

Formative - 30%

Formative Assessments are designed to upload and process the necessary information on which students will be assessed summatively. Because formative assessments involve combinations of each category, the amount points for each portion may increase or decrease depending of the variables at play. There is a degree of subjectivity in attaching values. If you are curious, simply ask and I will gladly explain the reasoning. Formative assessments include the following:

Homework - 20 points each

Students will have weekly homework that consists mostly of reading, annotations, taking notes, vocabulary, and/or answering questions. This is a college course, and in college homework is often not graded, students are expected to be diligent and committed to the process of being successful academically, they are to study on their own. However, history has shown that unless homework is graded, students by-in-large will not do them. This is why they are the largest portion of formative assessments.

Presentation - 20 points each

Presenting is a required skill for many professions, social studies included. They are also a means by which students can grapple with difficult high-level texts while demonstrating their understanding. These are most often done in groups regarding an assigned book or film analysis. Here elevated value is a function of prevalence. The value is a function of necessity. Presentation cannot suck, if they do, fellow students are harmed, therefore it is necessary that they be well-performed. Thus, their point value is elevated.

Quizzes - 20 points each

Quizzes are of the "pop" type and will be conducted individually and/or as a group depending on their purpose. The purpose are as follows: memory recall, review, information processing. There are also regularly scheduled multiple choice quizzes for the purpose of assessing whether or not students are retaining information from the required readings.

Discussion - 20 points each

Discussions are had on a regular basis for a variety of reasons. One means by which student learning can be observed is through question and answering regarding notes, film, text, anything. Sometimes they can be used to ascertain whether or not students are doing their homework.

Assignment Due Dates & Credit Opportunity

An assignment submitted upon entry to class on the day of the assigned due-date is considered on-time, and will be given full credit opportunity; any time after but still that day is considered late or missing and will only receive 85% credit opportunity. An assignment submitted the next day will be reduced to 70%; two days late will be 50%; students then have one week to submit otherwise credit opportunity will be reduced to 25%. No late work will be taken the last week of a grading period.

Extenuating Circumstances apply and must be communicated before submission.

An assignment missed due to an excused absence is classified as make-up work. Everything else is late and/or missing. Make-up assignments may be completed only during office hours. Students have one week from the submission date to make-up an assignment for full credit, otherwise a zero is incurred.

Academic Dishonesty

In the School District of University City Student Expectations Guide is the policy concerning cheating and plagiarism. It states, "*Cheating/Plagiarism is using, submitting, or attempting to obtain or give data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism is taking someone else's ideas, words or thoughts and passing them off as one's own. Copying from another student's work is a form of plagiarism.*" Consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement Score of zero on assignment	Parent Involvement Score of zero on assignment with no make-up
Maximum:	In-school Suspension Score of zero on assignment with no make-up	Short-term Suspension Score of zero on assignment with no make-up

Electronics

In the School District of University City Student Expectations Guide is the policy concerning Possession or Use of Electronic Devices. Part 1 states, "*students are not allowed to use personal electronic devices, laser pointers, video games, toys or other such items unrelated to instruction unless so authorized by school personnel. These items should not be displayed during school hours and must be kept in a locker or backpack.*" Part 2 states, "*Students are not allowed to use cell phones during instructional time unless given direct permission by a teacher or administrator. This rule applies to all school environments including field trips. Cell phones should be turned off and not displayed during classroom periods. This prohibition includes text messaging, e-mailing and actual phone calling.*" It goes on to say that "*Unauthorized electronic devices or electronic devices used in violation of Board policy will be confiscated. CONFISCATED PHONES MUST BE RETRIEVED BY A PARENT OR GUARDIAN.*" After confiscation, if a referral is submitted, consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Administrative Conference	In-school Suspension
Maximum:	Short-term Suspension	Short-term Suspension

Instructor

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Fall 2020 Course Schedule1. Aug. 24-28: Greetings, Introductions, & Summer Assignment

Required Reading:

Suggested Reading:

-----**Start of Content**2. Aug. 31 – Sept. 4: What is Psychology: History & ApproachesRequired Reading: King, *The Science of Psychology*, Ch.1, *What Is Psychology*, p.2-23Hunt, *The Story of Psychology*, Prologue, p.1-8Ch.1 – *The Conjecturers*, p.11-35Ch.2 – *The Scholars*, p.36-64Ch.3 – *The Protopsychologists*, p.65-103Ch.4 – *The Physicalists*, p.107-139Ch.5 – *First Among Equals* – Wundt, p.141-158Ch.6 – *The Psychologists Malgre Lui*, William James, p.159-182**Suggested Reading:**

Formative Assessment: MC Quiz (20 pts)

-----**End of Unit 1 – History & Approaches**3. Sept. 8-11: Psychology's Scientific MethodRequired Reading: King, *The Science of Psychology*, Ch.2 – *Psychology's Scientific Method*, p.24-59Krause, "Psychology of the 'Psychology Isn't a Science' Argument," *Psychology Today*Feldman, "Is Psychology Really a Science," *Psychology Today***Suggested Reading:**

Formative Assessment: MC Quiz (20 pts)

4. **Sept. 14-18: Unit 2 Summative**

Take-Home FRQ. Students must choose one: *Crime, Television, & Teenage Arrests* (2000); *Advantages & Disadvantages of Various Research Methods* (2006); *Massed v. Distributed Study Time, A Research Model* (2013); *Living Large - The Powerful Overestimate Their Height* (2014); *Observing Hyperactivity in Children* (2015); *Children Who Take More Candy Trick-or-Treating on Halloween* (2019). **50 Points. DUE**
in Google Classroom at 12:00 am.

-----**End of Unit 2 – Methods**5. Sept. 21-25: Dynamic Psychology (Psychoanalysis)Required Reading: King, *Science of Psychology*, Ch.1 p.12, Ch.5 p.146-147, Ch.12 p.394-401, Ch.16 p.537Hock, *Forty Studies Changed Psych*, Ch.VIII, Rd.30 - *Getting Defensive Again*, p.235-242Freud, *Ego and the Mechanisms of Defense*, Ch.4 – *The Mechanisms of Defense*, p.42-53Freud, *On Dreams*, p.5-17Suggested Reading: Hunt, *The Story of Psychology*, Ch.7 - *Exploring the Depths: Sigmund Freud*, p.183-227

Formative Assessment: MC Quiz (20 pts)

6. Sept. 28-Oct.2: Behavior & LearningRequired Reading: King, *The Science of Psychology*, Ch.6, p.178-211, Ch.16, p.540-543Hock, *Forty Studies Changed Psych*, Ch.III, Rd.9 - *Not Just About...Dogs!* p.65-72Rd.10 – *Little Emotional Albert*, p.72-78;

Rd.11 – *Knock Wood!* p.78-85

Ch.VIII, Rd.31 – *Learning to Be Depressed*, p.242-249

Suggested Reading: Hunt, *The Story of Psychology*, Ch.9 - *The Behaviorists*, p.274-311

Formative Assessment: MC Quiz (20 pts)

7. **Oct. 5-8: Unit 2-3 Summative: Midterm & Set-Up Literature Review**

Full Exam: MCs & FRQ. Students must choose two, one from each unit, but it cannot be one on which they have already written in the take-home free response question. Choose one from Unit 2: *Crime, Television, & Teenage Arrests* (2000); *Advantages & Disadvantages of Various Research Methods* (2006); *Massed v. Distributed Study Time, A Research Model* (2013); *Living Large - The Powerful Overestimate Their Height* (2014); *Observing Hyperactivity in Children* (2015); *Children Who Take More Candy Trick-or-Treating on Halloween* (2019); and one from Unit 3: *Psychoanalysis of a Client's Relationship Problem* (by Pipes); *Psychoanalysis of a Friend's Relationship Problem* (by Pipes); *Behavioral Bases of Addiction* (year unknown).

