

# **SOCIOLOGY**

## **OVERVIEW**

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

## **SOCIOLOGY PART 1**

Sociology is a two semester program. Part I emphasizes a study of society and the structures built within society. The course is based on the exploration of societal perspectives, culture, and human nature.

### **Course Content**

1. Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues. The students will:
  - Discuss the development of the field of sociology as a social science.
  - Identify early leading theorists within social science, such as, Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx.
  - Compare sociology with other social science disciplines, such as, Economics, Political Science, Psychology, Geography, and History.
  - Examine changing points of view of social issues, such as poverty, crime, and discrimination.
  - Evaluate various types of sociological research methods.
  - Determine cause and effect relationship issues among events as they relate to sociology.
  - Use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures.

-63-

2. Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the ways culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. The students will:
  - Define the key components of a culture, such as knowledge and communication, gestures, customs, value, norms, and physical objects.
  - Explain the differences between a culture and a society.

- Recognize the influences of genetic inheritance and culture on human behavior.
  - Give examples of subcultures and describe what makes them unique.
  - Compare social norms among various subcultures.
  - Identify the factors that promote cultural diversity within the United States.
  - Explain how various practices of the culture create differences within group behavior.
  - Compare and contrast different types of societies, such as hunting and gathering, pastoral and horticultural, industrial, and post-industrial.
  - Identify both rights and responsibilities the individual has to the group.
  - Demonstrate democratic approaches to managing disagreements and resolving conflicts.
3. Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group. The students will:
- Describe how social status affects social order, as within upper class/middle class/lower class, professional/blue collar/unemployed.
  - Explain how roles and role expectations can lead to role conflict, such as the roles of men and women, age, racial and/or ethnic groups within different societies.
  - Examine and analyze various points of view relating to historical and current events.
  - Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
4. Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as interests, beliefs, behavior, feelings, thoughts, and contact with each other. The students will:
- Describe how individuals are affected by different social groups to which they belong.
  - Identify major characteristics of social groups familiar to the students.
  - Examine the ways that groups function, such as roles, interactions, and leadership.

- Identify social norms of at least two groups to which the student belongs.
- Identify the various types of norms (folkways, mores, laws, and taboos) and how these rules of behavior are considered important to society.

- Discuss the concept of deviance and how society discourages deviant behavior using social control.
- Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
- Discuss how formal organizations influence behavior of their members.
- Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
- Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

## **SOCIOLOGY PART II**

**Sociology, Part II, places a focus on specific components of society, such as family, community, and social institutions**

5. Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates and that these institutions influence the development of the individual through the socialization process. The students will:
    - Discuss the impact(s) of major social institutions on individuals, groups, and organizations within society.
    - Identify basic social institutions and how they contribute to the transmission of society's values, such as familial, religious, educational, economic, and political institutions.
    - Discuss the concept of political power and factors that influence political power.
    - Discuss how societies recognize rites of passage.
    - Investigate stereotypes of the various United States subcultures.
    - Interpret the factors that influence change in social norms over time.
    - Analyze the primary and secondary groups common to different age groups in society.
- 65-
- Identify both rights and responsibilities the individual has to primary and secondary groups.
  - Explain how roles and role expectations can lead to role conflict.
6. Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major. The students will:
    - Describe how and why societies change over time.

- Examine various social influences that can lead to immediate and long-term changes.
  - Describe how collective behavior can influence and change society.
  - Examine how technological innovations and scientific discoveries have influenced major social institutions.
  - Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
  - Describe how the role of the mass media has changed over time and project what changes might occur in the future.
  - Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
  - Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
7. Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way. The students will:
- Identify characteristics of a social problem.
  - Describe how social problems have evolved over time.
  - Explain how patterns of behavior are found with certain social problems.
  - Discuss the implications of social problems for society.
  - Examine how individual and group responses are often associated with social problems.
  - Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
8. Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior. The students will:
- Describe traditions, roles, and expectations necessary for a community to continue.
  - Describe how collective behavior can influence and change society.
  - Use historical and contemporary examples to define collective behavior.

- Discuss theories that attempt to explain collective behavior.
- Examine factors that could lead to the breakdown and disruption of an existing community.
- Discuss the impact of leaders of different social movements, such as, Gandhi, Hitler, Martin Luther King, Jr., or Susan B. Anthony, among others.
- Discuss both the benefits and social costs of collective behavior in society.
- Identify a community social problem and discuss appropriate actions to address the problem.

## **SKILLS**

1. The student will develop skills for sociological analysis, including the ability to:
    - Analyze and interpret primary and secondary source documents to increase understanding of the structure of society, its groups, institutions, and culture. (1,2,3,4,6,7)
    - Distinguish between relevant and irrelevant information. (1-8)
    - Evaluate information for accuracy, separating fact from fiction. (1-8)
    - Plan, design, and develop research projects relative to the study of institutions and society. (2,4,5,7,8)
    - Correlate and cross reference social studies materials. (1-9)
    - Access and use electronic databases and communication networks of all types. (8-9)
    - Participate in interviews, conduct case studies. (1,3,4,5,8,9)
    - Select an appropriate strategy to solve a societal problem and determine a rational cause of action to solve that problem. (1,3,4,5,8,9)
  
  2. The student will develop skills in discussion, debate, research, and persuasive writing by analyzing effects of social institutions on individual and group behavior, including:
    - Using various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today. (1, 2, 3, 6, 9)
    - Conducting research and analysis on an issue associated with social structure or social institutions. (1, 5, 6)
    - Trace the development of the use of a specific type of technology in the community. (7,8)
    - Propose a plan to improve a social structure, and design the means needed to implement the change. (3, 8, 9)
    - Cite specific examples of the use of technology in social research. (7, 8)
    - Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. (2, 9)
    - Design and carry out school and community-based projects to address a local aspect of a social problem. (2, 9)
- 67-
- Define a social issue to be analyzed. (1-9)
  - Determine cause-and-effect relationships among historical events, themes, and concepts in United States and world history as they relate to sociology. (1-9)

## **SAMPLE ACTIVITIES**

### **I. DEBATES/MOCK TRIALS**

For example: Marriage v. civil unions, marriage contracts, capital punishment v. deterrents, and Milgram v. ethics of research

**II. NEWSPAPERS AND MAGAZINES**

For example: Portfolio of articles related to an issue, current events, analysis of social problems, articles that reveal values beliefs and folkways

**III. PHOTOGRAPHS/POLITICAL CARTOONS**

For example: Analysis of contemporary customs, reflections of “Looking Glass Self”, and issues of bias

**IV. DISCUSSION**

For example: Gender bias, birth order and how it impacts kid, deviant behavior, racism and crime

**V. SURVEYS**

For example: Sex discrimination, interviews, roles within the family, courtship – past and present, arranged marriages

**VI. PERSONAL WRITING EXERCISES**

For example: Journal writing position paper, diaries, and poems

**VII. ANALYSIS OF PRIMARY SOURCES**

For example: Cooley’s “Looking Glass Self”, private journals, private letters, milgram, asch experiments, case studies

**ASSESSMENT**

- **Assessment for activities on appropriate rubrics**
- **Role Play/Simulations**  
For example: Gender identification via conversation, personal space, urbanization issues, family role playing, social deviation, ego v. super ego
- **Portfolio**  
For example: Collages of group interactions, collection of photos/articles related to their life, culture comparisons, and personal journals
- **Persuasive Writing**  
For example: Analysis of statistics, social stratification, institutional discrimination, recidivism, and resocialization
- **Expository Writing**  
For example: Document analysis, narrative essay, analytic essay, and research paper

- **Research Activities**

For example: Book review, cultural guide, oral history regarding family traditions, opinion, chart analysis, bulletin board display, and documentary

- **Website Creation**

For example: Reference sites, PowerPoint presentations, on-line exhibits, web quests

**MATERIALS**

Sociology – James M. Henslin

Test Bank

Annotated Instructors Manual

Transparencies

**Audio Visual**

Standard Deviants

Roger and Me

Cocoon

Remember the Titans

For Richer or Poorer

Rudy

**Computer/Tech**

Text CD-Rom

Compilation Websites via text

**AP Comparative Government and Politics**

**OVERVIEW**

The AP course in Comparative Government and Politics provides students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course encompasses the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Seven countries form the core of the AP program – China, France, Mexico, Nigeria, Russia, Great Britain and India. Students may elect to take the AP examination.

**SUMMARY OUTLINE**

Below is a summary outline of the major content areas covered by the AP Examination in Comparative Government and Politics.

## Course Content

- I. The Sources of Public Authority and Political Power
  - A. The nature and sources of governments' legitimacy (social compacts, constitutionalism, ideologies, and other claims to political legitimacy)
  - B. Historical evolution of national political traditions
  - C. Political Culture and socialization: transmission of political values
  
- II. Society and Politics
  - A. Bases of social cleavages (class, ethnicity, language, religion, etc.)
  - B. Depth and persistence of such cleavages and the permeability of social boundaries
  - C. Political consequences of social cleavages
  - D. Translation of social cleavage into political conflict
  - E. Institutional expression of social cleavages (party systems and political elites)
  
- III. Citizen and State
  - A. Beliefs that citizens hold about their government and its leaders
  - B. Processes by which citizens learn about politics
  - C. The ways in which citizens vote and otherwise participate in political life
  - D. The variety of factors that influence citizens to differ from one another in terms of their political beliefs and behaviors
  
- IV. Political Framework
  - A. Types of regimes (communist, authoritarian, democratic, corporatist, etc.) and their constitutional frameworks
    1. Political and economic integration
    2. Relationship to domestic politics and laws
    3. International organizations and their impact on economic development
  - B. The scope of government activity (social and economic policy, planning, and control)
  - C. The institutions of national government (legislatures, executives, bureaucracies, courts, and electoral laws and systems)
    1. the major formal and informal institutional arrangements and powers
    2. Relations among these institutions
    3. Relations to sub national political units
  - D. Political parties and interest groups
    1. Their functions, organizations, and development
    2. The range of interests that are or are not represented
    3. Links to institutions of government and effects on political process

- E. Relations between institutions of national government and supranational organizations
    - 1. Political and economic integration
    - 2. Relationship to domestic politics and laws
    - 3. International organizations and their impact on economic development
  - F. Political elites
    - 1. Leadership
    - 2. Recruitment
    - 3. Succession
- V. Political Change
- A. the internal and external sources of political change (e.g., industrialization, urbanization, economic crisis, international economy, foreign invasions, diffusion of new ideas and ideologies)
  - B. The nature of political change
    - 1. Regime continuity and change (revolutionary and evolutionary, violent and nonviolent change of regime)
    - 2. The changing basis of regime legitimacy
    - 3. The changing scope of governmental activity
  - C. Nationalism
    - 1. Nature of national identity and nationalism
    - 2. Impact on parties and domestic politics
    - 3. Relation to supranational movements
  - D. The consequences of political change (e.g., redistribution of land, change in ownership of means of production, circulation of elites, changing nature of citizen participation, changing party systems, the acquisition and/or loss of citizen rights)
- VI. Introduction to Comparative politics
- A. Purpose and methods of comparison
  - B. Classifying governments and politics
  - C. Problems in cross-cultural analysis

## **AP European History**

### **OVERVIEW**

The Advanced Placement program in European History begins in 1450 and introduces students to cultural, economic, political, and social development that played a fundamental role in shaping the world in which they live.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop; (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The materials studied are designed to prepare students to take the AP examination.

### **Themes In Modern European History**

The themes that follow indicate some of the important areas that might be treated in an AP course in European History.

-99-

#### **Content Area**

##### 9. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

##### 10. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism

- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

#### 11. Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical order to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact

-100-

- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- The development of commercial practices, patterns, patterns of mass production and consumption, and their economic and social impact
- Changing definitions of and attitudes toward mainstream groups and groups characterized as the “other”
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- General roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity
- Development and transformation of racial and ethnic group identities

### **ADVANCED PLACEMENT PSYCHOLOGY COURSE REQUIREMENTS**

TEXTBOOKS: *Psychology A.P. Edition*, Gruber, C.W. Johnson, R.L., Weber, Ann,

Zimbardo, Philip 2007, Allyn and Bacon, Boston, MA.

*Preparing for the Psychology AP Exam, AP Ed.* P. Zionabardo, R.

Johnson, A. Weber & C. Gruber Pearson Education Inc., Boston, MA. 2007

SUPPLEMENTS: AP Exam Workbook

### COURSE DESCRIPTION

AP Psychology encompasses much more than disorders; it looks to the very root causes of behavior and the mental processes. It is a full year course emphasizing extensive reading, writing and study skills along with observation and application. The class concludes with a college level exam, prepared by the College Board. The students who pass the exam may receive college credit.

This course is designed to provide information to students of the most diverse interests, levels of sophistication and degrees of intelligence. It will dispel the many myths about psychology students may have picked up through mass media and through folk wisdom. The course will prescribe ways to change people, to improve their job performance and mental health, to alleviate alienation, to reduce crime in an objective manner.

The course covers all areas of Psychology, its origins, research and research break through, scientific foundations, humanistic purposes and social and personal development will be taught. Students will learn the theories and scientific foundations that effect behavior. They will be able to apply these to specific situations and behavioral matters.

Students will be asked to explore the major themes found through the study of Psychology. Those themes are:

1. History and Approaches

A) Objectives

1. Identify and describe the following in the context of the history of psychology?
  - A) structuralism
  - B) functionalism
  - C) gestalt
  - D) behaviorism
  - E) psychoanalysis
2. Name and describe the different perspectives currently used in psychology?

B) Core Concepts

1. Psychology is a broad field with many specialties, but fundamentally, psychology is the scientific study of behavior and mental processes.

2. Modern psychology developed from several conflicting traditions including structuralism, functionalism, Gestalt psychology, behaviorism and psychoanalysis.
3. Nine main perspectives categorize modern psychology the biological, developmental, cognitive, psychodynamic, humanistic, behavioral, sociocultural, evolutionary, sociobiological, and trait views.

C) Activities:

1. Discussion Questions
  - A. Example: If you were to develop your own theoretical perspective to describe, explain, and predict behavior, what would it look like?
2. Research for Specific Topics
  - A. Psychology and Critical Thinking
  - B. The Perspective Psychologists use today
    - a) Biological view
    - b) Developmental view
    - c) Cognitive view
    - d) Psychodynamic view
    - e) Humanistic view
    - f) Behavioral view
    - g) Sociocultural view
    - h) Evolutionary / Sociobiological
    - i) Trait view
    - j) The Changing trends of Psychology

D. Psychology in your life:

1. Psychology as a major
2. The various degrees and what they mean

E. Assessment:

1. Essay Rubric:
  - A. Founders
    - a) Psychodynamic
      - 1) Sigmund Freud
    - b) Behavioral approach
      - 1) John Watson
  - B. Main Areas of Interest:
    - a) Psychodynamic Approach
      - 1) Role of the unconscious
      - 2) Role of dreams and unconscious motives
    - b) Behavioral Approach
      - 1) Stimulus – Response pattern
      - 2) Importance of directly observable behavior

### C. Research Topics

#### a) Psychodynamic approach

1) Unconscious motives

2) Mental disorders and theory

#### b) Behavioral Approach

1) Learning

2) Shaping, stimulus cues and the role of rewards  
And punishments

## II. Research Methods

### A. Objectives:

1. Define the term empirical and differentiate psychology as a Science sometimes from pseudoscientific and non-scientific ideas that are sometimes mistaken for psychological concepts

2. Name of the five steps of the scientific method and describe how they are used in the process of psychological investigation and discovery.

3. Name the most common types of research design used in psychology

4. Define the term bias and list the most common sources of bias in psychology

5. Discuss typical ethical concerns that arise in applied psychology and in Psychological research.

### B. Core concepts:

1. Psychologists, like researchers in all other sciences, use the scientific method to test their ideas empirically.

2. Researchers use statistics for two main purposes:

a) Descriptively to characterize measurements made on groups or individuals

b) Inferentially to judge whether those measurements are the result of chance.

### C. Psychology in Your Life

1. Using Psychology to learn psychology

2. Research in practice

3. "Japan vs America : Differences in Health and Body Image"

Kallman, Maria and Rydlun, Yumi, Walt Whitman High School

### D. Assessment:

1) Summary of Steps in the Ethic Cascade questions

2) What questions can the scientific method not answer?

a) Topics: 1) ethics, 2) values, 3) morality, 4) preferences  
5) aesthetics, 6) existential issues, 7) religion, 8) law

### III. Biological Bases of Behavior

#### A. Objects:

- 1) describe the process of evolution and natural selection and their relevance to psychological processes.
- 2) describe the fundamental components of genetic processes and their influence on human behavior and experience
- 3) describe the overall structure of the nervous system
- 4) describe the essential anatomy of a neuron
- 5) describe how neurons use electricity and chemicals to communicate
- 6) describe the term “plasticity”
- 7) describe the influence of hormones on behavior
- 8) describe the important anatomical structures of the brain and their specific function
- 9) discuss the specialized functioning of the two hemispheres of the brain

#### B. Core Concepts:

- 1) Evolution has fundamentally shaped psychological processes because it favors genetic variations that produce adaptive behavior.
- 2) The brain coordinates the body’s two communications systems, the nervous system and the endocrine system, which use similar chemical processes to communicate with targets throughout the body.
- 3) The brain is composed of many specialized modules that work together to create mind and behavior.

#### C. Psychology in Your Life

- 1) Choosing children’s Genes – What price will we pay for these choices
- 2) How psychoactive drugs affect the nervous system
- 3) Brain damage and behavior

#### D. Assessments/Activities:

- 1) Questions about ethical issues related to using technology in genetics:
  - a) If you could select three genetic traits for your children, which ones would you select?

b) If a biological child of yours might be born disabled or fatally ill because of your genetic heritage, would you have children anyway?

What circumstances or conditions would affect your decision?

2) Internet Contest

Searching for resources can be valuable learning exercise. Students learn just how much information is available and they also learn how to evaluate the validity of those resources. Students forms teams and compete for information. Supply research topics or specific questions, for example, find the name of the first neurotransmitter to be discovered, establish time lines and reporting procedures.

3) Reaction Time Experiment

This is an opportunity for students to design an experiment, run it, and

analyze the data using the internet resources. The dependent variable is set

as the reaction time measurement provided here:

[http://www.phy.ntnu.edu.tw/java/Reaction/reaction time.html](http://www.phy.ntnu.edu.tw/java/Reaction/reaction%20time.html)

They design the experiment. They need to come up with an

independent variable and a method of getting at least five subjects into each

of two groups. They can do a within – subjects or between - subject design

They should run a T-test using the Vassar stats.

<http://faculty.vassar.edu/lowry/VassarStats.html>

Students will be asked to write a formal APA lab report with some previous literature discussed in an introduction, a procedure, results and discussion section. Using:

<http://www.psy.www.com/tipsheet/labrep.htm>

4) Freud and Free Association: Reaction Time and Body Talk

a) Two male students will engage in a role-playing task designed to make one of them feel guilty about having murdered a woman who was blackmailing him. The guilty student destroys the evidence, including her photo, by shredding it and then tries to conceal his guilt from everyone.

The class is cast in the role of “psycho detectives” trying to uncover the truth. The final decision centers on determining which of the two students is guilty and on what evidence that inference rests. It is interesting to look at “false negatives” – believing the guilty subject to be innocent and “false positives” – believing the innocent one to be guilty.

b) Rubric for essay question:

1) Depolarization: the initial portion of action potential wherein the voltage sweeps from the resting potential past the neutral voltage

to where the inside of the axon is now positive relative to the outside of the axon.

2) Excitation: the stage in which a neuron is getting closer (voltage wise) to discharge

3) Inhibition - deter

4) Neurotransmitter - deter

5) Reuptake – deter

Question: describe the function of a neuron/neuron chain, being sure to address each in context and in appropriate manner.

#### IV. Sensation and Perception

##### A. Objectives

1) Define and distinguish between the terms sensation and perception

2) Describe how physical stimuli become neural messages that can be interpreted in the central nervous system

3) Define and discuss basic concepts from classical psychophysics and describe the significance of these concepts in everyday psychological functioning

##### B. Core Concepts

1) The brain senses the world indirectly because the sense organs convert stimulation into the language of the nervous system: neural messages.

2) The senses all operate in much the same way, but each way extracts different information and sends it to its own specialized processing region in the brain

3) Perception brings meaning to sensation, so perception produces an interpretation of the world, not a perfect representation of it.

##### C. Psychology in your Life

1) A critical look at subliminal persuasion

2) The experience of pain

3) Seeing and believing

##### D. Activities

1) Perception – student actors interrupt class then leave

a) Students have three to five minutes to write everything they heard and saw.

b) Ask students to read their descriptions

c) Point out the differences in students descriptions (perceptions)

d) Ask them to indicate how many wrote down

1) Ages, 2) height, 3) weight, 4) ethnic category, 5) gender or anything else.

e) Leads to discussion of selective perception

##### E. Assessment

Test

- 1) multiple choice using conceptual, tactical, applied, analysis, etc., skills
- 2) Short answer: what is the purpose of bipolar cells?
- 3) Essay: Explain how a message is transformed in order to be read by the brain, and how sensation and perception play a role in this process?

## V. States of Consciousness

### A. Objectives

- 1) Define consciousness and describe its functions and structures
- 2) Discuss the controversies related to the proposed existence of an “unconscious mind”.
- 3) Describe the cycle of and states that comprise the circadian rhythm.
- 4) Describe the stages and cycle of sleep and the unique physiological states associated with sleep stage.
- 5) Describe “REM”
- 6) Discuss theories of research on the meaning of dreams
- 7) Define “hypnosis” and describe some of the practical applications
- 8) List and describe the classes of commonly used psychoactive drugs
- 9) Define the terms “dependence” and “addiction” as they relate to psychoactive drugs

### B. Core Concepts

- 1) The brain creates consciousness when it combines external stimulation with internal experience.
- 2) Consciousness changes in cycles that normally correspond to our biological rhythms and to the patterns of our environment.
- 3) An altered state of consciousness occurs when some aspect of normal consciousness is modified by mental, behavioral, and/or chemical means.

### C. Psychology in Your Life

- 1) The unconscious reconsidered: an empirical look suggests a simpler unconscious than the one portrayed by Sigmund Freud.
- 2) Sleep disorders: insomnia, sleep apnea, narcolepsy, and daytime sleepiness can be hazardous to your health – and perhaps your life.
- 3) Drug dependence and addiction: psychoactive drugs alter the brain chemistry and they can produce physical or psychological addiction. But is addiction a disease or character flaw?

D. Activities

- 1) Discussion: Can people control their dreams? Do people need to dream?
- 2) Everyday Hypnosis
- 3) Beyond addiction: Neural Consequences for newborns of maternal smoking during pregnancy.
- 4) Hypnotize the class
- 5) the 5 minute meditation – Questions

E. Assessment

Test : Multiple choice – short answer – essay

VI. Learning

A. Objectives – after reading this chapter students should be able to:

- 1) Define the general concept of learning
- 2) Describe the focus of controversy between behaviorists and cognitive psychologists.
- 3) Describe the processes involved in classical conditioning and identify the kinds of reactions and behaviors that can be classically conditioned.
- 4) Describe the processes involved in operant conditioning and identify the kinds of reactions that can be created or shaped by operant conditioning.
- 5) Describe what is meant by intermittent reinforcement and name the various schedules of reinforcement.
- 6) Describe the evidence for changes in mental processes without reinforcement as presented by cognitive psychologists.
- 7) Describe the significance of Bardura's research on observational learning.

B. Core Concepts

- 1) Classical conditioning is a basic form of learning in which a stimulus that produces an innate reflex becomes associated with a neural stimulus, which acquires the power to elicit the same response.
- 2) In operant conditioning, rewards and punishments. Are consequences that influence the likelihood of the behaviors they follow recurring in the future .
- 3) According to cognitive psychology, some forms of learning must be explained as changes in mental processes, rather than as changes in behavior alone – but they can still be studied scientifically.

### C. Psychology in Your Life

- 1) Taste aversions and chemotherapy: your friend needs to avoid developing a food aversion when the medicine makes her feel sick
- 2) A check list for modifying operant behavior : a combination of reinforcement and extinction.
- 3) A critical look at “Learning Styles” : many claims are made for different learning styles, but the evidence supporting them is weak.

### D. Activities

- 1) The Gregoric Matrix Scale measuring learning styles
- 2) Have student figure out what behavior class wants him/her to perform through positive and negative reinforcement
- 3) Discussion – Lecture
- 4) Phobias: fearful fears – explain phobias using psychodynamic sociobiological and behaviorists.
- 5) Playing pigeon – a shaping exercise

### E. Assessments – The results of a large-scale study

- 1) The homework puzzle – on the benefits of homework for elementary school children. The study showed that the lowest achieving children spent more time with homework than children with better grades. How can the longer time spent by low achieving children be explained?
- 2) Cognitive learning described (A web search)  
[http://www.findarticles.com/p/articles/mi\\_m2248/is\\_n123\\_v31/ai\\_18771969](http://www.findarticles.com/p/articles/mi_m2248/is_n123_v31/ai_18771969)

## VII. Cognition

### A. Objectives

- 1) Define the general concept of memory and describe its functions
- 2) Name the stages of memory and describe what psychologists know about biological basis of memory processing and storage.
- 3) Describe in detail processing in sensory memory.
- 4) Describe in detail processing in waking memory and its relationship to the storage of long term memories.
- 5) Identify two divisions of LTM and describe the type of memories stored by them.
- 6) Distinguish between implicit and explicit memories.
- 7) Describe processes of priming, recall and recognition and their function in memory distortion.
- 8) Name and describe types of forgetting and memory distortion
- 9) Discuss what is known about repression of memories and the information of false memories.
- 10) Describe the progress of language development in early childhood
- 11) Identify the main components of thought

12) Define the 2 kinds of concepts and discuss roles of concepts in the process of thought.

13) Describe and discuss mental imagery and cognitive maps

14) Identify and discuss the different strategies for problem solving.

15) Discuss strategies and common errors of decision making.

#### B. Core Concepts

1) Human memory is an information processing system that works constructively to encode, store and retrieve information.

2) Each of the three memory stages encode and stores memories in a different way, but they work together to transform sensory experience into a lasting record that has a pattern or meaning.

3) Whether memories are implicit or explicit, successful retrieval depends on how they were encoded and how they were cued.

4) Most of our memory problems arise from memory's "seven sins" – which are really by products of otherwise adaptive features.

5) Infants and children face an especially important developmental task with the acquisition of language.

6) Thinking is a cognitive process in which the brain uses information from the senses, emotions, and memory to create and manipulate mental representations, such as concepts, images, schemes and scripts.

7) Good thinkers not only have a repertoire of effective strategies, called algorithms and heuristics they also know how to avoid the common impediments to problem solving and decision making.

#### C. Psychology in Your Life

1) Would you want of photographic memory? The ability is rare and the images can sometimes interfere with thinking.

2) "Flashbulb" memories: Where were you when .....? These especially vivid memories usually involved emotionally charged events.

3) On the tip of your tongue: You know the word but you just can't quite say it.

4) Improving your memory with mnemonics: the tricks for learning lists, but another technique works better for master the concepts you'll meet in college.

5) Whether learning a new language occurs early in your academic or personal life, the knowledge is invaluable.

6) Schemas and scripts help you know what to expect but sometimes they fill in the blanks – without your realizing it.

7) In becoming a genius: such individuals have expertise, certain personality

traits, and lots of motivation, but their thought process are essentially the same as yours.

D. Activities

1) Benedict Carey: Why Students Struggle When Pressure Is On

2) Elizabeth Loftus: Eyewitness Testimony Experiment : Why eyewitness testimony is not always accurate.

3) Discussions:

a) What is memory?

1) Information processing model

2) Encoding, storage, retrieval, eidetic memory

b) How do we form memories?

1) Atkinson and Schiffrin model of memory

2) Sensory memory, short-term memory (STM) and long-term memory (LTM)

3) Procedural, declarative, semantic and episodic memory.

4) Karl Lashley the engram or memory trace.

5) Consolidation, anterograde amnesia, retrograde amnesia, flash bulb memory.

c) How do we retrieve memories?

1) implicit, explicit memories

2) retrieval cues, priming, recall, recognition

3) encoding specificity, principle, mood-congruent memory

4) TOP (tip of the tongue) phenomenon

d) Why does memory sometime fail us?

1) Transience

2) Ebbinghaus' Forgetting Curve

3) Retroactive interference, proactive interference, misinformation effect, expectancy bias.

e) How do Children Acquire Language?

1) the innateness theory of language

2) language acquisition device (LAD)

3) one word stage, two word stage, telegraphic speech, parents

f) What are the components of thought?

1) computer: metaphor

2) concepts: natural, artificial, concept hierarchies, prototype

3) schemas, scripts.

g) What abilities do good Thinkers possess?

1) algorithms, heuristics

2) mental set, functional fixedness

3) conformant bias, hindsight bias, anchoring bias, representative bias, availability bias.

## E. Assessment

Limits of waking memory

The value of chunking

The name game

Interference – to compare the effects of RI (retroactive interference) and PI (proactive interference)

Test

## VIII. Emotion and Motivation

### A. Objectives

- 1) Describe the functions of emotion
- 2) Identify the primary emotions and discuss the influence of cultural and learning upon emotional expression.
- 3) Describe what is known about the biological basis of emotion.
- 4) Discuss the challenges of developing emotional intelligence and control.
- 5) Discuss motivation and discuss the leading theories that attempt to explain it.
- 6) Define over justification and discuss the problems that arise in the use of extrinsic motivators.
- 7) Discuss what is understood about the need for achievement
- 8) Identify and discuss complex set of factors that contribute to hunger
- 9) Discuss sexual motivation and the different scientific perspectives on human sexuality.
- 10) Identify and relate the stages of the General Adaption Syndrome

### B. Core Concepts

- 1) Emotions have evolved to help us respond to important situations and to convey our attention to others.
- 2) The discovery of two distinct brain pathways for emotional arousal has clarified the connection among the many biological structures involved in emotion and has offered solutions to many of the long-standing issues in the psychology of emotions.
- 3) Although emotional responses are not always consciously regulated, we can learn them.
- 4) Motivation takes many forms but all involved inferred mental processes that select and direct our behavior.
- 5) Achievement, hunger, and sex, exemplify other human motives because they differ not only in the behavior they produce but in the mix of biological, mental, behavioral, and social/culture influences on them.
- 6) The human stress response to perceived threat activates thoughts, feelings, behaviors, and physiological arousal that normally promotes adaptation and survival.

### C. Psychology in Your Life

- 1) Arousal, performance, and the inverted “U”: increased arousal improves performance – but only up to a point. The point depends on the task.
- 2) Emotional differences between men and women depend on culture: Culture and Socialization account for many of the differences – but not for everything.
- 3) Controlling anger: A common misconception says that it is healthy to ventilate anger.
- 4) Rewards can squelch motivation: Sometimes extrinsic rewards can dampen intrinsic rewards.
- 5) The origins of sexual orientation: we know more about what does not influence sexual orientation than what does.
- 6) Developing Resilience: six processes have been developed to identify characteristics of resiliency.

### D. Activities

- 1) The complex State of Joy – students generate as many words as they can to describe a joyful state. In small groups students will match one of these words with the situations in the handout - Is this Joy...or Glee? The point is that human emotions are complex and multidimensional.
- 2) What is Aggression? Students complete aggression questionnaire after you instruct students to read each statement and decide whether or not you believe the situation described is one of aggression. Tabulate questionnaire responses and point out the various components being tapped by the questionnaire.
- 3) Discussion of Concepts:
  - a) Paul Ekman’s study of facial expressions
  - b) Two distinct emotion processing systems in the brain: fast response system – unconscious and linked to implicit memory. The other system operates at conscious/aware level and is linked to explicit memory.
  - c) The limbic system control center for fight or flight response – reticular formation – acts as an alarm cerebral cortex interprets events and associates them with memories – evidence of lateralization of emotion in which the two hemispheres process different emotions – automatic and parasympathetic nervous systems, and the endocrine system.
  - d) Theories: James-Lange, Cannon-Bard, Schacter-Singer, Martin Zuckerman, Clark Hull
  - e) Research on deception

- f) motivation – intrinsic, extrinsic – Julian Rotter’s “Locus of Control” inventory – Psychodynamic theory, Humanistic theory
- g) Research has shown that external rewards can diminish intrinsic motivation.
- h) Murray and McClelland and the construct in Ach, TAT
- i) Hunger – biological, cultural, social thirst, volumetric thirst and osmotic thirst.
- j) Scientific studies of sexuality – Kinsey Institute and Masters and Johnson.
- k) 4 cognitive components to motivation
- l) Two forms of sexual orientation: homosexuality and heterosexuality. Theories and research about the origins of sexual orientation.
- m) research and the 5 stages of the response to trauma – Han Selye and the general adaptation syndrome (3 stage model)

#### E. Assessment

- 1) test – multiple choice – free response answer scoring rubric included at beginning

### IX. Psychological Development

#### A. Objectives

- 1) Discuss the complex influence of the nature - nurture
- 2) Describe techniques of research employed to study genetic and environmental effects on development
- 3) Describe key phases of prenatal development
- 4) Describe the most important facets of cognitive, emotional and social development over the course of childhood.
- 5) Name the developmental challenges of early and middle adulthood

#### B. Core concepts

- 1) Development is a process of growth, change and consistency brought about by an interaction of hereditary and environment.
  - a) Continuity view, discontinuity view, twins developmental stages
- 2) Newborns have the innate abilities for finding nourishment, interacting with others and avoiding harmful situations, while developing abilities of infants or children rely more on learning.

a) Classical conditioning, Konrad Lorenz – imprinting, Harry Harlow – attachment theory

3) Infants and children face especially important developmental tasks in the areas of cognition and social relationships – tasks that lay a foundation for further growth in adolescence and adulthood

a) Piaget's Cognitive stages of development, schemas, assimilation, accommodation, theory of the mind, Jerome Kagan, Lev Vygotsky, Parenting styles Diane Baumrind, Erik Erikson's psychosocial stages of development – criticisms of theories.

4) Adolescence offers new developmental challenges growing out of physical changes, cognitive changes and socioeconomic changes.

a) rites of passage, primary sex characteristics, Piaget, Erikson, Lawrence Kohlberg moral development, Carol Gilligan's criticism of Kohlberg.

5) Nature and nurture continue to produce changes throughout life, but in adulthood, these changes include both growth and decline.

a) Erikson's stages seven and eight, Alzheimer's disease, diminished senses, selective social interaction, Elisabeth Kubler-Ross's five stages of death.

#### C. Psychology in Your Life

1) Psychology traits in your gene's while genes contribute to your thoughts and behaviors, you shouldn't assume that biology is everything.

2) Does your child measure up?: the developmental milestones are averages, but children show great variation in their development.

3) Childhood influences on your personality: Erikson's theory says that your personality is shaped by a series of developmental crisis.

4) The development of moral thinking: moral dilemmas reveal stages of moral reasoning but not necessarily moral behavior.

5) The last developmental problems you will face: the final years of life present a challenge, but a new picture of aging is emerging.

#### D. Activities

1) Designing your child's childhood – what kind of parents are you going to be to your children?

2) A morality tale – the purpose of this demonstration is to illustrate Kohlberg's stages of moral reasoning.

3) Aging quiz – myths about aging

#### E. Assessments

1) Music project – theme: During the course of a person's lifespan, especially the period of adolescence, one can easily find him/herself in many different and unique situations and experience many complex emotions – so much so, that many songs have been

written about this uniquely human phenomenon. Your aim in this project is to analyze such songs.

Format: there are five questions that need to be addressed in order.

2) Family Tree

3) Write an autobiography that traces both their psychological growth and physical maturation. They might interview parents, siblings and relatives. Include photographs and any available writings or drawing from their early childhood. (4 weeks)

## X. Personality

### A. Objectives

1) Define personality

2) Name and describe the major theories of personality

3) Evaluate the major personalities

4) Define the term “personality trait” and discuss trait and temperament theories of personality.

5) Discuss the strengths and weaknesses of commonly used personality assessment techniques.

6) discuss the concept of implicit personality theories

7) discuss the possible social and cultural influences on personality

8) Define and discuss the fundamental attribution error

### B. Core Concepts

1) According to psychodynamic, humanists and cognitive theories, personality is a continuously changing process, shaped by our internal needs and cognitions and by external pressures from the social environment

a) Personality – psychoanalytic approach – Freud – libido, id, ego superego, Oedipus complex, identification, penis envy, fixation, ego defense mechanisms and repression, psychic determination.

b) Projective tests – Rorschach, TAT

c) Neo-Freudians; Jung personal and collective unconscious – basis for Myers-Briggs type indicator Karen Horney, Anne Freud, Alfred Adler inferiority complex, compensation

d) Traits – Gordon Allport central, secondary cardinal traits

e) Humanistic – Maslow, Rogers

f) Cognitive – Bandura, Rotter

2) Another approach describes personality in terms of stable patterns known as temperaments, traits and types.

a) Five-factor theory, MMPI-2, Validity, reliability, Mischel’s person-situation controversy

3) People everywhere develop implicit assumptions (“folle theories”) about personality but these assumptions vary in important ways across cultures.

a) The fundamental attribution error (FAE), cultural differences, and differences between individualistic and collectivist cultures.

#### C. Psychology in Your Life

- 1) Explaining unusual people and unusual behavior: you don't need a theory of personality to explain why people do the expected
- 2) Finding your type: When it comes to classifying personality according to types, a little caution may be in order.
- 3) Developing your own theory of personality: you'll probably want to be eclectic.

#### D. Activities

- 1) "How the Grinch Stole psychology class" is a highly participatory activity that emphasizes the application of personality theories. Show the television DVD "How the Grinch Stole Christmas." Students work in small groups to explain the Grinch's original evil personality as well as his transformation at the end. To accomplish this analysis, concepts from assigned theorists are used. Each group must pick a card. The name of a theorist is on the back of the card. The group must analyze the Grinch using the theorist's theory only. One class period
- 2) a science odyssey: that's my theory special guests: Albert Einstein, Sigmund Freud and ENIAC  
<http://www.pbs.org/wgbh/aso/mytheory/>

#### E. Assessment

Test: multiple choice, free response and essay

### XI. Testing and Individual Differences

#### A. Objectives

- 1) Describe the history of intelligence testing and the appropriate uses and misuses of IQ tests.
- 2) Discuss the significance of the classifications "mental retardation" and "gifted".
- 3) Define and compare the competing theories of the structure of intelligence.
- 4) Discuss the apparent facts of and controversy about the differences in IQ between ethnic and racial groups.

#### B. Core concepts

- 1) Measuring individual differences is an essential component of psychology, but strict guidelines and ethical standards must be followed to ensure results and conclusions are valid and appropriate.
  - a) validity, reliability, face, content validity, item analysis, criterion validity, test-retest reliability, split-half reliability, objective/subjective tests, inter-rater reliability.

- 2) Intelligence testing has a history of controversy, but most psychologists now view intelligence as a normally distributed trait that can be measured by performance on a variety of tasks – both verbal and non-verbal
  - a) Simon and Binet, mental age, chronological age, Stanford/Binet, intelligence quotient (IQ), Wechsler tests, mental retardation, savant syndrome.
- 3) Some psychologists believe that the essence of intelligence is a single, general factor, while others believe that intelligence is best described as a collection of distinct abilities.
  - a) Psychometric theories of intelligence: Spearman's g factor cognitive theories: Sternberg's triarchic theory and Gardner's multiple intelligence theory.
- 4) While most psychologists agree that both hereditary and environment affect intelligence; they disagree on the source of IQ differences among racial and social groups.
  - a) Heritability, the Jensen controversy, social class eugenics.

#### C. Psychology in Your Life

- 1) Testing in education: the role of "tracking" and "mainstreaming" in high school education.
- 2) What can you do for an exceptional child? In both mental retardation and giftedness, children should be encouraged to capitalize on their abilities.
- 3) Test scores and the self-fulfilling prophecy: an IQ score can create expectations that have a life of their own.

- 4) Helping others think critically about group differences: there are many reasons why the heritability of intelligence doesn't mean that group differences are genetic.

#### D. Activities

Multiple intelligence theory: Plan a lesson based on the theory of multiple intelligences for another one of your classes. Pick any subject and any topic. These need not be overly long, definite two pages. It can be in paragraphs, outline form or any other constructive format.

#### F. Assessment

Test: multiple choice, free answer, essay

## XII. Psychological Disorders

### A. Objectives

- 1) Describe the evolution of the concept of psychological disorders
- 2) Identify and describe the major perspectives for defining and understanding psychological illness.

- 3) Describe the symptoms that are commonly associated with psychological disorders.
- 4) Describe development and organization of the classification system used to define various psychological illnesses, the DSM-IV-R.
- 5) Name the major categories of psychological illness in the DSM-IV-R and give some examples of disorders in these categories.
- 6) Discuss the advantages and disadvantages of the use of the DSM-IV-R labeling system.
- 7) Discuss the ecological model of psychological disorder and how it accounts for the sociocultural context in which psychological illness occurs.
- 8) Accurately describe the circumstances under which the insanity plea is used, and the consequences of a successful plea.

#### B. Core Concepts

- 1) The medical model takes a “disease” view, while psychology sees physiological disorder as an interaction of biological, mental social and behavioral factors.
  - a) Severe psychopathology includes, delusions, hallucinations and disturbance of affect
  - b) Two major conceptualizations of abnormality: the medical model and the psychological model.
    - 1) Medical model – in the late eighteenth century, model held that mental disorders are diseases of the mind.
    - 2) Psychological model combines four perspectives: behaviorism, cognitive psychology, social learning, and biological psychology.
    - 3) Social - cognitive – behavioral approach
  - c) Disagreement about the etiology of mental disorders – agreement on the indicators
- 2) The DSM-IV-R, the most widely used system, classifies disorders by their mental and behavioral systems.
  - a) Neurosis – psychosis
  - b) Mood disorders – major depression
    - 1) Genetic – biological – cognitive – behavioral
    - 2) Seasonal affective disorder
    - 3) Martin Seligman – learned helplessness
    - 4) Bipolar disorder – genetic component
  - c) Seligman – depression more common today:
    - 1) increased individualism and self-centeredness

- 2) Self-esteem movement
  - 3) Culture of victimology
  - d) Characteristics of anxiety disorders
    - 1) Panic attacks, phobias and anxiety – OCD – somatoform disorders, conversion disorders – hypochondriasis
  - e) Dissociative disorders – fragmentation of the personality:
    - 1) Dissociative amnesia, fugue, depersonalization disorder, dissociative identity disorder
  - f) Eating disorders – most prevalent in western cultures:
    - 1) Anorexia nervosa – bulimia
  - g) Schizophrenia – disintegration in personality and a distortion in perception
    - 1) 5 major types: disorganized, paranoid, undifferentiated, catatonic, residual
    - 2) Diathesis – stress hypothesis theory
  - h) Personality disorders – cluster of disorders in which there is some form of maladjustment
    - 1) Narcissist, antisocial, borderline
  - i) Developmental disorders – first appear in childhood
    - 1) Autism, dyslexia, attention –deficit hyperactivity (ADHD)
- 3) Ideally accurate diagnosis lead to proper treatments, but diagnosis may also become labels that depersonalize individuals and ignore social and cultural contents in which their problems arise.
- a) Debate over labeling – self fulfilling prophecy
  - b) Thomas Szasz – “problems in living”
  - c) Ecological model
  - d) Social and cultural contexts
  - e) Persistent myths – insanity

#### C. Psychology in Your Life

- 1) A caution to readers: if you find that you have some signs of psychological disorder, don't jump to any conclusions
- 2) Shyness – if you have it, it doesn't have to be permanent. (It's not a mental disorder)
- 3) The plea of insanity: it's not a psychological or psychiatric term and contrary to popular opinion it is a defense that is seldom used.

