

**PSYCH 1A Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: PSYCH 1A Title: GENERAL PSYCHOLOGY

Full Title: General Psychology

Last Reviewed: 10/28/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course is an introduction to psychology where students will learn about the brain, consciousness, memory, stress, personality, and psychological suffering. Topics will be covered using methods including lecture, activities, storytelling, media, and discussion. The field of psychology will be approached from different perspectives including students' own life experiences, ideas from outside the field, and the impact of systemic oppression.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is an introduction to psychology where students will learn about the brain, consciousness, memory, stress, personality, and psychological suffering. Topics will be covered using methods including lecture, activities, storytelling, media, and discussion. The field of psychology will be approached from different perspectives including students' own life

experiences, ideas from outside the field, and the impact of systemic oppression. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>	
	D	Social and Behavioral Sciences	Fall 1981		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>	
	D	Social Science	Fall 2010		
	D9	Psychology			
	D	Social Science	Fall 1991	Fall 2010	
	D1	Anthropology and Archeology			
	D4	Gender Studies			
	D9	Psychology			
	D	Social Science	Fall 1981	Fall 1991	
	D1	Anthropology and Archeology			
	D4	Gender Studies			
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>	
	4	Social and Behavioral Science	Fall 1981		
	4I	Psychology			
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>	Fall 2025
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>	
<b>CID:</b>					
CID Descriptor:	PSY 110	Introductory Psychology			
SRJC Equivalent Course(s):		PSYCC1000			

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Critically apply psychological perspectives to behavior and mental processes.
2. Understand how psychological inquiries are situated in various socio-cultural contexts.
3. Identify how psychological processes are impacted by context and historical inequalities.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Define Western psychology and place psychological knowledge in a historical and cultural context.
2. Describe and apply qualitative, quantitative, and mixed research methods and discuss their advantages and disadvantages.

3. Diagram the structure of the brain and its cells.
4. Describe typical developmental trajectories.
5. Define and understand different states of consciousness and their neural underpinnings.
6. Analyze the processes of sensation and perception.
7. Explore the interaction between learning and memory.
8. Determine how societal roles and structures, authority figures, and group opinions and behaviors affect an individual's thoughts, actions, and emotions.
9. Describe different cultural constructs of intelligence.
10. Apply health psychology principles that support physical and mental well-being.
11. Understand the display of emotions and experience of motivation.
12. Explore the complex interactions between the psychological experience of acute stress, chronic stress, trauma, and shame and their biological underpinnings.
13. Compare and contrast diverse approaches to understanding personality.
14. Describe human sexuality, sexual orientations, and gender identities.
15. Understand the diverse explanations of psychological imbalances and distress.
16. Identify and critically reflect on interventions that promote psychological well-being and healing.

### **Topics and Scope:**

- I. History of Western Psychology in Comparative Context
  - A. Western psychology vs. Traditional Ecological Knowledge and other cultural knowledge systems
  - B. Professional roles of psychologists
- II. Psychology as Science - Varieties of Research Methods
  - A. Research strategies
  - B. Applying research to everyday life
  - C. Ethical perspectives
  - D. Moral perspectives
  - E. Historical perspectives
  - F. Decolonial perspectives
  - G. Traditional ecological knowledge
- III. Neurons, Hormones, and the Brain – Evolutionary and Cultural Changes
  - A. Neural and hormonal systems
  - B. The central and peripheral nervous systems
  - C. Tools of discovery
  - D. Structures of the brain
  - E. Hemispheric specialization and differentiation
  - F. Interaction between biology, development, and environment
- IV. Cycles of Life – Lifespan Development
  - A. Influence of culture
  - B. Influence of history
  - C. Influence of biology
  - D. Developmental challenges and opportunities
- V. States of Consciousness
  - A. Sleep and dreams
  - B. Free will and agency
  - C. Imagination
  - D. Evolution of consciousness
  - E. Processes of altering consciousness
- VI. Sensation and Perception
  - A. Sensory systems

- B. Effects of abilities
- C. Effects of beliefs, lived experiences, and emotions on perception
- VII. Learning and Memory
  - A. Components of memory
  - B. Levels of learning
  - C. How memory is shaped by socio-cultural experience
- VIII. Mind and Behavior in Social and Cultural Context
  - A. Internal and external manifestations
  - B. Stereotypes
  - C. Prejudice
  - D. Discrimination
  - E. Anti-discrimination and equity-minded interventions
- IX. Thinking and Intelligence
  - A. Decision making, judgment, and intelligence
  - B. Interactions with environment
  - C. Inherent challenges and biases when measuring intelligence
- X. Body, Mind, and Cultural Well-Being
  - A. Mind and body
  - B. Cultural well being
- XI. Emotion and Motivation
  - A. Influences of body, mind, and culture
  - B. Experience and display of emotions
  - C. Origins and experience of motivation
- XII. Stress and Trauma
  - A. Physiological and psychological responses
  - B. Epigenetics
  - C. Intergenerational trauma
  - D. Early adversity
  - E. Strategies for coping
  - F. Building resilience
- XIII. Theories of Personality, Self, and Identity
  - A. Biological
  - B. Cultural
  - C. Historical
  - D. Ecological
  - E. Developmental
  - F. Trait perspectives
  - G. Transpersonal perspectives
  - H. Gender, self, and individualism
- XIV. Human Sexuality
  - A. Sexuality
  - B. Sexual orientations
  - C. Gender identities
  - D. Historical and socio-cultural factors
- XV. Psychological Distress and Suffering
  - A. Western approaches to diagnosis
  - B. Indigenous approaches to diagnosis
  - C. Role of systemic oppression
  - D. Culture-bound definitions of ab/normal
- XVI. Interventions for Psychological Distress
  - A. Biologically based
  - B. Psychotherapeutic

- C. Culturally based
- D. Socio-cultural context

**Assignment:**

1. Weekly reading (approximately 35 pages)
2. Writing assignment(s) (a total minimum of 1,250 words) that may include:
  - A. Personal reflection
  - B. Research
  - C. Experiential
  - D. Response
  - E. Project
3. Exams (2 minimum)
4. Other assignments, such as:
  - A. Quizzes
  - B. Presentation
  - C. Group project

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing assignment(s)	Writing 30 - 60%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
None	Skill Demonstrations 0 - 0%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Exams	Exams 30 - 50%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Other assignments; attendance and participation	Other Category 0 - 20%

**Representative Textbooks and Materials:**

Psychology. 6th ed. Ciccarelli, Saundra and White, Nolan. Pearson. 2020.  
 Understanding Psychology. 14th ed. Feldman, Robert S. McGraw-Hill. 2019.

Discovering Psychology. 9th ed. Hockenbury, Sandra and Nolan, Susan. Worth. 2022.  
Diversity in Psychology, Psychology in Diversity: Psychology for the 21st Century. Kremer, Juergen Werner. Kendall-Hunt. 2017 (classic).  
Psychology: Themes and Variations, 11th ed. Weiten, Wayne. Cengage. 2022.  
Psychology in your life, 4th ed. Grisson, Sarah and Gazzaniga, Michael. W.W. Norton. 2021.  
Experience Psychology 5th ed. King, Laura, McGraw-Hill. 2022.

Open Educational Resource (OER):

Introduction to Psychology: The Noba Collection. <https://nobaproject.com/>