

AP Psychology
Mrs. Sullivan & Mrs. Golder
Summer Work 2017-2018

There are four components to your AP Psychology summer work.

1. Read *Monkeyluv: And Other Essays on Our Lives as Animals* by Robert M. Sapolsky

- a. submit a reading log
- b. write an essay responding to the prompt

2. Read Unit I and Unit II of the psychology text, *Psychology for AP: Second Edition* by David Myers.

- a. Answer the questions that are attached (below)
- b. Create notecards for the vocabulary terms (key terms and concepts to remember) found on page 26 and page 71 of the text (including key contributors). These note cards can be used for the test on the first day of school. It is strongly encouraged to quiz yourself using the multiple choice questions at the end of each unit.

If you have any questions, please email:

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Monkeyluv Assignment:

Directions:

1. Read *Monkeyluv: And Other Essays on Our Lives as Animals* by Robert M. Sapolsky. This book is found in most libraries, bookstores and Amazon.com.
2. After you finish each chapter, write a brief log about what you read. Include a brief summary of the chapter contents, the author's main arguments **and your reactions**. What surprised you? What is confusing? Your log does not need to be in paragraph form, and it may be appropriate to bullet point, but it should be written or typed. If you choose to make notes in the margin, you must type/write your notes in one document.
3. Write a 3-4 page essay responding to the prompt.
4. Be prepared to discuss the book on the first day of class. Your contributions to the discussion will be scored.

Prompt: *Monkeyluv* explores the influences of genes and the environment on behavior. This debate is often characterized in terms of the "nature vs. nurture" debate. How does Sapolsky use this collection of essays to present a coherent argument related to this debate. Identify both his argument and the evidence he uses to support this argument. You must include evidence from multiple essays/chapters. Finally, present your own view on the debate.

Unit I and II Reading Assignment:

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering. Moreover, psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.

As you read the Unit 1 and Unit 2 answer each of the bullet points below. Use the book to cite specific examples when answering each question.

Unit 1:

1. How have philosophical perspectives shaped the development of psychological thought?
2. Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, and cognitive as more contemporary approaches.
3. Describe the strengths and limitations of applying theories to explain behavior.
4. Distinguish the different domains of psychology:
 - biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social.
5. Identify the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

Unit 2:

1. Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.
2. Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
3. Identify independent, dependent, confounding, and control variables in experimental designs.
4. Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
5. Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
6. Distinguish the purposes of descriptive statistics and inferential statistics.
7. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
8. Discuss the value of reliance on operational definitions and measurement in behavioral research.
9. Identify how ethical issues inform and constrain research practices.
10. Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.