#### D. Activities

- 1) Freud's fractured fairy tales – choose a fairy tale ....2 groups cannot use the same story
  - a) Give the main character(s) one (or more) of the psychological disorders that we have discussed and/or in the text

b) Rewrite your fairy tale as it would be now and type the finished story

c) Read in class with discussion following each – be prepared to discuss your character(s) and their disorder/diagnosis/treatment.

2) Dave to the perfect: a road to self-defeat

a) Burn's perfectionism scale

E. Assessment:

1) Case study – OCD disorder – Obsessive/compulsive

2) Case study – PTSD – Post traumatic stress

3) Test – multiple choices – free response – essays

## XII. Therapies for Psychological Disorders

### A. Objectives

1) Define the term psychotherapy

2) Describe the history of psychotherapy as a mental health treatment

3) Identify and describe the different types of mental health professional who provide psychotherapy

4) Describe the rationale for and the typical interventions associated with behavioral therapies.

5) Name and describe the major types of insight therapy

6) Describe cognitive – behavioral therapy

7) Discuss the effectiveness of the different types of psychotherapy

8) Discuss the basis for the use of drug therapy in the treatment of mental illness

9) Discuss the appropriate use of psychosurgery, ECT and other biomedical therapies.

10) Discuss the major issues associated with hospitalization, deinstitutionalization and community based treatment of persons who suffer from mental illness

### B. Core Concepts

1) Therapy for psychological disorders takes a variety of forms, but all involve some relationship focused on improving a person's mental, behavioral or social functioning

a) Therapy – psychological and biomedical techniques

b) History of treating mental illness

2) Psychologists employ two main forms of treatment: the insight therapies (focused on developing understanding of the problem) and the behavior therapies (focused on changing behavior through conditioning)

a) Insight therapies – talk therapies

b) Freudian psychoanalysis, analysis of transference, neo-Freudian psychodynamic theories

c) Humanistic theories: client centered therapy reflection of feelings, Carl Rogers's unconditional positive regard.

d) Cognitive therapy: emphasizes rational thinking, group therapy, self-help support groups.

e) Behavior therapy or behavior modification

1) Systematic desensitization, aversion therapy, exposure therapy

f) Contingency management – operant conditioning technique – token economy, participant modeling.

g) Cognitive behavioral therapy

1) Albert Ellis Rational emotive behavior therapy (REBT)

2) Active listening, Eiselen, most effective uses for cognitive – behavioral therapy

3) Biomedical therapies seek to treat psychological disorders by changing the brain's chemistry with drugs, its circuitry with surgery, or its patterns of activity with pulses of electricity or powerful magnetic fields.

1) psychopharmacology, antipsychotic drugs, tardive dyskinesia, antidepressant drugs, MAO's, SSRI's, lithium carbonate, anti-anxiety drugs, stimulants, psychosurgery, electroconvulsive therapy (ECT), transcranial magnetic stimulation (TMS)

#### C. Psychology in Your Life

1) Paraprofessionals do therapy too: some studies show that amount of training is not the main factor in therapeutic effectiveness

2) Where do most people get help? A lot of therapy is done by friends, hairdressers and bartenders.

3) What sort of therapy would you recommend? If a friend asks for a recommendation, you have a wide range of therapeutic possibilities to consider

#### D. Activities

1) In class RET – according to RET, people operate under fallacies that lead them to behave irrationally. RET clients are often taught to complete homework reports to help deal with their problems.

Ask students to complete a report about their own behavior using the RET approach. The following information should be included:

\* Describe a recent event that led you to become upset

\* What is one rational belief based on this one event?

\* What were the consequences of your irrational belief concerning this event?

Have students share their experiences then describe how an RET therapist challenges irrational beliefs in order to help clients develop appropriate reactions to life events.

Reference: Ellis, A. (1973) *Humanistic Psychotherapy: The rational-emotive approach*. NY: Julian Press

2) In-class behaviorism – ask a student to identify a behavior they would like to change such as eating, smoking, exercise or study routines. Once the problem is identified and stated in behavioral terms, have class ask the volunteer questions designed to quantify the extent of the problem (establish the baseline) and analyze the situation in which the problem occurs. Write student answers on the board to form the beginning of a log and treatment plan. Then have class act as behavioral consultants to suggest sub goals, ways the volunteer might manage the discriminative stimuli, and rewards for meeting specific sub goals. Throughout this consultation, have the original volunteer react to the suggestions and advice and actively participate in designing a treatment plan that is realistic for him/her. Conclude this by contrasting this solution with the ways in which a humanistic and psychodynamic therapist would perceive the same problem.

3) Therapies (developed by Robert L. Johnson)

Objective: to compare the ways that different kinds of psycho-therapy would treat the same problem. Imagine you are a psychotherapist and that a patient, who is a steeplejack, comes to you for treatment because she has developed a morbid fear of heights.

Write brief descriptions of how you would treat this case, using each of the following therapies: 1) biological therapy (pick your favorite type),

2) Cognitive therapy, 3) psychoanalytic therapy, 4) Client-centered therapy, 5) and behavioral therapy

#### E. Assessment

The outcome of the activities above. Treatment group project: your group is to conduct a therapy session using the therapeutic technique assigned. Each group must have a narrator, therapist and client(s). A “high light” sheet indicating the key components, main research and techniques of that therapeutic approach must be included for members of the class.

Presentations graded as follows:

<u>Aspect</u>	<u>Points</u>
Script	25
Handout	50
Accuracy	50
Prep	25
<u>Participation</u>	<u>25</u>
Total	175

This exercise will take the place of your test. Presentations should run about 8-10 minutes in length.

<u>Group</u>	<u>Topic</u>
1	Psychoanalysis
2	Modern psychodynamic theories (neo-Freudian approach)
3	Client- centered therapy (Humanistic)
4	Cognitive therapy (general)
5	Rational Emotive therapy
6	Systematic Desensitization
7	Aversion therapy
8	Social skills training

#### XIV. Social Psychology

##### A. Objectives:

- 1) Define the term situationism and discuss the influence of roles, norms, and scripts.
- 2) Name and describe some of the key studies in social psychology and discuss their significance in expanding on behavior.
- 3) Understand the principle of diffusion of responsibility and the bystander effect and how to counteract these tendencies.
- 4) Understand how an interpretation of the social situation influences the judgments that we make about others.
- 5) Define principles of social cognition such as proximity, similarity, and the matching hypothesis and describe how they influence social interaction.
- 6) Define cognitive dissonance and give an example of how an individual might resolve it.
- 7) Define the term fundamental attribution error and explain why it is more commonly made in individualistic cultures.
- 8) Describe the psychological tendencies that are related to prejudice and discrimination.
- 9) Describe some principles of social psychology that can help us to better resolve and prevent unnecessary conflicts, violence, and terrorism.

##### B. Core Concepts

- 1) We usually adapt our behavior to the demands of the social situation and in ambiguous situations we take our cues from the behavior of others in that setting
  - a) Situationism, social roles, scripts, social norms, conformity, Asch effect, six conditions to group think, Stanley Milgram's experiment on obedience and findings,

the bystander issue – Kitty Genovese – Latane and Darley series of studies examining why, diffusion responsibility.

2) The judgments we make about others depend not only on their behavior but also on our interpretations of their actions within a social context.

a) Social reality, reward theory of attraction, principle of proximity, similarity principle, matching hypothesis, expectancy value theory, cognitive dissonance, fundamental attribution error (FAE), self-serving bias, prejudice, discrimination, in-group, out-group, social distance, scapegoating, social facilitation, deindividuation, group think, group polarization, romantic love, Robert Sternberg's triangle theory of love – three types of love: romantic, infatuation and consummate or complete love.

3) The power of the situation can help us understand violence and terrorism but a broader understanding requires multiple perspectives that go beyond the boundaries of traditional psychology.

a) The Robber's Cave study by Muzafer Sherif, violence, aggression, cohesiveness, mutual independence, terrorism, Herbert Kelman's approach for conflict resolution based on the Robbers' case study.

#### C. Psychology in Your Life:

1) Need Help? Ask for it! In an emergency, giving simple instructions can turn bystander bewilderment into helping behavior.

2) Loving relationships: the end of a relationship can be difficult for everyone. Social psychologists have begun to study what it takes to keep people together.

3) Dealing with terrorism: an experiment on groups of Boy Scouts holds lessons for dealing with conflict in the Middle East.

#### D. Activities:

1) Reactions speak louder than lectures: there is probably no better way to demonstrate some of the principles of social psychology than to give students the opportunity to experience the consequences of nonconformity. The worksheet violates those norms! Assign students to violate either a norm or enlist the compliance of another person. The reports on the students' experiences in completing this assignment will no doubt create the opportunity to discuss most of the concepts of social psychology.

2) Attributional Bias: demonstrating actor – observer differences and the corresponding bias.

- a) Ask students to write down reasons they chose their boyfriend or girlfriend. When they've finished the list, ask them to create the same kind of list for an acquaintances' boyfriend or girlfriend.
- b) Repeat exercise once with a different focus, such as choosing a college, deciding on a place to live, or selecting a major.
- c) A check of the responses should indicate more situational reasons for the student and more dispositional reasons for the acquaintance. Replacing the acquaintance with a close friend will probably result in a less clear actor – observer difference.

3) Competition, Cooperation and cognitive dissonance (developed by Robert L. Johnson). This exercise can lead to a discussion of the factors that produce cooperation and competition, national differences, etc. The “description of other groups” column makes this especially interesting. When they decide to compete, they usually write nasty comments (“suckers”, “idiots”) in this column, but when they cooperate they most often make a benign comment. This is a good opportunity to show how we deal with our cognitive dissonance by dehumanizing those we treat shabbily.

Instructions:

Your group will play 3 rounds of the Prisoner's dilemma game. In each round you'll be matched with a different group. At the beginning of each round, your group must decide whether it will give a cooperative or competitive response. The payoff depends on your choice – and on the choice of the other group. The points your group can win (or lose) on each round are shown on the follow table. This table shows the points your group could win, if you choose.....AND the points the other group could win, if it chooses.

	<u>Cooperate</u>	<u>Compete</u>	
Cooperate	+10	-15	
Compete	+15		-5

After your group has made its choice, select someone to write “COMPETE” or “COOPERATE” in big letters on a sheet of paper. Then at the instructors signal, each group will show its choice to the group **at the same time.**

4) Results: after each round fill in the appropriate row in the table below:

<u>Compete or Cooperate</u>	<u>Points</u>
<u>Description of</u>	<u>Won/lost</u>
<u>other group</u>	
Round 1	
Round 2	
Round 3	
Total Points: _____	

5) Love you, Love you Not: Sternberg developed a theory in which three factors determined whether or not one person felt “love” for another. Students can find a copy of a brief not particularly validated questionnaire about these three variables:

<http://www.uwec.edu/counsel/pubs/triangularlovescale.html>.

Have students visit site, answer questions with someone from their past in mind and calculate the score. This should lead to a discussion about the nature of “love”, how to operationally define it, etc.

F. Assessment

Test – multiple choice – free answer – essay

## **Advanced Placement United States History**

### **OVERVIEW**

The Advanced Placement program in United States History provides students with an in-depth study of American History from the settlement of the New World to the United States since 1974. This chronological approach is intended for students who wish to complete studies in secondary school equivalent to college introductory courses in United States history. The AP course develops the skill necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The materials studied are designed to prepare students to take the AP examination.

1) Discovery and Settlement of the New World, 1492-1650

- A. Europe in the sixteenth century
- B. Spanish, English, and French exploration
- C. First English settlements

1. Jamestown
  2. Plymouth
  - D. Spanish and French settlements and long-term influence
  - E. American Indians
- 2) American and British Empire, 16-50-1754
- A. Chesapeake country
  - B. Growth of New England
  - C. Restoration colonies
  - D. Mercantilism; the Dominion of New England
  - E. Origins of slavery
- 3) Colonial Society in the Mid-Eighteenth Century
- A. Social structure
    1. Family
    2. Farm and Town life; the economy
  - B. Culture
    1. Great Awakening
    2. The American mind
    3. "Folkways"
  - C. New immigrants
- 4) Road to Revolution, 1754-1775
- A. Anglo-French rivalries and Seven Years' War
  - B. Imperial reorganization of 1763
    1. Stamp Act
    2. Declaratory Act
    3. Townshend Acts
    4. Boston Tea Party
  - C. Philosophy of the American Revolution
- 5) The American Revolution 1775-1783
- A. Continental Congress
  - B. Declaration of Independence
  - C. The war
    1. French alliance
    2. War and society; Loyalists
    3. War economy
  - D. Articles of Confederation
  - E. Peace of Paris
  - F. Creating state governments
    1. Political organization
    2. Social reform: women, slavery

- 6) Constitution and New Republic, 1776-1800
  - A. Philadelphia Convention: drafting the Constitution
  - B. Federalists versus Anti-Federalists
  - C. Bill of Rights
  - D. Washington's presidency
    - 1. Hamilton's financial program
    - 2. Foreign and domestic difficulties
    - 3. Beginnings of political parties
  - E. John Adams' presidency
    - 1. Alien and Sedition Acts
    - 2. XYZ affair
    - 3. Election of 1800
  
- 7) The Age of Jefferson, 1800-1816
  - A. Jefferson's presidency
    - 1. Louisiana Purchase
    - 2. Burr conspiracy
    - 3. The Supreme Court under John Marshall
    - 4. Neutral rights, impressments, embargo
  - B. Madison
  - C. War of 1812
    - 1. Causes
    - 2. Invasion of Canada
    - 3. Hartford Convention
    - 4. Conduct of the war
    - 5. Treaty of Ghent
    - 6. New Orleans
  