100 points. In Class on _____.

Required Reading for Literature Review: Lit Review Abstract

-----**End of Unit 3 - The Mind v. Observable Action: The Early Schools**

8. **Oct. 12-16: Biological Foundations of Behavior**

Required Reading: King, *The Science of Psychology*, Ch.3 – *Biological Foundations of Behavior*, p.60-99

Hock, *Forty Studies that Changed Psych*, Ch.I, Rd.1 – *One Brain or Two?* p.1-11

Rd.2 – *More Experience = Bigger Brain*, p.11-18

Rd.3 – *Are You a "Natural?"* p.19-27

Rd.4 – *Watch Out for the Visual Cliff!* P.27-34

Lovgren, "Chimps, Humans 96 Percent Same," *National Geographic News*, August 2005

"Twins Separated at Birth, Jim Lewis & Jim Springer," *Smithsonian Magazine*, 1980

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

9. **Oct. 19-23: Sensation & Perception**

Required Reading: King, *The Science of Psychology*, Ch.4 – *Sensation and Perception*, p.100-139

Hunt, *The Story of Psychology*, Ch.10 – *The Gestalists*, p.318-339

Ch.14 – *The Perception Psychologists*, p.505-552

Hock, *Forty Studies that Changed Psychology*, Ch.II, Rd.5 – *Take A Long Look*, p.35-41

Sacks, *The Man Who Mistook His Wife for a Hat*, Ch.2 – *The Lost Mariner*, p.23-42

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

10. **Oct. 26-30: States of Consciousness**

Required Reading: King, *The Science of Psychology*, Ch.5 – *States of Consciousness*, p.140-177

Hock, *Forty Studies Changed Psych*, Ch.II, Rd.6 – *To Sleep, No Doubt to Dream*, p.42-49

Rd.7 – *Unromancing the Dream*, p.49-56

Rd.8 – *Acting As If You Are Hypnotized*, p.56-64

Castro, "Sleep's Secret Repair," *Scientific American*, May-June 2012

Weir, "Power of Restorative Sleep," *Monitor*, Oct. 2017, p.39-43

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

11. Nov. 2-6: Unit 4 Summative

Take-Home FRQ: Students must choose one *Biological & Learning Mechanisms & Body Weight* (1999); *Perception & Interpretation of Photographs* (1999); *Effects of Feedback on Perception of Incomplete Figures* (2011). **50 points. DUE _____ in Google Classroom at 12:00 am.**

-----**End of Unit 4 - Mind & Body v. Brain & Nervous System**

12. Nov. 9-13: Memory

Required Reading: King, *The Science of Psychology*, Ch.7 – *Memory*, p.212-247
Hock, *Forty Studies Changed Psych*, Ch.IV, Rd. 16 – *Thanks for the Memories!* p.117-125
Loftus, *Eyewitness Testimony*, Preface to the Original, p.xi-xiv
Preface to the 1996 Edition, p.v-ix
Loftus & Ketcham, *Myth Repressed Memory*, Ch.1 – *Such Stuff Dreams Made Of*, p.1-2
Ch.2 – *A Strange Time*. P.3-7
Ch.3 – *A Question of Heaven and Hell*, p.164-169
Suggested Reading: Hunt, *The Story of Psychology*, Ch.16 – *The Cognitivists, Memory*, p.606-617
Formative Assessment: MC Quiz (20 pts)

