

Xavier Prep High School  
A.P. Psychology/SLU 1818  
2025 Summer Work  
Dr. Jennifer Clark

Welcome to AP Psychology/SLU 1818! This is a dual credit course, meaning that you have the opportunity, if you so choose, to be dually enrolled in St. Louis University's Psych 101 class at the same time for college credit.

As a college level class, A.P. Psychology has a heavy workload in that you will be challenged with readings, projects, experiential learning, and rigorous note-taking. You will have nightly reading assignments of approximately nine (9) pages, which will require focused and sustained attention – careful note taking of every major term in the chapter. You must use three different colors as you take notes for visual and meaningful encoding.

Students are expected to come to class having read the material in advance, so that our discussions of the material are fruitful and engaging. There are pop quizzes on the reading and/or writing prompts. You also are expected to be able to review independently and already have test-taking study habits instilled in you. Unfortunately our time together flies by, and there is a lot lot of content to cover, so you will do most test/quiz review on your own; and, seek assistance if you struggle - I am happy to work with students individually, or form study groups.

In short, you must dedicate yourself to these tasks in order to be successful. This class is meant to be a college level course in terms of workload, attitude and performance.

You will need to do some preparation before school begins in August.

The following assignment is due on the first day of class with me. Please send all answers typed in a Google document, electronically (via email) to Dr. Clark at [jlark@xavierprep.org](mailto:jlark@xavierprep.org).

**TASK #1 - Watch one (1) of the four (4) TED TALKS** listed below (you can find them on YouTube or on [www.TED.com](http://www.TED.com)) -

1. Angela Lee Duckworth: Grit
2. Elizabeth Loftus: How Reliable is Your Memory
3. Susan Cain: Power of Introverts
4. Amy Cuddy: Body Language Shapes Who You Are

After listening to the lecture, you will provide a one-paragraph summary of the lecture. (7-9 sentences). Feel free to incorporate your opinion of the talk and discuss terms you were interested in, as well as terms you were unsure about. Please be sure to **TITLE** your paragraph with the name of the **Speaker /Lecture**.

**TASK #2 Podcast Assignment.** You are required to choose **four** of the podcasts below to listen to and analyze. All podcasts can be found on iTunes, free apps (I use Podcast Republic), or at the links provided for each podcast. For ***each*** podcast you must complete a Podcast Response and Analysis Sheet. This section must be typed.

## Podcast Options

1. Freakonomics - 5 Psychology Terms You're Probably Misusing
  - a. <http://freakonomics.com/podcast/misused-psychology-terms/>
2. Sawbones – Phrenology
  - a. <http://www.maximumfun.org/sawbones/sawbones-phrenology>
3. Sigmund Freud (I & II)
  - a. <https://player.fm/series/the-story-of-psychology/sigmund-freud-part-1>,  
<https://player.fm/series/the-story-of-psychology/sigmund-freud-part-2>
4. Psychoanalysis: A Contemporary Treatment?
  - a. <http://www.abc.net.au/radionational/programs/allinthemind/psychoanalysis/6757820>
5. Behaviorism
  - a. <https://player.fm/series/the-story-of-psychology/behaviorism>
6. The Cognitive Movement
  - a. <https://player.fm/series/the-story-of-psychology/the-cognitive-movement>,  
<https://player.fm/series/the-story-of-psychology/the-cognitive-movement-part-2>
7. What is Forensic Psychology Really All About?
  - a. <https://player.fm/series/the-psych-files/1-ep-294-what-is-forensic-psychology-really-all-about>
8. RadioLab - Oliver Sacks: A Journey from Where to Where
  - a. <http://www.radiolab.org/story/oliver-sacks-journey-where-to-where/>
9. Little Albert's Real Identity - Time to Rewrite the Textbooks
  - a. <https://player.fm/series/the-psych-files/ep-223-little-alberts-real-identity-time-to-rewrite-the-textbooks>
10. Hidden Brain - The Scientific Process
  - a. <https://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis>
11. Planet Money - The Experiment Experiment
  - a. <https://www.npr.org/sections/money/2016/01/15/463237871/episode-677-the-experiment-experiment>
12. Why Replications Sometimes Don't Agree with the Original Study
  - a. <https://player.fm/series/the-psych-files/ep-246-why-replications-sometimes-dont-agree-with-the-original-study>
13. SYSK - How the Placebo Effect Works
  - a. <https://www.stuffyoushouldknow.com/podcasts/how-the-placebo-effect-works.htm>
14. SYSK - What Are False Positives?
  - a. <https://www.stuffyoushouldknow.com/podcasts/what-are-false-positives.htm>
15. Personal Space Invasions – Ethical Implications of one of Psychology's Strangest Studies
  - a. <http://www.thepsychfiles.com/2008/09/episode-69-personal-space-invasions-ethics-of-psychologys-strangest-study/>

16. Stuff You Missed in History Class: The Tuskegee Syphilis Study

a. <https://www.missedinhistory.com/podcasts/tuskegee-syphilis-study.htm>

17. RadioLab - Henrietta Lacks

a. <http://www.radiolab.org/story/91716-henriettas-tumor/>

## **AP Psychology Summer Assignment Podcast Response & Analysis**

*Complete the following after you have listened to your chosen podcast. This must be filled out separately for each podcast!*

Your name:

Title of podcast:

Explain the topic/main idea of the podcast in at least 1 paragraph:

Analyze 3 ideas/concepts from the podcast you found interesting or enlightening (include why). These should be about a paragraph each, but remember most of this is opinion as to why *you* found it interesting:

- 1.
- 2.
- 3.

Synthesize the information in the podcast with a key concept from the Unit 1&2 Goals. Explain the relationship/connection. This podcast may connect with more than one Unit Goal, so address all points of connection:

### **Unit 1 Goals**

1. Describe *and* compare different theoretical approaches in explaining behavior: structuralism, functionalism, Gestalt, psychoanalytic, behaviorism, humanism, cognitive, biological, socio-cultural, and evolutionary
2. Recognize the strengths *and* limitations of applying theories to explain behavior
3. Distinguish the different domains of psychology (biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social)
4. Explain the role of major historical figures in psychology (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, and Wilhelm Wundt)

## **Research Methods**

### **Unit 2 Goals**

1. Describe descriptive research studies with regard to purpose, strengths and weaknesses by taking into account different types (case studies, naturalistic observation and surveys) random sampling, wording-effect, replication, generalization and applicable biases (ex. social desirability effect, response bias, sampling bias).
2. Describe correlational research study with regard to purpose, strengths, and weaknesses by taking into account illusory correlations, operational definitions, random sampling, correlational coefficient, and scatter-plots.
3. Describe experimental research design with regard to purpose, strengths, and weaknesses by taking into account operational definitions, independent/dependent variables, extraneous variables, control/experimental groups, random assignment of participants, single/double blind procedures, and applicable biases.
4. Apply basic statistical concepts to explain research findings using descriptive statistics: central tendency (mean, median, mode, skewed distributions), variance (range, standard deviation, and normal distributions).
5. Apply basic statistical concepts to explain experimental research findings using inferential statistics (statistical significance, p-value).
6. Identify the APA ethical guidelines, such as debriefing and informed consent, and identify how they inform and constrain research practices.