- 8) Nationalism and Economic Expansion
  - A. James Monroe; Era of Good Feelings
  - B. Panic of 1819
  - C. Settlement of the West
  - D. Missouri Compromise
  - E. Foreign affairs: Canada, Florida, the Monroe Doctrine
  - F. Election of 1824: end of Virginia dynasty
  - G. Economic revolution
    - 1. Early railroads and canals
    - 2. Expansion of business
      - a. Beginnings of factory system
      - b. Early labor movement; women
      - c. Social mobility; extremes of wealth

3. The cotton revolution in the South
4. Commercial agriculture

9) Sectionalism

A. The South

1. Cotton Kingdom
2. Southern trade and industry
3. Southern society and culture
  - a. Gradations of White society
  - b. Nature of slavery: "peculiar institution"
  - c. The mind of the South

-89-

B. The North

1. Northeast industry
  - a. Labor
  - b. Immigration
  - c. Urban slums

2. Northwest agriculture

C. Westward expansion

1. Advance of agricultural frontier
2. Significance of the frontier
3. Life on the frontier; squatters
4. Removal of American Indians

10) Age of Jackson, 1828-1848

A. Democracy and the "common man"

1. Expansion of suffrage
2. Rotation in office

B. Second party system

1. Democratic party
2. Whig Party

C. Internal improvements and states' rights: The Maysville Road veto

D. The Nullification Crisis

1. Tariff issue
2. The Union: Calhoun and Jackson

E. The Bank War: Jackson and Biddle

F. Martin Van Buren

1. Independent treasury system
2. Panic of 1837

11) Territorial Expansion and Sectional Crisis

- A. Manifest Destiny and mission
- B. Texas annexation, the Oregon boundary, and California
- C. James K. Polk and the Mexican War; slavery and the Wilmot Proviso
- D. Later expansionist efforts

-90-

12) Creating an American Culture

- A. Cultural nationalism
- B. Education reform/professionalism
- C. Religion; revivalism
- D. Utopian experiments: Mormons, Oneida Community
- E. Transcendentalists
- F. National Literature, art, architecture
- G. Reform crusades
  - 1. Feminism; roles of women in the nineteenth century
  - 2. Abolitionism
  - 3. Temperance
  - 4. Criminals and the insane

13) The 1850'S: decade Of Crisis

- A. Compromise of 1850
- B. Fugitive Slave Act and *Uncle Tom's Cabin*
- C. Kansas-Nebraska Act and realignment of parties
  - 1. Demise of the Whig Party
  - 2. Emergence of the Republican Party
- D. *Dred Scott* decision and Lecompton crisis
- E. Lincoln-Douglas debates, 1858
- F. John Brown's raid
- G. The election of 1860; Abraham Lincoln
- H. The secession crisis

14) Civil War

- A. The Union
  - 1. Mobilization and finance
  - 2. Civil liberties
  - 3. Election of 1864
- B. The South
  - 1. Confederate constitution
  - 2. Mobilization and finance

- 3. States' rights and the Confederacy
- C. Foreign affairs and diplomacy
- D. Military strategy, campaigns, and battles
- E. The abolition of slavery
  - 1. Confiscation Acts
  - 2. Emancipation Proclamation
  - 3. Freedmen's Bureau
  - 4. Thirteenth Amendment

-91-

- F. Effects of war on society
  - 1. Inflation and public debt
  - 2. Role of women
  - 3. Devastation of the South
  - 4. Changing labor patterns

#### 15) Reconstruction to 1877

- A. Presidential plans: Lincoln and Johnson
- B. Radical (congressional) plans
  - 1. Civil rights and the Fourteenth Amendment
  - 2. Military reconstruction
  - 3. Impeachment of Johnson
  - 4. African American suffrage: the Fifteenth Amendment
- C. Southern state government: problems, achievements, weaknesses
- D. Compromise of 1877 and the end of Reconstruction

#### 16) New South and the Last West

- A. Politics in the New South
  - 1. The Redeemers
  - 2. Whites and African Americans in the New South
  - 3. Subordination of freed slaves: Jim Crow
- B. Southern economy; colonial status of the South
  - 1. Sharecropping
  - 2. Industrial stirrings
- C. Cattle kingdom
  - 1. Open-range ranching
  - 2. Day of the Cowboy
- D. Building the Western railroad
- E. Subordination of American Indians: dispersal of tribes
- F. Farming the plains; problems in agriculture
- G. Mining bonanza

#### 17) Industrialization and Corporate Consolidation

- A. Industrial growth: railroads, iron, coal, electricity, steel, oil, banks
- B. Laissez-faire conservation

1. Gospel of Wealth
  2. Myth of the 'self-made man'
  3. Social Darwinism; survival of the fittest
  4. Social critics and dissenters
- C. Effects of technological development on worker/workplace

-92-

- D. Union movement
1. Knights of Labor and American Federation of Labor
  2. Haymarket, Homestead, and Pullman

18) Urban Society

- A. Lure of the city
- B. Immigration
- C. City problems
  1. Slums
  2. Machine politics
- D. Awakening conscience; reforms
  1. Social legislation
  2. Settlement houses: Jane Addams and Lillian Wald
  3. Structural reforms in government

19) Intellectual and Cultural Movements

- A. Education
  1. Colleges and universities
  2. Scientific advances
- B. Professionalism and the social sciences
- C. Realism in literature and art
- D. Mass culture
  1. Use of leisure
  2. Publishing and journalism

20) National Politics, 1877-1896: The Gilded Age

- A. A conservative presidency
- B. Issues
  1. Tariff controversy
  2. Railroad regulation
  3. Trusts
- C. Crisis of 1890's
  1. Populism
  2. Silver question
  3. Election of 1896: McKinley versus Bryan

21) Foreign Policy, 1865-1914

- A. Seward and the purchase of Alaska

- B. The imperialism
  - 1. Blaine and Latin America
  - 2. International Darwinism: Missionaries, politicians, and naval expansionists

-93-

- 3. Spanish-American War
    - a. Cuban independence
    - b. Debate on Philippines
- C. The Far East: John Hay and the Open Door
- D. Theodore Roosevelt
  - 1. The Panama Canal
  - 2. Roosevelt Corollary
  - 3. Far East
- E. Taft and dollar diplomacy
- F. Wilson and moral diplomacy

## 22) Progressive Era

- A. Origins of Progressivism
  - 1. Progressive attitudes and motives
  - 2. Muckrakers
  - 3. Social Gospel
- B. Municipal, state, and national reforms
  - 1. Political: suffrage
  - 2. Social and economic: regulation
- C. Socialism: alternatives
- D. Black America
  - 1. Washington, DuBois, and Garvey
  - 2. Urban migration
  - 3. Civil rights organizations
- E. Women's role: family, work, education, unionization, and suffrage
- F. Roosevelt's Square Deal
  - 1. Managing the trusts
  - 2. Conservation
- G. Taft
  - 1. Pinchot-Ballinger controversy
  - 2. Payne-Aldrich Tariff
- H. Wilson's New Freedom
  - 1. Tariffs
  - 2. Banking reform
  - 3. Antitrust Act of 1914

## 23) The First World War

- A. Problems of neutrality
  - 1. Submarines

2. Economic ties
  3. Psychological and ethnic ties
- B. Preparedness and pacifism

-94-

- C. Mobilization
1. Fighting the war
  2. Financing the war
  3. War boards
  4. Propaganda, public opinion, civil liberties
- D. Wilson's Fourteen Points
1. Treaty of Versailles
  2. Ratification fight
- E. Postwar demobilization
1. Red scare
  2. Labor strife

24) New Era: The 1920's

- A. Republican governments
1. Business creed
  2. Harding scandals
- B. Economic development
1. Prosperity and wealth
  2. Farm and labor problems
- C. New culture
1. Consumerism: automobile, radio, movies
  2. Women, the family
  3. Modern religion
  4. Literature of alienation
  5. Jazz age
  6. Harlem Renaissance
- D. Conflict of cultures
1. Prohibition, bootlegging
  2. Nativism
  3. Ku Klux Klan
  4. Religious fundamentalism versus modernists
- E. Myth of isolation
1. Replacing the League of Nations
  2. Business and diplomacy

25) Depression, 1929-1933

- A. Wall Street crash
- B. Depression economy
- C. Moods of despair
1. Agrarian unrest

- 2. Bonus march
- D. Hoover-Stimson diplomacy; Japan

-95-

26) New Deal

- A. Franklin D. Roosevelt
  - 1. Background, ideas
  - 2. Philosophy of New Deal
- B. 100 Days; "alphabet agencies"
- C. Second New Deal
- D. Critics, left and right
- E. Rise of CIO; labor strikes
- F. Supreme Court fight
- G. Recession of 1938
- H. American people in the Depression
  - 1. Social values, women, ethnic groups
  - 2. Indian Reorganization Act
  - 3. Mexican American deportation
  - 4. The racial issue

27) Diplomacy in the 1930's

- A. Good Neighbor Policy: Montevideo, Buenos Aires
- B. London Economic Conference
- C. Disarmament
- D. Isolationism: neutrality legislation
- E. Aggressors: Japan, Italy, and Germany
- F. Appeasement
- G. Rearmament; Blitzkrieg; Lend-Lease
- H. Atlantic Charter
- I. Pearl Harbor

28) The Second World War

- A. Organizing for war
  - 1. Mobilizing production
  - 2. Propaganda
  - 3. Internment of Japanese American
- B. The war in Europe, Africa, and the Mediterranean; D Day
- C. The war in the Pacific: Hiroshima, Nagasaki
- D. Diplomacy
  - 1. War aims
  - 2. Wartime conferences: Teheran, Yalta, Potsdam
- E. Postwar atmosphere; the United Nations

29) Truman and the Cold War

- A. Postwar domestic adjustments
- B. The Taft-Hartley Act
- C. Civil Rights and the election of 1948
- D. Containment in Europe and the Middle East
  - 1. Truman Doctrine
  - 2. Marshall Plan
  - 3. Berlin crisis
  - 4. NATO
- E. Revolution in China
- F. Limited war: Korea, MacArthur

30) Eisenhower and Modern Republicanism

- A. Domestic frustrations; McCarthyism
- B. Civil rights movement
  - 1. The Warren Court and *Brown v. Board of Education*
  - 2. Montgomery bus boycott
  - 3. Greensboro sit-in
- C. John Foster Dulles' foreign policy
  - 1. Crisis in Southeast Asia
  - 2. Massive retaliation
  - 3. Nationalism in Southeast Asia, the Middle East, Latin America
  - 4. Khrushchev and Berlin
- D. American people: homogenized society
  - 1. Prosperity: economic consolidation
  - 2. Consumer culture
  - 3. Consensus of values
- E. Space race

31) Kennedy's New Frontier, Johnson's Great Society

- A. New domestic programs
  - 1. Tax cut
  - 2. War on poverty
  - 3. Affirmative action
- B. Civil rights and civil liberties
  - 1. African Americans: political, cultural, and economic roles
  - 2. The leadership of Martin Luther King, Jr.
  - 3. Resurgence of feminism
  - 4. The New Left and the Counter culture
  - 5. Emergence of the Republican Party in the South
  - 6. The Supreme Court and the *Miranda* decision

- C. Foreign Policy
  - 1. Bay of Pigs
  - 2. Cuban missile crisis
  - 3. Vietnam quagmire

32) Nixon

- A. Election of 1968
- B. Nixon-Kissinger foreign policy
  - 1. Vietnam: escalation and pullout
  - 2. China: restoring relations
  - 3. Soviet Union: détente
- C. New Federalism
- D. D. Supreme Court and *Roe v. Wade*
- E. Watergate crisis and resignation

33) The United States since 1974

- A. The New Right and the conservative social agenda
- B. Ford and Rockefeller
- C. Carter
  - 1. Deregulation
  - 2. Energy and inflation
  - 3. Camp David accords
  - 4. Iranian hostage crisis
- D. Reagan
  - 1. Tax cuts and budget deficits
  - 2. Defense buildup
  - 3. New disarmament treaties
  - 4. Foreign crises: the Persian Gulf and Central America
- E. Society
  - 1. Old and new urban problems
  - 2. Asian and Hispanic immigrants
  - 3. Resurgent fundamentalism
  - 4. African Americans and local, state, and national politics

### **CURRENT ISSUES**

Students in this elective course develop an awareness of the sociopolitical and economic issues that face the global community. Students are challenged to understand their own value structure as well as the point of view of others in their nation and in the world. This understanding is key to recognizing what motivates the actions and decisions of world leaders and the populations they govern. The program is thematically organized, and case studies used must remain fluid to maintain the relevance of the content. From the menu provided teachers select topics from each theme.

## Course Content

1. Students will demonstrate an understanding of the role of the United States in international politics and the values demonstrated by U.S. action around the world.  
Theme 1: Nation Building and U.S. Foreign Policy. The students will:
  - Compare historical case studies of Germany, Korea and Vietnam and the U.S. efforts to reconstruct nations ravaged by World War II.
  - Identify U.S. goals in rebuilding Iraq and evaluate progress being made toward achieving those goals.
  - Identify U.S. goals in rebuilding Afghanistan and evaluate progress being made toward achieving those goals.
  - Examine U.S. restoration of Jean Bertrand Aristide to the presidency in Haiti in 1994 and compare with his recent removal from power.
  - Evaluate the role of foreign powers in resolving the ethnic conflict in Bosnia, Liberia and/or Congo.
  - Investigate the role of the U.S. in Nicaragua and/or El Salvador during the cold war in the 1980s and determine the impact of that involvement on the stability of the nation today.
  - Debate and evaluate the legitimacy of U.S. involvement in Colombia.

-77-

- Debate the reasons for and validity of foreign interest in the current instability in Venezuela.
  - Discuss and evaluate the changing role of NATO and the EU in the international arena.
  - Examine the issues of nuclear proliferation and weapons of mass destruction including their impact on foreign policy.
2. Students will demonstrate an understanding the processes of elections, party functions and the role of the relevant media through a comparison of political systems worldwide.  
Theme 2: Multi-Party Systems. The students will:
    - Define the nominating process, examining its variation from state to state.
    - Examine coalition building both within and between political parties. This focus can be on the political process in a multi-party system such as Israel or on attempts to build bilateral consensus within the U.S. Congress.
    - Compare election procedures and the range of responses from violence to voter apathy of various electorates.
    - Examine the transfer of power between ethnic groups in South Africa.

