**Travis’s Course Map**

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| **Context** | **Sub-topic** | **Chapter (Number)** |
| **Human relationships** | Interpersonal relationships - aggression and romantic relationships | Criminology (1)  Couples (2) |
| Group behaviour - conformity | Cults (3) |
| **Learning and cognition** | Cognitive Processes - memory | Memory (4) |
| Thinking and Learning | Manipulation (5) |
| **Health and well-being** | Mental health disorders – major depressive disorder | Depression (6) |
| Health problems - drug misuse or abuse | Addiction (7) |
| Prevention and treatment | Depression and Addiction (6/7) |
| **Human development** | Models of development – moral development | Morality (8) |
| Development of self | Personality (9) |
| **Class Practicals\*** | Experiments  Observations  Interviews  Questionnaires | Research Methods I |

**\*Class Practicals**: The class practicals can be taught at any time. I have included them in a standalone research methods unit to keep all the content needed for Paper 2 in one chapter. I would plan to do all the practicals in this unit, but after a year or two of doing this you can adapt as necessary.

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| **Biological Approach** | | |
| **Exam Term** | **Specific Topic(s)** | **Chapter(s)** |
| Animal research and animal models | Aggression and MAOA knockouts | Criminology |
| Addiction and the Rat Park studies | Addiction |
| Neuroplasticity in enriched and deprived environments | Addiction |
| Biological reductionism | *Any specific biological factor such as a gene, chemical or brain area is an example of biological reductionism.* | Multiple |
| Brain imaging techniques | MRI and the criminal brain | Criminology |
| fMRI, aggression and effects of chemical messengers on the brain | Criminology |
| MRI and the Romanian orphans | Morality |
| Chemical messengers | Testosterone and aggression | Criminology |
| Serotonin and aggression | Criminology |
| Serotonin and depression | Depression |
| Dopamine and opioid abuse | Addiction |
| Dopamine and motivation | Motivation (HL) |
| Neurotransmission | Glutamate and memory | Criminology |
| SSRIs and depression | Depression |
| Diathesis-stress model | Depression – 5-HTT and life stress | Depression |
| Genetic inheritance | Aggression and the Warrior Gene (MAOA) | Criminology |
| Depression and the serotonin transporter gene (5-HTT) | Depression |
| Neuroplasticity | Neglect and the PFC | Criminology |
| Abuse and the amygdala | Criminology |
| Brain maturation, critical periods and the PFC | Morality |
| Enriched and deprived environments | Addiction |
| Romanian orphans and the Bucharest Early Intervention Project | Morality |
| Cortisol and the hippocampus | Memory |
| Localisation of function | The prefrontal cortex and response inhibition | Criminology |
| The amygdala and emotion | Criminology |
| The hippocampus and memory | Memory |

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| **Cognitive Approach** | | |
| **Exam Term** | **Specific Topic(s)** | **Chapter(s)** |
| Anchoring bias | Anchoring bias and price anchoring | Manipulation |
| Classical conditioning | Pavlov’s Dogs and fear conditioning | Manipulation |
| Fear extinction and VRET | Technology (HL) |
| Cognitive load theory | CLT and smartphones | Memory |
| Cognitive models | Multi-store model of memory | Memory |
| Working memory model | Memory |
| Dual processing model | Memory |
| Confirmation bias | Confirmation bias and stereotypes | Manipulation |
| Dual processing theory | Heuristics  *See also anchoring bias* | Manipulation |
| Operant conditioning | Operant conditioning in the classroom and social media | Manipulation |
| Operant conditioning and contingency management | Addiction |
| Schema theory | Schematic processing and memory | Memory |
| Maladaptive schemas and depression | Depression |

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| **Sociocultural Approach** | | |
| **Exam Term** | **Specific Topic(s)** | **Chapter(s)** |
| Cognitive dissonance | Cognitive dissonance and the Seeker’s cult | Cults |
| Cognitive dissonance and divorce | Couples |
| Compliance techniques | Authority principle | Cults |
| Reciprocity | Manipulation |
| Conformity | Social influence (informational and normative) | Cults |
| Cultural dimensions | Individualism/collectivism and conformity | Cults |
| Individualism/collectivism and mate selection | Couples |
| Individualism/collectivism and flashbulb memories | Memory |
| Power distance, communication and compliance | Culture (HL) |
| Emic approach | Attraction and the Kayan neck rings | Couples |
| Etic approach | Attraction and mate preference | Couples |
| Enculturation | Enculturation and self-control | Personality |
| Rites of passage | Personality |
| Enculturation and conformity | Culture (HL) |
| Models of acculturation | Berry’s model of acculturation | Cults |
| Acculturation and depression | Depression |
| Social identity theory | SIT and Birging | Cults |
| SIT and in-group bias | Morality |
| Social learning theory | SLT, conformity and aggression | Cults |
| SLT and entertainment-education | Manipulation |
| SLT and addiction | Addiction |

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| **HL Ext.** | **Context** | **Topics** |
| **Technology** | Human Relationships | * Media and violence * Romantic relationships |
| Learning and Cognition | * Digital dementia * Online learning |
| Health and Well-being | * Mental health problems * Therapy |
| Human Development | * Attachment * Research methods review |
| **Culture** | Human Relationships | * Culture of honour * Communication and conflict |
| Learning and Cognition | * Cognitive biases * Analytic vs. holistic thinking |
| Health and Well-being | * Culture-bound syndrome * Psychedelics |
| Human Development | * Enculturation * Research methods review |
| **Motivation** | Human Relationships | * Aggression * Love |
| Learning and Cognition | * Extrinsic motivation * Intrinsic motivation |
| Health and Well-being | * Boosting motivation * Motivation to change |
| Human Development | * Motivational theories * Research methods review |