

Fairfield Ludlowe High School
AP Psychology
2019-20

The study of psychology is really the study of behavior and mental processes. The field raises questions and explores the possible reasons for why people think and behave the way they do. In an effort to get you to thinking like a psychologist, you are going to take a test and attempt to define your personality. In this process, you will also learn about the varying psychological approaches that are believed to influence human behavior, and apply them to your personality type.

During the initial days of school, we will hold your first debate/discussion in which you will discuss your applications and answers. In order to prepare for this discussion, you are expected to complete the following:

Tasks:

1. Complete the Myers Briggs/Jungian Typology Personality Test. At the end of the test you will be assigned one of the assigned sixteen possible personality types. Be sure to take the time and learn about your type in detail. **Click [here](#) for the personality test**

Note: Keep in mind that this and other personality tests can't tell you exactly what you are like as no survey can predict personality types with 100% accuracy (*don't worry, we will talk all about this!*). Experts say we should use personality type descriptions to better understand ourselves and others, but shouldn't feel restricted by our results.

2. Create a collage/visual that depicts your findings. Your collage/visual must include: your name, your personality type, and at least 15 images/words/drawings that depict your personality. Be creative with your visual and make it visually appealing!
3. You will also be expected to reflect on your findings and answer the following debate questions. You must locate and reference at least TWO valid and reliable scholarly articles that support your positions. Be sure you are thorough and answer all parts of the questions. Type and attach a Reference page in APA format. **Our AP Psych webpage offers APA tips and guidelines you may use as support or you can click [here](#) (link will only work if you are logged into your SCHOOL Gmail account).**
 - a. How might you define personality?
 - b. Do you believe your results accurately depict your personality? Is there a more effective method to label and define personalities?
 - c. In the context of Nature vs. Nurture, to what extent do genes predispose our person-to-person differences in personality? To what extent do home and community environments shape us?
 - d. Which 3 Psychological Approaches do you believe best explain your current personality (Please refer to Module 2 in your textbook as reference to the approaches)?
 - e. Have you ever worried about how to act among people of a different culture, race, gender, or sexual orientation? In what ways are we alike as members of the human family, with similar personality traits? How do we differ? Which perspectives best apply?
 - f. How does technology impact our behavior? Does this 21st century world, and the many technological advancements we can't seem to live without, play a role in our personalities? Which perspective(s) best relate to the relationship between technology and our behavior?
 - g. Do you believe we have control of our personalities, or do our personalities control us?
 - h. What other topics within psychology are you most interested about? (At least one of your articles must relate to this question).
4. Arrive on the first day of class with all parts of the assignment completed and with **written parts typed and printed out**. Your grade for part three will be based on the contributions you make in our first discussion, as well as the submission of your APA reference page and notes.

If you have questions please email Mrs. LeFebvre at klefebvre@fairfieldschools.org

Below is a scanned page from your textbook on the psychological perspectives that will guide this course. Take time this summer to familiarize yourself with the psychological perspectives, not just reading about them, but trying to provide personal examples that demonstrate application of the terms/perspectives.

Furthermore, since you will have your books, I advise you to explore other pages and modules to familiarize yourselves with units and content we will delve into throughout the school year.

Table 2.1 Psychological Perspectives

Perspective	Focus	Sample Questions
<i>Behavioral</i>	How we learn observable responses	How do we learn to fear particular objects or situations? What is the most effective way to alter our behavior, say, to lose weight?
<i>Biological</i>	How the body and brain enable emotions, memories, and sensory experiences; how genes combine with environment to influence individual differences	How do pain messages travel from the hand to the brain? How is blood chemistry linked with moods and motives? To what extent are traits such as intelligence, personality, sexual orientation, and depression attributable to our genes? To our environment?
<i>Cognitive</i>	How we encode, process, store, and retrieve information	How do we use information in remembering? Reasoning? Solving problems?
<i>Evolutionary</i>	How the natural selection of traits has promoted the survival of genes	How does evolution influence behavior tendencies?
<i>Humanistic</i>	How we meet our needs for love and acceptance and achieve self-fulfillment	How can we work toward fulfilling our potential? How can we overcome barriers to our personal growth?
<i>Psychodynamic</i>	How behavior springs from unconscious drives and conflicts	How can someone's personality traits and disorders be explained by unfulfilled wishes and childhood traumas?
<i>Social-cultural</i>	How behavior and thinking vary across situations and cultures	How are we alike as members of one human family? How do we differ as products of our environment?