- Explain the origin of U.S. political parties and trace their evolving position on the political spectrum.
  - Investigate the role of media and pop culture publicizing and evaluating the range of views across the political spectrum.
  - Compare and evaluate the platforms of presidential candidates.
3. Students will demonstrate an understanding of the impact of globalization and the technological revolution on both the United States' workers and economy and emerging economies and the international labor force.
- Theme 3: Economic Revolution: Industry vs. Technology. The students will:
- Investigate and debate current examples of corporate greed and corruption including TYCO, ENRON, WorldCom and Martha Stewart.
  - Evaluate fair employment practice and issues of unionization paying particular attention to labor issues at Walmart.
  - Compare the effects of brain drain on developing nations with the impact of off-shoring jobs on the U.S. labor market.
  - Compare and contrast issues of minimum wage vs. living wage.
  - Examine the information technology revolution and describe its impact on daily life.
  - Trace a product (e.g. from the coffee plantation to Starbucks, from the cotton field to GAP) and evaluate the impact of global economic policy on each effected labor and consumer market.

-78-

4. Students will demonstrate an understanding of contemporary gender and race relations and their impact on immigration and U.S. domestic policy.
- Theme 4: Issues of Gender and Ethnic Diversity. The students will:
- Investigate recent patterns of immigration and migration from and within regions such as: *Central America, Puerto Rico, Haiti, Jamaica, Greece, India, Pakistan, Vietnam, and Hong Kong* to compare "push and pull" factors and socioeconomic impact of the relocation.
  - Examine the impact that the changing demographics of Norwalk have on voting, housing, employment and education.
  - Examine the impact of overpopulation on a personal/local, national and international basis. This focus should take into account both gender and ethnicity with regard to resource allocation.
  - Examine the impact on economics, politics, gender relations and foreign policy of the AIDS epidemic particularly on the nations of Africa and Asia.
  - Discuss causes and effects of domestic violence in the United States and compare gender roles in the United States with those in other nations.

- Assess the impact of affirmative action on employment policies and college admissions.
5. Students will demonstrate an understanding of the issues of reform including needs identification, goal setting and evaluation of the effectiveness of policy change.
- Theme 5: Reform Movements. The students will:
- Examine the issues in the American education system, paying particular attention to the goals and effects of the No Child Left Behind policy
  - Debate issues of environmental conservation and evaluate changes in current environmental law.
  - Debate possible restructuring of the current tax policy and evaluate which socioeconomic group tends to benefit most from each proposal.
  - Describe the goals of social welfare programs (e.g. Aid to Families with Dependent Children, Food Stamps, Medicaid) and evaluate Connecticut's policy with regard to those goals.
  - Examine the U.S. health care system and compare it with a nation using socialized medicine in order to evaluate the benefits and deficits of each.
  - Examine the impact of tribal groups within the state of Connecticut (landownership, casinos).

### **Suggested Questions for Nation Building**

#### **The Crisis:**

1. What were the political, social and economic causes of the crisis or conflict in question?
2. Along what lines did the population divide? i.e. ethnic divisions? geographic? socioeconomic? Explain.

#### **The Outcome:**

1. What are the issues to be faced or questions to be answered in the wake of the conflict?
2. Who ends up with the decision-making power? How? Why? Do they have a clear majority? Who else wants power?
3. Along what lines does the population now divide (if divisions continue)? Have any new groups emerged or outside groups joined? What are their goals or objectives?
4. Can (or do) the groups cooperate? Is there consensus in decision-making? Are there any grudges?

#### **The Future:**

1. What are the goals and strategies of the decision-making group? How do you know?
2. What conflicts have arisen already?
3. What new ones can you anticipate?

### **Suggested Questions for International Economics Discussion**

1. What is globalization?
2. What is the impact of the global economy on people?
3. Is globalization ethical?
4. Is there justification for deregulation?
5. How different or similar is the impact of globalization on the American worker and the labor force in other nations?

### **Suggested Questions for Ethnic Relations**

1. Which nations have claimed or now claim an interest in the region in focus?
2. What is an ethnic group? How do ethnic groups define themselves?
3. Which ethnic groups are currently represented in the nation? What percentage of the population is each?
4. What claim does each ethnic group have in the nation of origin? In the destination?
5. Are there any associations between ethnic groups and foreign nations? How would you characterize any associations?
6. What common interests do the groups share? What are the points of contention?
7. Over what issues have any of these groups historically been in conflict?
8. Who are the victims of this conflict?
9. What is the most recent spark of the ethnic tensions?
10. Does foreign involvement heighten or alleviate tensions?
11. What are the prerequisites for resolving the tension? How likely is it that these criteria can be created or realized in order to foster a resolution to the current crisis?
12. How has the tension from their homeland surfaced in the U.S.?

### **Skills**

1. The student will develop skills for critical analysis, including the ability to:
  - Analyze primary documents, understanding setting, audience and point overview. (1-9)
  - Evaluate the legitimacy, authenticity and credibility of sources of information including newspapers, Internet sources, television and radio. (1,9)
  - Formulate and defend a position (thesis).(2,3,5,6,7,8)
  - Evaluate current events and policy in an historical context.(1,2,3,5,7,8,9)
2. The student will demonstrate an understanding of proper dialogue techniques in debate and public speaking by:
  - Masterful use of formal speaking techniques. (1,9)
  - Effective participation in informal discussion. (1,4,9)
  - Effective participation in both formal and informal debates. (1,4,9)
3. The student will demonstrate skills in persuasive writing by:
  - Developing clear, focused and complex thesis statements. (1,2,6,7)
  - Confronting and resolving conflicting sources of information or ideas. (1,2,6,7)
  - Developing evidence based on insightful and accurate interpretation of information sources. (1-9)
  - Utilizing language clearly and effectively. (1,9)

## **Sample Activities**

### **I. MAPS**

For example: Voting demographics, economic zones, spheres of influence, distribution of natural resources

### **II. GRAPHS AND CHARTS**

For example: Unemployment, immigration, aging society, economic output

### **III. POLITICAL CARTOONS (CREATION AND/OR ANALYSIS).**

For example: Opinion polls, foreign policy, elections, freedom of speech

### **IV. MEDIA**

For example: Newspaper, magazines, television, radio, Internet, advertising; (Given opposing viewpoints of any of the topics studied, students can evaluate the merits of each argument.)

### **V. SOCRATIC SEMINARS**

For example: Students can monitor in-depth discussions on theme readings.

### **VI. DOCUMENT AND NARRATIVE ANALYSIS**

For example: Court transcripts, government memos, proposed legislation, party platforms; (Students can read, discuss and evaluate the first-hand perspectives as retold through primary documents or oral histories and narratives.)

## **Assessment**

- **Assessment for activities based on appropriate rubrics**
- **Role play/Simulations**  
For example: Senate committee hearings, international tribunals (war crimes), foreign health care providers dealing with AIDS crisis
- **PowerPoint Presentations**  
For example: Ozone depletion, jobs and salaries, diversity within the school community, outsourcing
- **Persuasive Writing Topics**  
For example: Opinion bulletin board, voter registration, school funding, civic responsibility, letter to senator, narrative essay
- **Expository Writing Formats**  
For example: Research paper, expository essay, document analysis

- **Website Creation**

For example: Reference sites, party platforms, class websites

- **Research Activities**

For example: Interviews, opinion polls, creation of a public forum, documentaries, book/movie reviews

At the culmination of each of the reform topics students can create their own recommendations for reform on any of the other issues studied during the semester.

- Create a fictitious candidate for office, or research a potential alternative candidate, and hold a school-wide election in which they run their candidate against the real ones
- Create a new political party to introduce into the American political system that addresses an interest group and issues not sufficiently considered by the current parties
- Conduct a mock trial of a corporate CEO to evaluate their moral, ethical or legal conduct. Similarly, students could try a laborer for infringement of U.S. worker rights
- Draft a bill of rights designed to address the needs of any of the following groups: ethnic minorities, women, laborers, children, the poor

**Materials List**

News Sources: *Newsweek*, *New York Times*, *U.S. News and World Report*

Wall Street Journal

CQ Researcher

Periodicals

**Audio Visual**

Taped news shows and documentaries

**Comparative Religions**

**.5 Credits**

Course Description: Religious ideals, allegiances, and conflicts have fueled historical and social changes around the world. In this course students will engage in a survey of world religions and will explore the ways in which religion has shaped the course of history, current belief systems, and important political and social issues.

Overarching Essential Questions:

- ~What is the most effective way to conduct sociological and historical research?
- ~How do we conduct an historical or sociological investigation?

- ~What do all religions have in common?
- ~In what ways have religious conflicts been determined by conditions and context?
- ~What lessons are there in the many historical, religious conflicts that have taken place?

Students will understand...

- ~how to conduct historical and sociological research using a variety of sources including technology
- ~the way in which an historical or sociological investigation is conducted
- ~that all religions share some ideas about worship, death, and life purpose
- ~the way in which religion has played an important role in human history
- ~ that religious conflicts throughout history have often reflected the political, social and economic conditions of society

Connecticut Social Studies Standards

**Students will explore one or more of the following in their investigations...**

History: historical thinking, historical themes, applying history, local, U.S./world history

Civics & Government: rights & responsibilities of citizens, political systems

Geography: human systems, human & environmental interaction, places & regions

Economics: limited resources, economic systems, economic interdependence

Materials

Textbook: Religions of the World: 10<sup>th</sup> Edition

Classroom Resource Books

The World's Religions: Our Great Wisdom Traditions by Huston Smith

World Religions Workbook: Christopher Rodkey

Daily Warmups: World Religions

ISBN-13: 9780825150838

Exploring "The World Religions:" A Reading and Writing Workbook by Irving A. Sparks

World Religions Photopack

Islam for Beginners: N.I. Matar (other religions also)

Websites:

<http://religions.pppst.com/> (powerpoints, teacher resources, student guides)

<http://library.thinkquest.org/05aug/00157/activities.html>

<http://www.42explore2.com/religion.htm>

[www.religionfacts.com](http://www.religionfacts.com)

[www.virtualreligion.net](http://www.virtualreligion.net)

[www.religiousresources.org](http://www.religiousresources.org)

*Film Excerpts*

Religions of the World: 8 DVD Set

Not without My Daughter

Christianity-The First Two Thousand Years

Empires - Islam: Empire of Faith

National Geographic - Secrets of Jerusalem's Holiest Sites (2006)

Discovering Buddhism

Seven Years in Tibet

*Major Assessments:*

Pre-assessment

Post-assessment

Research paper that investigates an historical problem or question

Final Examination (using a bank of essay questions)

*Outline of Course:*

**I. An Introduction to World Religions (1-2 weeks)**

What is religion?

- Understand various religious beliefs, practices, values and importance of world religions

**II. Judaism (2- 3 weeks)**

Students will:

- a) Define key terms, vocabulary and concepts essential for an understanding of Judaism, its practices and history
- b) Identify and analyze key events and people in Judaism
- c) Understand the role of the synagogue and the rabbi in Jewish practice.

- d) Identify similarities and differences between Orthodox, Conservative and Reform Judaism
- e) Identify the importance of holy days and rituals in Jewish life

### **III. Christianity (2-3 weeks)**

Students will:

- a) Define key terms, vocabulary, and concepts essential for an understanding of Christianity
- b) Study and evaluate the teachings of Jesus
- c) Identify and analyze the significant individuals and events in the history of Christianity
- d) Compare and contrast various sects of Christianity including Roman Catholic, Orthodox, and Protestant
- e) Study sacred places and times in Christian thought and practice
- f) Identify the impact of Christianity in today's world

### **IV. Islam (2- 3 weeks)**

Students will:

- a) Define key terms, vocabulary, and concepts essential for an understanding of Islam
- b) Examine the life and teachings of Mohammed
- c) Identify and analyze the significant individuals, locations and events in the history of Islam
- d) Identify similarities and differences between Sunni and Shiite beliefs
- e) Describe basic beliefs of Islam and identify what it means to be Muslim
- f) Understand the role of the mosque in Islamic practices
- g) Identify the impact of Islam in today's world

### **V. Hinduism (2-3 weeks)**

- a) Define key terms, vocabulary, and concepts essential for an understanding of Hinduism
- b) Describe the impact of Hinduism and its people on India, its history and its culture
- c) Explain the importance of Brahma in Hinduism
- d) Explain the importance of nirvana in Hindu tradition
- e) Identify basic values, beliefs and practices of Hinduism
- f) Identify the impact of Hinduism in today's world

### **VI. Buddhism (2-3 weeks)**

- a) Define key terms, vocabulary, and concepts essential for an understanding of Buddhism
- b) Examine the life and teachings of Siddhartha Gautama
- c) Examine and describe Buddhist rituals
- d) Explain the importance of meditation in the Buddhist tradition
- e) Identify the impact of Buddhism on world history

## **VII. Jainism/ Sikhism, Taoism/ Confucianism, and Shinto (1-2 weeks)**

- f) Define key terms, vocabulary, and concepts essential for an understanding of Jainism, Sikhism, Taoism, Confucianism and Shinto
- g) Examine the life and teachings of Mahavira, Nanak, Lao- tzu, Confucius
- h) Compare and contrast the above religions
- i) Evaluate the impact of the above religions on world history and their cultures

### **Themes in African American History and Heritage** **.5 Credits**

**Course Description:** This course will include an examination of primary and secondary sources within the context of themes in modern African American history. Themes may include resistance, artistic, and intellectual movements, slavery and freedom, and debates within the modern and post-modern African American community. Students will be expected to write a research paper that answers an important historical or sociological question.

#### **Overarching Essential Questions:**

- ~How has African American history played a significant role in the greater context of American history?
- ~How have African Americans contributed to and shaped American history?
- ~How did the roots of African American history inform the development of artistic, political, social and intellectual movements?
- ~How and why is African American identity complex?
- ~How do we conduct an historical or sociological investigation?

#### **Students will understand...**

- ~the significance of African American history in the greater context of American history.
- ~the ways in which African Americans have contributed to and shaped American history.
- ~the ways in which African American roots shaped artistic, political, social and intellectual movements.
- ~that African American identity should be examined in relation to its historical and social contexts in order to be fully understood.
- ~how to effectively conduct an historical or sociological investigation.

