

Project Summaries

Over the course of the semester students will complete one Book Review Project, one Individual Project, one Collaborative Project, and one Comprehensive Project. Detailed instructions for each project are posted in the Weekly Schedule in D2L. Students are expected to enroll in three projects no later than the end of the first week of the semester; students cannot change once their selections are made. Failure to enroll by the end of the first week will result in being assigned into groups by the professor.

Book Reviews

Students are expected to read a book, write a book review, and discuss the book and its application to the concepts and theories presented in each lesson with other students.

“Picking Cotton” (2010) – Have you ever thought you knew something and found out that what you knew was wrong? Now imagine if what you thought you knew sent somebody to jail for 10 years only to find out that you sent an innocent man! This is a true story about a woman who sent her rapist to prison and who was exonerated 10 years later as a result of DNA evidence. This story explores the issue of false memories and principles of social psychology.

“Sexual Fluidity” (2008) - An interesting book about female sexuality based on a longitudinal study of 100 women. It suggests that women have a more fluid sexuality between identity, orientation, and behavior.

“Why Gender Matters” (2005) - Are men and women really different? According to this book yes and by ignoring these differences it is actually hurting how young boys and girls are being raised. What do you think?

“The Kite Runner” (2005) - Provocative exploration of a young Afghani boy, emphasizing culture, stereotypes, class, and discrimination.

Collaborative Project

In small groups student will engage and apply the concepts and theories presented in the lessons with other students such that a product is produced by the group at the end of the learning process.

Research Grant – Students will have the opportunity to apply what they’ve learned about the scientific method and develop a research study with other students.

Parenting Manual – Students will become experts in developmental theory after this project, as they work together to develop a manual for new parents.

Bomb Shelter – It’s the end of the world and there is only one bomb shelter left, but too many people to get in it! Students will have to decide who gets to get in...and who doesn’t!

Mental Health Case Studies- Students will become an expert on a mental illness and develop a case study of that illness. Then students will play the role of therapist and diagnose other students’ case studies.

Project Summaries

Individual Project

Students are expected to gather information, view posted materials, or visit identified websites for further discussion with other students, as it relates to the concepts and theories presented in each lesson.

Brain Scavenger Hunt – Students will search the Internet for answers to questions about the brain and how it works and changes over the lifespan (Module B).

Controlling Behavior – Students will explore the wonderful world of behaviorism as it applies to different areas of life (Module D). This project will give students a stronger understanding of how behavior is learned.

What would you do? – Students will learn all about personal and situational factors that influence our behavior, consciously and unconsciously (Module D). Would you help a person who was being taken advantage of? Would you stop a bike thief in mid-action?

Human Behavior Project – Under what circumstances would you inflict pain on another individual because your boss told you to? In this project students will explore the relationship between temperament (Module C), personality (Module D), and social psychology (Module D).

Dissecting Gender Project – Is our gender malleable or are we born who we are? In this project students will explore the relationship between the brain (Module B), lifespan development (Module C), learning (Module D), and mental illness (Module E).