13. Nov. 16-20: Thinking, Intelligence, & Language

Required Reading: King, *The Science of Psychology*; Ch.8 – *Thinking, Intelligence, & Language*, p.248-285
Hock, *Studies Change Psych*, Ch.IV, Rd. 13 – *What You Expect is What You Get*, p.93-100
Rd.14 – *Just How Are You Intelligent*, p.100-110
Rd.15 – *Maps in Your Mind*, p.110-117
Suggested Reading: Hunt, *The Story of Psychology*, Ch.8 – *The Measurers*, p.251-273
Ch.16 – *The Cognitivists, Language, Reasoning*, p.618-637
Formative Assessment: MC Quiz (20 pts)

14. Nov. 23-24: Literature Review

Return Preliminary Bibliography

15. Nov. 30-Dec. 4: Human Development

Required Reading: King, *The Science of Psychology*, Ch.9 – *Human Development*, p.286-323
Hock, *Forty Studies that Changed Psych*, Ch.V, Rd.17 – *Discovering Love*, p.126-134
Rd.18 – *Out of Sight, But Not Out of Mind*, p.134-142
Rd.19 – *How Moral Are You*, p.143-150
Rd.20 – *In Control and Glad of It!* P.150-157
Fields, *New Brain Cells Go to Work*, “Scientific American, August-September,” 2007
Shattuck, *The Forbidden Experiment*, Introduction by Candland, p.xiii-xx
Suggested Reading: Hunt, *The Story of Psychology*, Ch.12 – *The Developmentalists*, p.401-458
Formative Assessment: MC Quiz (20 pts)

16. **Dec. 7-11: Unit 2-5 Summative: Final**

Full Exam: MCs & FRQ. Students must choose two, each unit set, but it cannot be one on which they have already written in the take-home free response question. Choose one from Units 2-3: *Crime, Television, & Teenage Arrests* (2000); *Advantages & Disadvantages of Various Research Methods* (2006); *Massed v. Distributed Study Time, A Research Model* (2013); *Living Large - The Powerful Overestimate Their Height* (2014); *Observing Hyperactivity in Children* (2015); *Children Who Take More Candy Trick-or-Treating on Halloween* (2019); *Psychoanalysis of a Client's Relationship Problem* (by Pipes); *Psychoanalysis of a Friend's Relationship Problem* (by Pipes); *Behavioral Bases of Addiction* (year unknown) and one from Units 4-5: *Behavior is Adaptive* (1994); *Biological & Learning Mechanisms & Body Weight* (1999); *Perception & Interpretation of Photographs* (1999); *The Influence of Development Stages on Story Telling* (2002); *Intelligence Testing* (2003); *Effects of Feedback on Perception of Incomplete Figures* (2011); *Language Acquisition & Development* (year unknown). 100 points. In Class on _____.

-----**End of Unit 5 – Cognition & Development**

17. **Dec. 14-18: Literature Review Formative:**

Students will submit their first draft of their literature review in MLA format: see syllabus and abstract for details. **DUE Dec. _____ In GCR, 12 am**

18. **Jan. 5-8: Film Analysis - *Jacob's Ladder***

Required Reading: *Mind Over Pop Culture: Jacob's Ladder*

19. **Jan. 11-15: Exam Week & Lit Review Summative**

Final Draft of Semester Research Paper Due. **100 points DUE Dec. _____ In GCR, 12 am**

-----**End of Fall Semester**

Spring 2021 Course Schedule20. Jan. 19-22: Motivation & Emotion

Required Reading: King, *The Science of Psychology*, Ch.10 – *Motivation & Emotion*, p.324-353
 Hock, *Forty Studies Change Psych*, Ch.VI, Rd.22 – *All Over Your Face*, p.168-175
 Rd.24 – *Thoughts Out of Tune*, p.183-190

Suggested Reading: Hunt, *Story of Psych*, Ch.15 – *Emotion & Motivational Psychologists*, p.553-570

Formative Assessment: MC Quiz (20 pts)

21. Jan. 25-29: Personality

Required Reading: King, *The Science of Psychology*, Ch.12 – *Personality*, p.392-427

Hock, *Forty Studies Changed Psych*, Ch.VII, Rd.25 – *Are You Master of Fate?* p.191-199