#### **Connecticut Social Studies Standards**

**Students will explore one or more of the following in their investigations...**

**History:** historical thinking, historical themes, applying history, local, U.S./world history

**Civics & Government:** rights & responsibilities of citizens, political systems

**Geography:** human systems, human & environmental interaction, places & regions

**Economics:** limited resources, economic systems, economic interdependence

### **Textbooks**

Textbook: Black Writers of America: A Comprehensive Anthology edited by Richard Barksdale & Kenneth Kinnamon

### **Classroom Resource Books**

Documents in African American History (Hine)

Hair Story by Ayana Byrd

Race Matters by Cornell West

Come on People by Bill Cosby

Letters to a Young Brother by Hill Harper

No Disrespect by Sister Souljah

How to Make Black America Better by Tavis Smiley

Why Are all the Black Kids Sitting Together in the Cafeteria?

Forty Million Dollar Slaves by William Rhoden

Harlem Renaissance: Art of Black America by Mary Schmidt Campbell

African American Art and Artists by Samella Lewis

African American Art by Sharon Patton

Children of Promise: African American Literature & Art for Young People by Charles Sullivan

The Rose that Grew from Concrete by Tupac Shakur

Black Families by Harriet McAdoo

The Black Family in Slavery & Freedom

### **Film Excerpts**

*Against the Odds: The Artists of the Harlem Renaissance*

*Malcom X*

*Roots*

*Eyes on the Prize*

*Amistad*

*The Kings of Hip Hop: The Founders*

### **Major Assessments:**

Pre-assessment

Post-assessment

Research paper that investigates an historical problem or question

Final Examination using a bank of essay questions

### **Outline of Course:**

Themes will include: the Golden Age in Africa, the Slave Trade, the Colonial Experience, Slavery & Antebellum, Road to Abolition, From Emancipation to Jim Crow, Civil Rights & Great Migration, Participation in Wars, and Post-Modern Identities.

Activities will revolve around answering essential questions, conducting research in an investigation, synthesis and analysis of information, and reading and writing.

**First Day of Class: Pre assessment given**

**1. The Golden Age in Africa**

A. *Empires in Africa*

I. Ghana (C. AD 750)

Ancient Ghana emerges as the first great kingdom of Sub/Saharan Africa and prospers by regulating the North African gold trade.

II. The Mali Empire (1312-1337)

A. Wealth, Power and National Resources

B. Mali attains the height of its power and wealth under Mansa Musa. Mali immense gold supplies facilitated the economic development of Europe.

III. Songhai Empire (1464-1528)

The kingdom on Songhai emerges as the dominant power in West Africa, controlling most of the Niger River.

B. *Domestic Problems In Africa*

I. Welfare

II. Slavery

III. Economic Growth

**2. Transatlantic Slave Trade (1440-1808)**

A. Capture and sale in West Africa

I. Portuguese take the first captive from Sub-Saharan.

A. African-Spaniard Pedro Alonzo Nino accompanies Christopher Columbus on his first voyage to the Americas.

I. Several African-Spaniards accompany Nicolas de Orlando when he becomes the first Spanish governor of Hispaniola.

II. The first enslaved Africans reach the Caribbean islands in Spanish ships.

III. First enslaved Africans arrived in Continental United States in present day South Carolina.

**3. Colonial Experience & Constitutional Convention**

A) Back to Africa Movement

B). Indentured Servants

C) Cotton as Cash Crop (1820-1830)

- D) Constitutional Convention
  - I. Provisions of the Virginia and Large State Plan
  - II. The New Jersey and Small States Plan
  - III. Connecticut Compromise
  - IV. The Three-Fifths Compromise
  - V. The Commerce and Slave Trade Compromise
  - VI. Contribution to Forming the New Nation

#### **4. Slavery & Antebellum (1800-1854)**

- A. Compromises of the 1800's
  - I. The Missouri Compromise 1820
  - II. The Compromise of 1850
  - III. The Kansas – Nebraska Act 1854
- B. Slave Documents of Southern States
- C. Slave Narratives (i.e. Incidents in the life of the Slave Girl by Harriet Jacobs. Narrative of the Life of Frederick Douglass an American Slave by Frederick Douglass.
- D. Architecture of the South
- E. Cash Crop Plantations of the South

Student Investigations (Excerpts of):

- a) Nat Turner's Rebellion, Amistad, Denmark Vesey, & Stono Rebellion  
[http://afroamhistory.about.com/od/slaveresistance/Slave\\_Resistance.htm](http://afroamhistory.about.com/od/slaveresistance/Slave_Resistance.htm)
- b) View excerpt of film *Amistad*
- c) Lyrics of various songs from slavery  
<http://www.osblackhistory.com/songs.php>  
<http://www.lib.virginia.edu/small/exhibits/music/audio.html>  
(audio clips)  
*Analyze music and meaning*  
<http://www.lib.rochester.edu/index.cfm?page=2920>

#### **5. The Road to Abolition (1850-1880's)**

- A. American Independence to African American Independence
  - I. Emergence of the Black Church (AME, UME, Baptist, etc.)
  - II. Individual Accomplishments – African Culture (Song, Dance, Poetry)
- B. Anti-Slavery Movements
  - I. Poor Whites and Free Blacks
  - II. Abolition and the Northern Conscience
- C. Rise of Sectional Controversy (Slave Codes)
  - I. Life of a Slave
  - II. Agriculture vs. Industry
  - III. Dred Scott vs. Sanford 1857
- D. Civil War
  - Union/Confederate Soldiers (North vs. South)

## **6. From Emancipation to Jim Crow (1867-1914)**

- A. Black Exodus
- B. The Role of the Black Church as a Political Arm
- C. Debates: Washington vs. Dubois (Social, Economic, Political)
- D. 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments
- E. Emergence of the Ku Klux Klan (KKK) & the White Camarilla
- F. Lincoln Plan & Johnson Reconstruction
- G. Plessy vs. Ferguson 1896

## **7. Early Civil Rights & The Great Migration (1914 – 1918)**

- A. W.E.B. DuBois and 29 other prominent African-Americans meet in Niagara Falls, Ontario to form the Niagara Movement
  - I. Rally to end racial discrimination
  - II. Springfield, Illinois race riot of 1908
  - III. The formation of the National Association for the Advancement of Colored People (NAACP) under the leadership of DuBois 1909
    - a. Legal Challenges
    - b. Segregation
- A. The Great Migration
  - I. Causes
  - II. Demographic Changes
  - III. Discrimination and Working Conditions
  - IV. Integration and Non-Integration
  - V. Independent Communities
  - VI. The Establishment of:
    - a. Schools
    - b. Increased Role of Black Churches

- c. Social Welfare Institutions
- d. Banks
- e. Newspapers
- f. Small Businesses

## **8. Participation in Major Military Conflicts (1914-1972)**

- A. World War I
  - I. Role of African American troops
    - 380,000 African Americans served in World War I.
    - 42,000 were in combat units (1917-1918)
  - II. Laborers
  - III. Quartermasters
  
- B. World War II
  - I. Role of African American Troops
    - I. More than 1,000,000 served in World War II
  - II. Laborers
  - III. Quartermaster
  - IV. Tuskegee Airmen
  - V. African-American women's Involvement in World War II.
    - a. Women's Army Corps (WAC)
    - b. All Black Hospital Units in African, Europe, and the South Pacific
  
- C. Post World-War II
  - I. Court Martial of Jackie Robinson
  - II. Harry S. Truman Executive Order
  - III. Integration of Armed Forces 1948
  - IV. Integration of Services 1949
  
- D. Korean Conflict
  - I. 95% of field units are integrated
  - II. Pockets of segregation in Europe and USA
  
- E. Vietnam Police Action
  - I. Discrepancies in the Draft
  - II. De-Facto Segregation of the Local Draft Boards

## **9) The Harlem Renaissance (1920-1930s)**

- A) Harlem as cultural center of U.S. for African Americans
- B) Jazz Age
- C) Age of Art
- D) End of Renaissance

## **10) Road to Civil Equality (1940s-1970s)**

- A) Rise of African American influence
  1. Roosevelt's "Black Cabinet" & National Negro Congress
  2. Sports figures
  3. Other important African American figures (medicine, military, music, Law, movies, writing)
  4. CORE
  
- B) Rally to Equality
  1. Truman's & Kennedy's Executive Orders
  2. Brown vs. Board of Education
  3. Civil Rights Acts of 1957, 1960, 1964
  4. Montgomery Bus Boycott
  5. Organized Associations & Independence
    - a) NAACP lawsuits
    - b) Growth of CORE
    - c) SCLC
    - d) Student Non-Violent Coordinating Committee
    - e) Dr. MLK Jr. receives Nobel Peace prize
    - f) Ghana gains independence
    - g) Robert Moses orations
    - h) Woolworth's/Sit-ins
    - i) Freedom Riders
    - j) Protests & Boycotts
    - k) Selma March
    - l) Black Panthers
    - m) Malcom X
  
- C) Violence
  1. Church bombings
  2. Medgar Evers murdered
  3. Mississippi murders
  4. Ku Klux Klan
  5. Assassination of MLK Jr.
  
- E) South Africa ends apartheid/Nelson Mandela freed

## **11. Post-Modern African American Identities (1980s-Present)**

- A. Rise to power of African Americans in politics, writing, sports
- B. End of apartheid in S. Africa/Nelson Mandela freed
- C. Pop Culture (Music, Television, & Film)
  
- D. "Beauty" & Identity
  - Readings from Hair Story

C. Black Families & Society

Readings from:

- I. Black Families
- II. The Black Family in Slavery & Freedom
- III. Why Are All the Black Kids Sitting Together in the Cafeteria?

E. New Identity Movements

Readings from:

- I. Race Matters
- II. Come on People
- III. Forty Million Dollar Slaves
- IV. How to Make Black America Better
- V. Letters to a Young Brother

**Last Week of Class: Post Assessment Given**

**Grade 11**

**ECONOMICS**

**OVERVIEW**

The semester course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agents. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

**Course Content**

1. Students will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others. The students will:
  - Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
  - Differentiate between Macroeconomics and Microeconomics.
  - Explain how consumers and producers confront the condition of scarcity, by making choices which involve opportunity costs and tradeoffs.
  - Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment.
  - Describe how people respond predictably to positive and negative incentives such as the price system.
  - Predict how interest rates will act as an incentive for savers and borrowers.
  - Recognize that voluntary exchange occurs when all participating parties expect to gain.

- Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?

-48-

- Describe how clearly defined and enforced property rights are essential to a market economy.
  - Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
  - Formulate a savings or financial investment plan for a future goal, such as college, home purchase, or investment.
2. Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. The students will:
- Define supply and demand.
  - Identify factors that cause changes in market supply and demand, such as scarcity of oil.
  - Describe the role of buyers and sellers in determining the equilibrium price.
  - List and explain the four natural economic laws identified by Adam Smith in the Wealth of Nations.
  - Describe how prices send signals to buyers and sellers in assessing market value.
  - Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
  - Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
  - Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
  - Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
  - Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community.
  - Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
  - Use concepts of demand and supply, and price elasticity to explain and predict changes in quantity as prices change, e.g., jewelry, food items, automobiles and health care.
  - Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living.
  - Explain how financial markets, such as the stock market, channel users' savings from private investors.

3. Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy. The students will:
- Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
  - Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing) and explain the advantages and disadvantages of each.

-49-

- Recognize that economic institutions, such as labor unions, nonprofit organizations, and cooperatives, evolve in market economies to help individuals accomplish their goals.
  - Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition.
  - Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
  - Explain ways that firms engage in price competition.
  - Identify laws and regulation adopted in the United States to promote competition among firms, such as the Anti-Trust laws.
  - Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.
  - Explain how cartels (OPEC) affect product price and output.
  - Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.
  - Define equity and then describe how equity is used to finance business growth.
4. The students will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. The students will:
- Explain the basic function of government in a market economy. Explain how government responds to market failures by providing public goods and services, for example; Amtrak, airlines and farm subsidies.
  - Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
  - Explore the ways that tax revenue is used in the community, such as schools, roads, and community centers.
  - Identify taxes paid by students as in sales tax.
  - Define progressive, proportional, and regressive taxation.
  - Determine whether different types of taxes (including income, sales, and social security) are progressive, proportional, or regressive.
  - Predict possible future effects of the national debt on the individual and the economy.

- Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.
5. Students will understand the means by which economic performance is measured. The students will:
- Define productivity.
  - Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.

-50-

- Explain how GDP, economic growth, unemployment, and inflation are calculated.
  - Explain the limitations of GDP to measure economic welfare.
  - Explain the four phases (peak, recession, trough and expansion) of the business cycle.
  - Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.
  - Identify the different causes of inflation and explain who gains and loses because of inflation.
  - Analyze the impact of inflation on students' economic decisions, such as purchasing a car or paying off a student loan.
  - Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government.
  - Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.
  - Explain how technological changes in the workplace affects employment rates.
  - Explain how technological advances impacts the creation of jobs and production.
6. Students will understand the role of money and financial institutions in a market economy. The students will:
- Explain the basic functions of money.
  - Identify the composition of the money supply of the United States.
  - Explain the role of banks and other financial institutions in the economy of the United States.
  - Describe the organization and functions of the Federal Reserve System.
  - Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.

- Demonstrate how banks create money through the principle of fractional reserve banking.
  - Research and monitor financial investments, such as stocks, bonds, and mutual funds.
  - Explain currency exchange rates and how they can impact the value of the American dollar.
  - Explain the currency exchange rate in the U.S. and in the international markets.
  - Describe the Euro system and its impact on monetary exchange rates.
7. Students will understand economic stabilization policies and how they impact the economy. The students will:
- Define and explain fiscal and monetary policy.
  - Define the tools of fiscal and monetary policy.

-51-

- Describe the negative impacts of unemployment and unintended inflation on an economy and how individuals and organizations try to protect themselves.
  - Illustrate and explain cost-push and demand-pull inflation.
  - Explain how monetary policy affects the level of inflation in the economy.
  - Define labor force and explain how employment is measured.
  - Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.
  - Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.
  - Explain the impact of labor unions on wages and working conditions.
  - Describe union – management relations and methods of conflict resolution.
8. Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world. The students will:
- Explain the benefits of trade among individuals, regions, and countries.
  - Define and distinguish between absolute and comparative advantage.
  - Define trade barriers, such as quotas and tariffs.
  - Explain why countries sometimes erect barriers to trade.
  - Explain the difference between balance of trade and balance of payments.
  - Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
  - Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
  - Evaluate the arguments for and against free trade.
  - Identify skills individuals need to be successful in the workplace.

- Explain the role of NAFTA, EU, APEC, or other trade agreements and/or organizations have upon the economy and the people of the United States.