AP® Exam Tip

These perspectives will come up again and again throughout your AP® Psychology course, and they will be on the exam. You need to become very comfortable with the meaning of terms like cognitive, behavioral, and psychodynamic. Ask your teacher for clarification if you are the least bit unclear about what the perspectives mean.

- Someone working from the **behavioral** perspective might attempt to determine which external stimuli trigger angry responses or aggressive acts.
- Someone working from a **biological** perspective might study brain circuits that cause us to be “red in the face” and “hot under the collar,” or how heredity and experience influence our individual differences in temperament.
- Someone working from the **cognitive** perspective might study how our interpretation of a situation affects our anger and how our anger affects our thinking.
- Someone working from the **evolutionary** perspective might analyze how anger facilitated the survival of our ancestors' genes.
- Someone working from the *humanistic* perspective (a historically important approach) might have been interested in understanding how angry feelings affect a person's potential for growth. As we will see, modern-day *positive psychology* incorporates humanistic psychology's emphasis on human flourishing.
- Someone working from the **psychodynamic** perspective (which evolved from Freud's psychoanalysis) might view an outburst as an outlet for unconscious hostility.
- Someone working from the **social-cultural** perspective might explore how expressions of anger vary across cultural contexts.

behavioral psychology the scientific study of observable behavior, and its explanation by principles of learning.

biological psychology the scientific study of the links between biological (genetic, neural, hormonal) and psychological processes. (Some biological psychologists call themselves *behavioral neuroscientists*, *neuropsychologists*, *behavior geneticists*, *physiological psychologists*, or *biopsychologists*.)

The point to remember: Like two-dimensional views of a three-dimensional object, each of psychology's perspectives is helpful. But each by itself fails to reveal the whole picture.

Psychology's Three Main Levels of Analysis

2.2 What are psychology's levels of analysis and related perspectives?

Each of us is a complex system that is part of a larger social system. But each of us is also composed of smaller systems, such as our nervous system and body organs, which are composed of still smaller systems—cells, molecules, and atoms.

These tiered systems suggest different **levels of analysis**, which offer complementary outlooks. It's like explaining why horrific school shootings have occurred. Is it because the shooters have brain disorders or genetic tendencies that cause them to be violent? Because they have been rewarded for violent behavior? Because we, in the United States, live in a gun-promoting society that accepts violence? Such perspectives are complementary because "everything is related to everything else" (Brewer, 1996). Together, different levels of analysis form an integrated **biopsychosocial approach**, which considers the influences of biological, psychological, and social-cultural factors (**FIGURE 2.1**).

levels of analysis the differing complementary views, from biological to psychological to social-cultural, for analyzing any given phenomenon.

biopsychosocial approach an integrated approach that incorporates biological, psychological, and social-cultural levels of analysis.