Rd.27 – *Racing Against Your Heart*, p.210-217

Rd.28 – *The One, The Many*, p.217-226

Suggested Reading: Hunt, *The Story of Psychology*, Ch.11 – *Personality Psychologists*, p.354-400

Formative Assessment: MC Quiz (20 pts)

22. Feb. 1-5: Gender, Sex, and Sexuality

Required Reading: King, *The Science of Psychology*, Ch.11 – *Gender, Sex, & Sexuality*, p.354-391

Hock, *Forty Studies that Changed Psychology*, Ch.VI, Rd.21 – *A Sexual Motivation*, p.158-168

Ch.VII, Rd.26 – *Masculine or Feminine...Or Both?* p.199-210

Balter, "Homosexuality May Be Caused by DNA Modification," *Science Magazine*, 2015

Son, "Cross-Cultural Genetics of Homosexuality," *Scientific American*, 2017.

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

23. Feb. 8-12: Social Psych

Required Reading: King, *The Science of Psychology*, Ch.13, - *Social Psychology*, p.428-465

Hock *Forty Studies that Changed Psych*, Ch.X, Rd.37 – *A Prison by Any Other Name*, p.286-295

Rd.38 – *The Power of Conformity*, p.295-300

Rd.39 – *To Help Or Not to Help*, p.300-308

Rd.40 – *Obey at Any Cost*, p.308-317

Suggested Reading: Hunt, *The Story of Psychology*, Ch.13, p.459-504.

Formative Assessment: MC Quiz (20 pts)

24. **Feb. 16-19: Unit 6 Summative & Research Design**

Take-Home FRQ. Students must choose two, one from each set. First set: Motivation Based Student Evaluation System (2000); The Effects of Expectancy or Set (2001). Second set: Solomon Asch's Conformity Study (2008); Milgram's Obedience to Authority (by Pipes); Zimbardo's Stanford Prison (by Pipes). **50 points. DUE _____ in Google Classroom at 12:00 am.**

Required Reading for Research Design:

-----**End of Unit 6 – Drivers of Interaction**

25. Feb. 22-26: Psychological Disorders

Required Reading: King, *The Science of Psychology*, Ch.15 – *Psychological Disorders*, p.496-529
Hock, *Forty Studies Changed Psych*, Ch.VIII, Rd. 29 – *Who’s Crazy... Anyway*, p.227-235
Durkheim, *On Suicide* – Introduction, p.15-29
Grissom, “Trouble in the Mind,” *Texas Monthly*, March 2013
Debbie, “A Girl Named Sybil,” *The New York Times*, Oct. 2011
Toppo, “10 Years later, the real story behind Columbine,” *USA Today*.

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

26. March 1-4: Therapy

Required Reading: King, *The Science of Psychology*, Ch.16 – *Therapy*, p.530-557
Hock, *Forty Studies Changed Psych*, Ch.IX, Rd. 33 – *Choosing Your Therapist*, p.258-264
Rd.34 – *Relaxing Your Fears Away*, p.264-271
Rd.35 – *Projections of Who You Are*, p.271-278
Rd.36 – *Picture This!* p.278-285
Deangelis, “Better Relationships...Better Outcomes,” *Monitor*, Nov. 2019, p.38-43
Weir, “Nurtured by Nature,” *Monitor*, April-May 2020, p.51-56

Suggested Reading: Hunt, *The Story of Psychology*, Ch.17, p.651-702

Formative Assessment: MC Quiz (20 pts)

27. March 8-12: Health Psychology

Required Reading: King, *The Science of Psychology*, Ch.17 – *Health*, p.560-584
Hock, *Forty Studies Changed Psych*, Ch.VI, Rd.23 – *Life, Change, and Stress*, p.175-183
Cambria, *STL Post-Dispatch*, Feb. 2017, “The Science of Stress.”
Evans, “The Cycle of Stress.”
Cambria, “Solutions that Work.”
Deangelis, “Legacy of Trauma,” *Monitor*, Feb. 2019, p.36-43

