**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\*** | ExperimentsObservationsInterviewsQuestionnaires  | 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
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| Learning and Cognition  | * Digital dementia
* Online learning
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| Health and Well-being | * Mental health problems
* Therapy
 |
| Human Development  | * Attachment
* Research methods review
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| **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
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