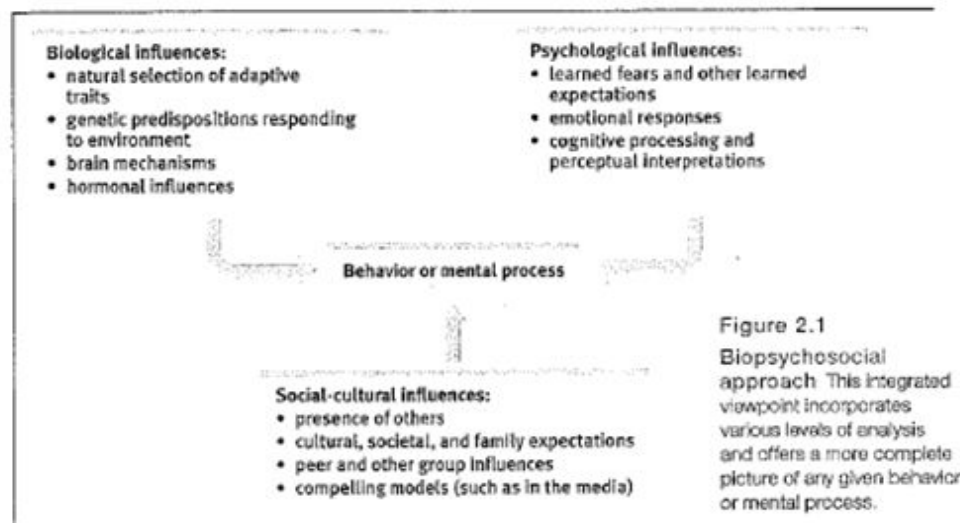


Figure 2.1
Biopsychosocial approach This integrated viewpoint incorporates various levels of analysis and offers a more complete picture of any given behavior or mental process.

AP® Exam Tip

You will see versions of Figure 2.1 throughout the text. Spend some time right now familiarizing yourself with how the figure's three corners might contribute to behavior or mental processes, the very stuff of psychology.

Each level provides a valuable vantage point for looking at a behavior or mental process, yet each by itself is incomplete. Like different academic disciplines, psychology's varied approaches, or perspectives, ask different questions and have their own limits. One perspective may stress the biological, psychological, or social-cultural level more than another, but the different perspectives described in **TABLE 2.1** on the next page complement one another. Consider, for example, how they shed light on anger.



Views of anger How would each of psychology's levels of analysis explain what's going on here?

Rubric for Summer Work Collage/ APA References

*** Please be sure to print and attach this to your debate questions as confirmation that you read and understand how you will be assessed. ***

Content	
Includes Clear and Legible Name and Personality type	1-2-3-4-5
Collage accurately includes at <i>least 15</i> images, words, and/or drawings that are clearly relevant to personality type.	One point each (15 total)
Appeal	
Project is visually appealing and uses color effectively. Project demonstrates a high level of creativity and originality.	1-2-3-4-5-6-7-8-9-10
APA References for Debate Questions	
All references used on the debate questions (Part 3), both parenthetical AND a full text reference page, are in proper APA format. All sources are valid and reliable. <i>* Your contributions during the discussion will be an additional grade but you must submit your notes for this grade as they should include parentheticals (in text citations) throughout.</i>	1-2-3-4-5-6-7-8-9-10

Total: _____/40

*** Please Note: You will NOT be allowed to reference your computer during any discussion. With this in mind, please be sure to print out any and all resources you would like to have (prior to class) to support you in making contributions.***

Discussion Rubric

	Inadequate D-F Range	Developing C Range	Accomplished B Range	Exemplary A Range
Level of Engagement and active participation	Student never contributes to class discussion; fails to respond to direct questions	Few contributions to class discussion; Seldom volunteers but responds to direct Questions	Proactively contributes to class discussion, asking questions and responds to direct questions	Proactively and regularly contributes to class discussion; Initiates discussion on issues related to class topic
Listening Skills	Does not listen when others talk, interrupts, or makes inappropriate comments	Does not listen carefully and comments are often nonresponsive to Discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the contributions of other students
Relevance of Contribution to topic under Discussion	Contributions, when made, are off-topic or distract class from Discussion	Contributions are sometimes Off-topic, distracting or too vague. Connections to article or textbook is made, but analysis is not present	Contributions are always relevant, and detailed. Directly draws connections between textbook and article that are clear and precise	Contributions are relevant and promote deeper analysis of the topic. The article, text, and additional sources are seamlessly embedded into contribution and pose insightful and novel extension to original discussion questions
Preparation	Student is not adequately prepared; Does not appear to have read the material in advance of class	Student has read the material but not closely or has read only some of the assigned material in advance of Class	Student has read and thought about the material in advance of class	Student is consistently well-prepared frequently raises questions or comments on material outside the assignment