

AP Psychology Summer Assignment

Purpose: The reasoning behind a summer assignment is to prepare students for the rigorous work that all Advanced Placement students must complete. This summer assignment is designed to introduce you to some of the core issues that will arise in the course.

Congratulations on your course selection of AP Psychology. You have made a wise yet demanding choice. You will have the opportunity to learn more about yourself and the world around you. I have high expectations for this class and students need to be willing to put in the required effort necessary to succeed. My goal is for every student in this class to pass the AP Exam in May and earn college credit. That requires dedication, enthusiasm, and hard work on both our parts. Because of the short amount of time before the AP Exam and the extensive material we must cover, the work must begin now. I am looking forward to a great year with you!

Materials Required: The text we will be using is Roger Hock's book, *Forty Studies that Changed Psychology*. It is the 6th edition, and it was published in 2009. You can purchase a copy of the text, or use an online scanned copy found [here](#). If you purchase the text, it is not necessary to buy a new copy. You can currently find used copies on Amazon ranging from \$9.00 to \$30.00. If you plan to purchase, do so sooner rather than later, because the longer you wait, the more the price will increase. Something to consider as you make your choice is that we will use the book for this assignment, and throughout the whole year.

Article Analysis: Using the book, *Forty Studies that Changed Psychology* read the following studies (read background, methods, and results):

- **preface** (start reading at the heading, "The Ethics of Research Involving Human or Animal Participants") there will be test questions over this portion too
- Reading 3: Are you a "Natural?"
- Reading 6: To Sleep, No Doubt to Dream
- Reading 12: See Aggression...Do Aggression!
- Reading 13: What you Expect is What you Get
- Reading 16: Thanks for the Memories!
- Reading 17: Discovering Love
- Reading 22: I Can See it All Over Your Face!
- Reading 40: Obey At Any Cost?

Feel free to peruse the other case studies as well!

Directions: This template can serve as an optional guide while you are doing the reading. On August 21st, you will be taking a test over the preface/case studies. You will not be submitting anything for the summer assignment, but to practice taking notes on the reading, preferably handwritten (which is something we will be doing all year), and to act as a study guide for the test on the summer reading, and throughout the year, you can use the template below. Feel free to use bullet point formatting if it's helpful. It will take an average of one hour per case study. An incentive to take handwritten notes is that you will get to use your handwritten notes on the test! **I have included a sample case study below.**

This is the optional template you can use for each study:

Title of the article: _____

Who did the original study? _____

1. **Background information** (Found in the introduction to the chapter and at the beginning of the study. What are the reasons the researcher carried out the study?):
2. **Methodology** (Describe the design and methods used to carry out the experiment, including who the subjects were and how they were recruited, a description of the materials used and a summary of the procedures used to carry out the research.):
3. **Results** (What did the researcher find?):

***Optional: skim over the Discussion, Significance, Criticisms, Later Research, and Conclusion** You will only be tested on the three sections above (Background, Methods, Results).

Due Date: All work is to be completed individually, and it is **DUE Monday, August 21, 2017**. There are no excuses. On that day, you also need to be prepared to take a test over the case studies.

As will be the case with everything we do in this course, DO NOT PROCRASTINATE. Get started as soon as possible so it is ready by the assigned due date on **August 21st**. Good luck, have a great summer, and come prepared to hit the ground running in August.

Please don't hesitate to contact me at patty.weber@pinelakeprep.org if you have any questions over the summer!

Sample:

Title of the article:Reading 19: How Moral Are You?

Who did the original study? Lawrence Kohlberg

Date Published: 1963

1. Background information:

- People's moral principles vary greatly. Psychologists define morals as, "those attitudes and beliefs that help people decide the difference between right and wrong." One's concept of morality is determined by culture, and through the people around him. Lawrence Kohlberg wanted to know how an amoral infant became capable of moral reasoning. He believed that children needed to reach a certain stage of intellectual development in order to develop a certain level of morality.

2. Methodology:

- He had 72 boys as his participants. They were divided into three different age groups. He presented the children with 10 hypothetical moral dilemmas. Each child was interviewed for two hours and asked questions about the moral issues in the dilemmas. Based on the statements the children made, Kohlberg and his associates defined six stage of moral development. These are meant to apply universally to any situation one might encounter. The stages indicate the reasoning a person would use in determining a course of action.

3. Results:

- Based on the statements the children made, Kohlberg and his associates defined six stage of moral development. Level one, the "pre-moral level" is about consequences determining right and wrong, as well as the desire to satisfy one's own needs. In level two, the conventional stage of morality, interpersonal relationships have an effect on moral decisions. In addition, a child recognizes the need to respect law and order. In level three, a person tries to integrate morality with legality. At the highest level, moral judgment is based on universal ethical principles, and an individual's own conscience. Kohlberg found that as the age of the subjects increased, they used higher stages of moral reasoning to respond to the dilemmas. He also found that the ability to use each stage was a prerequisite to move to the next level. His view is that children do not learn morality—they construct it.

- ***Still read the Discussion, Significance, Criticisms, Later Research, and Conclusion**

Comments from Previous Students About the Summer Assignment

- “The summer assignment was very detailed and provided a nice insight to what was later learned throughout class. I felt like referring back to it really helped me remember the topics better!”
- “I actually really enjoyed doing the summer work. It made me excited for the class and it was all interesting while helping me prepare for the rest of the year when those case studies reappeared.”
- “I found that as long as the time spent on them was spread out across the break it only took a few minutes a day.”
- “The Summer Assignment was an effective way of learning the material. It was a lot of work and took a great deal of time. However, I think that aspect of it prepares students because the course is a lot of work. It prepares students for what is ahead.”
- “Do not procrastinate.”
- “I thought that the summer assignment was mostly manageable. I think I went above and beyond what was required of me and that's why it took me so long to complete it (hahaha).”
- “I think the assignment was good as in introduction to the material.”