### Skills

1. The students will develop skills in analyzing the monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings by:
  - Analyzing banking policies. (4,6,8)
  - Evaluating the interaction of supply and demand in markets.(3,4,6,)
  - Understanding the relationships of a global economy. (3,4,8)
  - Identifying the role of private ownership, private enterprise, and profits. (4,5,6,7,9)
  - Formulating and interpreting graphs to determine the equilibrium price. (6,7)
  - Charting the stock market index as it relates to investment and profit.(3,6,7,8)
  - Analyzing the specific goals and institutions and the role of government in the economy. (2,3,4,5,6,7,9)

-52-

- Understanding the changes in economic policy over the past 100 years. (1-9)
  - Calculating interest on savings. (6,7)
  - Calculate the effect of reserve ratios on the money supply index. (6,7,8)
2. The student will develop skills in discussion, debate and persuasive writing with respect to comparing the American economic system to systems of other nations, as well as defining and applying common economic terms by:
    - Identifying various economic systems and terms such as Capitalism, Socialism, Communism, mixed economy, traditional economy, recession, depression, the business cycle, etc. (1,3,4,5,6)
    - Analyzing documents, records and data (such as stock market, price index, investment magazines, and annual reports). (2,4,6,7,8,9)
    - Expressing in writing a career choice, trends in the stock market, position papers or taking a specific stance.(2,3,6,9)
    - Distinguishing primary from secondary sources in determining personal economic direction for investment or savings. (4,6,9)
    - Analyzing documents, records, and data (such as letters, photographs, newspapers, magazines, political cartoons, etc.), (1-9)
    - Formulating an economic projection (interest rates) and defend finding in writing based upon research and market expectations. (2,3,6,7,8)
    - Expressing a view on the relationship of government to the individual in economic planning and social programs. (1-9)
  3. The student will interpret maps, tables, and diagrams, charts, political cartoons, and basic indicators of economic performance (gross domestic product, consumer price

index, productivity, index of leading economic indicators, etc.) for understanding of basic economic issues. (1-9)

### Sample Activities

#### **I. GRAPHS AND CHARTS**

For example: Gross Domestic Product by year, federal debt over the years, stocks patterns, circular flow of money, bank rates, supply and demand

#### **II. MAPS**

For example: Federal Reserve System, employment opportunities, various stock exchanges

#### **III. POLITICAL CARTOONS. (CREATION AND/OR ANALYSIS)**

For example: Unemployment, Investment, health care, stability of Economy, presidential politics

-53-

#### **IV. MEDIA**

For Example: GDP, current mortgage rates, entrepreneurs, global trade, deficits, interest rates, banking policies

#### **V. DEBATES/MOCK TRIALS**

For example: Deficit spending, national defense, health care, government decisions v. market decisions, tax cuts, NAFTA

#### **VI. ANALYSES OF DOCUMENTS**

For example: Adam Smith, Annual Reports, Karl Marx, Anti-Trust laws, tax laws

#### **VII. POSTERS**

For example: Goods and services, market structure, banking, Fortune 500 companies, small businesses

#### **VIII. JUNIOR ACHIEVEMENT**

For example: Setting up a small business, utilizing a business consultant, supplemental materials, stock market simulation.

### Assessment

- **Assessment for activities based on appropriate rubrics**
- **Role Play/Simulations**

For example: Stock market activities, starting a business, creating a budget

- **PowerPoint Presentation**  
For example: Supply and demand, Sherman Anti-Trust Act, Social Security, home purchase, personal savings (budgeting), unemployment rates in Norwalk
- **Persuasive Writing**  
For example: Free market v. command economy, regulation v. deregulation, job discrimination, labor unions, types of savings, flat tax v. proportional tax, proposal for ending unemployment
- **Website Creation.**  
For example: Reference Sites, NYSE, reference sites, on-line exhibits, exchange rates
- **Research Activities**  
For example: Participation in Junior Achievement, opinion polls, essay contests, book reviews, documentaries, trips and travel, interviews, buying a home
- **Expository Writing**  
For example: Research paper, analytic essay, editorial writing, and document analysis
- **Newspaper/Magazine Creation**  
For example: “The Year in Review”, Person of the Year (Nobel Peace Prize), international trade, successful entrepreneurs, successful business woman

-54-

### Materials

#### **Textbook**

Economic Principles and Practices

#### **Workbooks**

Junior Achievement

#### **Audio Visual**

Understanding Economics; the NBR Guide to Stock Market Strategies

Our Economy Series – How it works: From Wheat to Bread

How

Wall Street Works

## **PSYCHOLOGY**

### **OVERVIEW**

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment, mental health, and the socio-cultural and biological bases of behavior.

### **PSYCHOLOGY PART I**

Psychology is a two semester program. Part I emphasizes a survey of the field of human behavior. Topics include sensory awareness, perception, self-esteem, dreams, motivation and the unconscious. Students use readings, experiments, role plays, small and large group discussion and projects to explore the areas of human behavior.

### Course Content

1. Students will understand the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues. The students will:
  - List and explain the reasons for studying the basics of psychology.
  - List and describe key concepts in descriptive and experimental research such as behaviors.
  - Define and explain the relationship between independent and dependent variables and experimental and control groups, e.g. sensation and perception.
  - Distinguish between scientific and nonscientific research.
  - Identify ethical issues in psychological research, such as, “Watson’s Baby Albert,” use of medication, use of placebos, etc.
  - Apply the principles of research design to an appropriate experiment, such as classical or operant conditioning.
  - Describe and compare quantitative and qualitative research strategies.

-70-

2. Students will understand how people adapt to their environment through learning, information processing, and memory. The students will:
  - Explain learning, including operant, classical, and social learning.
  - Differentiate between learning, reflexes, and fixed-action patterns (Pavlov, Skinner, and Watson).
  - Describe the characteristics of sensory, short-term, and long-term memory.
  - Identify factors that interfere with memory such as interference, Alzheimer’s, dementia.
  - Describe mnemonic techniques for improving memory, such as song memory, chaining and chunking, rhyming words and jingles.
  - Identify the brain structures related to memory.
  - Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.
  - Apply the principles of classical conditioning, operant conditioning, and observational learning to daily life.
3. Students will recognize that personality is the distinctive pattern of thoughts, motives, and emotions that characterize an individual. The students will:

- Identify and describe the factors that may influence the formation of personality.
  - Identify and describe the characteristics of the major personality theories including Freud, Skinner, Jung, Erikson, Adler and Horney.
  - Identify environmental factors that lead to stress.
  - Evaluate the influence of variables, such as culture, family, and genetics on personality development.
  - Explain how one's outlook (positive or negative) can influence mental health.
  - Explain behavior using major personality development, such as coping mechanisms, midlife crisis, and behaviorism.
4. Students will investigate the structure of the brain and the nervous system to understand their roles in affecting behavior. The students will:
- List and describe the structure and function of the major regions of the brain.
  - Describe the structure and function of the neuron in relation to how the brain works.
  - Identify the major divisions and subdivision of the nervous system.
  - List the methods for studying the brain.
  - Understand the structure and function of the endocrine system.
  - Explain how heredity interacts with the environment to influence behavior.
  - Distinguish between conscious and unconscious perception.
  - Describe the relationship between DNA, genes, and chromosomes.
  - Compare and contrast the influence of the left and right hemispheres on the function of the brain.
  - Explain sensory adaptation, sensory deprivation, and the importance of selective attention.

-71-

- List and explain the psychological influences on perception.
- Identify how vision, motor, language, and other functions are regulated by each hemisphere.
- Give examples of how hormones are linked to behavior.
- Discuss the possible effects of heredity and environment on behavior.
- Explain the function of the sympathetic and parasympathetic nervous system on heart rate or other physiological responses in an emotional situation.

## **PSYCHOLOGY PART II**

Psychology, Part II is a more advanced study of special topics. Some of the topics studied are major developmental theories, abnormal behavior and social/psychological issues. These topics are studied through in-depth reading, research and experiments, role plays, small and large group discussions and projects. Students will be asked to explore themselves, their families and their life choices.

5. Students will explain the process of how humans grow, learn, and adapt to their environment. The students will:
    - Explain the role of prenatal, perinatal, and post-natal development in human behavior.
    - Define the following life stages: infancy, childhood, adolescence, adulthood, later years, dying, and death.
    - Compare the different ways in which people develop, including physical, social, moral, cognitive, emotional, and language development.
    - Describe the developmental theories of Piaget, Erikson, and Kohlberg.
    - Compare children's thinking at different stages of cognitive development.
    - Identify and compare the level of moral reasoning from Kohlberg's stages of moral development.
  
  6. Student will identify the different types and functions of assessment instruments. The students will:
    - Describe the major categories of abnormal behavior such as psychoses, neuroses, personality disorders or antisocial behavior.
    - Explain how culture influences the definition of abnormal behavior.
    - Identify and explain projective psychological testing such as Minnesota Multiphasic Personality Inventory and Rorschach.
    - Explain the importance of medical testing and assessing behavior.
- 72-
7. Students understand the factors that contribute to mental illness. The students will:
    - Discuss major categories of abnormal behavior.
    - Explain antisocial behavior using major personality theories.
    - Explain the relationship between mental health categories and the law.
    - Explain the family context-such as parental deprivation and domestic abuse.
    - Explain the social context of mental illness, for example, lack of socialization.
    - Explain the role that genetics and environment play.
    - Explain the impact of physiological dysfunction as it affects mental illness.
  
  8. Students will identify approaches for treatment of mental health problems. The students will:
    - Describe availability and appropriateness of various modes of treatment including, but not limited to, shock therapy, lobotomy, psychoanalysis and transactional analysis
    - Describe characteristics of effective treatment and prevention
    - Identify criteria for evaluating successful treatment.
  
  9. Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes, and the influence of the group on the individual. The students will:

- Understand how cultural socialization determines social schema development.
- Describe the components of culture, such as language, norms, and values.
- Explain how perceptions and attitudes develop.
- Describe factors that lead to conformity, obedience, and nonconformity as in Nazi Germany, Jonestown, and cults.
- Describe circumstances under which conformity and obedience are likely to occur as with gangs or social groups/cliques.
- List and assess some methods used to change attitudes such as peer pressure, change in environment, marriage and age.
- Explain how social and cultural factors affect behavior as in money, religion, job status, and upbringing.
- Understand how social structure can affect inter-group relations such as diffusion of responsibility or the Kitty Genovese effect (by stander).
- Identify differences between internal and external group attributions.
- Explain how bias and discrimination influence behavior.
- Provide positive and negative outcomes of group polarization.
- Describe how a social group can influence the behavior of an individual or another group.
- Explore the nature of bias and discrimination as in gangs, clubs, towns or race.
- Explain the role of exceptions and stereotypes as they relate to attitude and behavior.
- Provide examples of the “bystander effect” and diffusion of responsibility.
- Compare the effects of cooperation and competition on individuals and groups (Elkins).
- Identify and explain sources of attitude formation.
- Explain cognitive dissonance and its impact on changing of attitudes and behaviors.

-73-

### Skills

1. The student will develop skills for application and analysis including the ability to
  - Analyze and interpret primary and secondary source documents to increase understanding of the domains of psychology (1,2,3,4,6,7)
  - Distinguish between relevant and irrelevant information (1-8)
  - Evaluate information for accuracy, separating fact from opinion (1-8)
  - Plan design, and develop research projects relative to the study of psychology (2,4,5,7,8)
  - Participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people (1,3,4,5,8,9)
  - Use technology to enhance analysis and communication (8,9)
  - Interact with others in interpersonal and/or group context (1-9)

- Work independently and cooperatively in class and the school and provide age appropriate behavior and exhibit knowledge of different psychology perspectives (5,9)
  - Relate personal experience and how it has influenced one's own behavior (4,5,9)
2. The student will develop skills in discussion, research, debate and persuasive writing by analyzing effects of behavior on individuals and groups including:
- Using various resources to interpret psychological issues and theories. (3,4)
  - Conducting research and analysis on one's individual personality traits and behavior. (4, 5)
  - Tracing the origins and evolution of psychological thought and treatment. (1, 3, 5, 6)
  - Proposing a plan of conditioning to change undesirable behavior as it relates to relationships. (6, 10)
  - Defining and analyzing a social issue using psychological terms. (1, 2, 3)
  - Citing specific examples from contemporary life that illustrates the use of psychology to influence behavior. (1, 4)
  - Citing specific examples of the use of studied psychological applications used by the media. (1, 4)
  - Proposing a specific plan for a person that exhibits abnormal behavior and designing the means to implement that change. (4, 5)
  - Determining cause-and-effect of early childhood development and birth order as it impacts adolescent and adult behavior. (3, 5, 6, 9)

-74-

### *Sample Activities*

#### **I. DEBATES**

For example: Forced medication of mentally ill, parenting styles, nature v. nurture, impact of social influence in behavior, gender roles, and causes of deviancy

#### **II. NEWSPAPERS**

For example: Portfolio of articles related to a specific behavior, current events, analysis of psychological issues, articles that reveal abnormal behavior

#### **III. ADVERTISEMENT/MEDIA**

For example: Persuasive writing, political ads, impact of television on social mores, analysis of children's TV programming, advertising geared toward children and its implications, reinforcement of gender stereotypes

#### **IV. DISCUSSION**

For example: Contemporary issues/problems, Oedipus Complex, unconscious motivation, ID v. Super Ego, negative/positive reward and punishment, Freud v. Erikson

#### **V. PERSONAL WRITING EXERCISES**

For example: Dream analysis, analysis of personality traits, family birth order, interpretation, personal journals/diaries, position paper

#### **VI. ANALYSES OF PRIMARY SOURCES**

For example: Case studies, biographic series interviews, private letters, and private journals

#### **Assessment**

- **Assessment for activities based on appropriate rubrics**
  - **Role Play/Simulation**  
For example: Sensation v. perception, body language, defense mechanisms, and super ego
  - **Portfolio**  
For example: Collages related to personal experiences, journals, collection of articles related to a specific behavior, analysis of behavior from newspapers and news magazines
  - **Persuasive Writing**  
For example: Analysis of different behavioral theorists, gender bias, abnormal behavior, behavior modification, and impact of social situations, and ethics. (nonconformity)
  - **Expository Writing**  
For example: Document analysis, analytic essay, narrative essay, and research paper
- 75-
- **Research Activities**  
For example: Book reviews, article reviews, family tree, documentaries, disorder analysis/identification
  - **Website Creation**  
For example: Reference sites, PowerPoint presentations, and on-line exhibit

#### **Materials**

Understanding Psychology  
Test Book  
Annotated Instructors Manual  
Transparencies  
Review Sheets

#### **Audio Visual**

Various films  
TV Shows/Documentaries/News Shows