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

-----**End of Unit 7 – Abnormal, Health, & Therapy**

28. March 15-19: Industrial & Organizational Psychology

Required Reading: King, *Science of Psychology*, Ch.14 – *Industrial & Organizational Psychology*, p.466-495

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

29. **March 29-April 2: Unit 6-8 Summative: Midterm & Research Design**

Full Exam: MCs & FRQS. Students must pick two, one from each unit, but it cannot be one previously completed. Unit 6: Motivation Based Student Evaluation System (2000); The Effects of Expectancy or Set (2001); Solomon Asch's Conformity Study (2008); Milgram's Obedience to Authority (by Pipes); Zimbardo's Stanford Prison (by Pipes). Unit 7: Perspectives on Anxiety (2001); A Research Model for Stress & Physical Illness (2004); Factors Influencing an Anxious Decision (2006); Schizophrenia (2007); An Experiment in Treating OCD (2019); 100 points. In class on _____.

Required Reading for Research Design

-----**End of Unit 8 – Industrial & Organizational Psych**

30. April 5-9: Inequality & Poverty

Required Reading: Michael Schwalbe, *Rigging the Game*, “Thinking Sociologically About Inequality,” p.1-4
Zuma, “Social Psychology of [De] Segregation,” *Psych & Society*, v.3(1), 2010, p.92-105
Oishi & Koo, Sociological Psych Upward Mobility, *JoAPA*, v.74 n.7 2019, p.751-763
Thompson & Dahling, Employment & Poverty..., *JAPA*, v.74 n.6, 2019, p. 673-684
Kushlev & Schimmack, “Progressive Tax...Happiness,” *APA* v.73 n.2, 2018, p.157-168
Bullock, “Psych Contribute...Poverty & Econ Inequal,” *JAPA*, v.74 n.6, 2019, p.635-640
Kirsch, Love, et. al. Scientific Imperatives...Inequality, *JoAPA* v.74 n.7, 2019, p.764-777

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

31. April 12-16: Race & Ethnic Discrimination

Required Reading: Allport, *The Nature of Prejudice*, Ch.1 - What is the Problem, p.3-16
Wilson, *Black-On-Black Violence*, Introduction, p.xiii-xxii
Grier & Cobbs, *Black Rage*, Ch.1 – *Who’s Angry*, p.1-17
Benner, Wang, “Discrimination & Well-Being Adolescence,” *APA*, v.73 n.7, p.855-883
Causadias, Do We Overemphasize Role of Culture, *APA*, v.73 n.3, April 2018, p.243-255
Oosterhoff, Youth Victim, Beliefs & Pol Participate, *APA*, v.73 n.3, April 2018, p.230-242
Torres, “Immigration Policy...Impact Mental Health,” *APA*, v.73 n.7, Oct. 2018, p.843-854

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

32. April 19-23: The Justice System

Required Reading: Redlich, Bibas, “Psych Defendant Plea Decision..,” *JoAPA*, v.72 n.4, 2017, p.339-352
Deangelis, “Informing the Courts,” *Monitor*, Dec. 2019, p.49-54
Novotney, “Should A Therapist Testify..,” *Monitor*, April 2018, p.26-28
Stringer, “Justice for Teens,” *Monitor*, Oct. 2017, p.45-49

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

33. April 26-30: Unit 9 Summative

Take-Home FRQ. Students must choose one. 50 points DUE _____ In Google Classroom at 12:00 am.

34. May 3-7: AP Exam Review & Submit Research Design

Prep Materials [for AP Exam]

Required Reading [for Term Paper]

35. May 10-14: AP Exam on May 11th 12:00 noon

Research Design Paper: **100 points DUE _____ In Google Classroom at 12:00 am**