PSYCHOLOGY 1002 SYLLABUS

PERCEPTION
1. Introduction: the function and principles of sensory coding
2. Audition
3. Somatic senses and smell
4. Pain
5. Vestibular system and perception of self-motion
6. Vision
7. Psychophysics

References:
[1] Your textbook (Grey)

LEARNING
1. Simple behavioural processes: Introduction to course; use of animals; definition of learning. The reflex; Control systems; Habituation and Sensitisation.
2. Basics of Classical conditioning: Basic procedures and terminology; second order conditioning; extinction and spontaneous recovery.
3. Basics of instrumental conditioning: Procedures; distinction between IC and CC. Operant and discrete trial examples; learning curves; extinction.
5. Social learning: Early studies on observational learning; Imitation; Emulation and Modelling.

References:
Basic information about many of these topics may be found in the Psychology 1 text book. For a more detailed treatment, a textbook recommended for the Learning and Motivation course in both 2nd and 3rd year will usually prove the most helpful:

A more detailed treatment is provided by:

MOTIVATION
1. Biological motivational processes: Evolutionary psychology; Instincts; biological drives; Human instincts.
2. Incentive motivation: Hedonism and affect; Cognitive expectations and desires; Incentive learning; Controllability.
3. Long-term sources of motivation: Non–biological needs; Need for achievement; Need for growth.
4. Behavioural economics: Value and incentive in economics; Economic sources of motivation; Non-economic sources of motivation.

References:
HUMAN MENTAL ABILITIES

1. Human Mental Abilities: Abilities vs. Performance, Constructs in Psychology
3. Mental Tests: Galton, McKeen Cattell
4. Intelligence Tests: Binet, Wechsler, Raven, short introduction to the meaning of "IQ"
5. Psychometric Theories of Intelligence 1: General factor theory (C. Spearman); the theory of primary mental abilities (L. Thurstone).
6. Psychometric Theories of Intelligence 2: Guilford's theory; fluid and crystallized intelligence (R. Cattell and J.L. Horn), Hierarchical theories of intelligence (Carroll).
7. Group Differences in Cognitive Abilities: Gender differences; Racial, age and socio-economic status differences.

References:

HUMAN DEVELOPMENT

1. Introduction to Human Development and its research methods: Naturalistic Methods; Cross-sectional/longitudinal designs; Experimental/correlational designs.
2. Genetic contributions to development: Introduction to Mendelian genetics; Dominant and recessive traits and disorders; Chromosomal effects; Behaviour genetics.
3. Prenatal development: Normal development; Factors causing abnormality (teratogenic agents).
4. Language development: Stages of phonetic, syntactic and semantic development; Theories of language development.

References:
COGNITIVE PROCESSES

2. Limitations on cognitive processing: selective attention; attentional resources; automatic processing; attention and memory.
4. Encoding and retrieval in long-term memory: rehearsal; levels of processing; transfer appropriate processing.
5. The architecture of long-term memory: episodic and semantic memory; explicit and implicit memory. Network models of memory.

References:
Basic information about most of these topics can be found in the Psychology 1 textbook. More detailed coverage will be found in most textbooks on cognitive psychology. The textbook used in 2nd and 3rd year Cognition courses (PSYC 2113 and PSYC 3205) should be easily accessible and cover all topics:


EMOTION

1. What is an emotion?
2. Built for emotion: Evolutionary and neurological perspectives on emotions in psychology
3. The emotional repertoire and experience of the human infant
4. How does language acquisition and communication transform our emotions?
5. Moral and 'self-conscious' emotions in development
6. Emotions in the study of temperament and psychopathology
7. How should we think about emotions in the study of human psychology?

References:
Basic information about some of these topics can be found in the Psychology 1 textbook:
Psychology by Peter Gray. The disparate nature of the topic means that most emotion research is dealt with across other psychological disciplines. More references will be provided during the lectures: I encourage you to read these following the relevant lecture. For those who want a firmer grounding in the study of emotions, the following texts may be of interest: