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:

LEARNING AND MOTIVATION

1. Learning and motivation
2. Simple behavioural processes
3. Basics of Classical conditioning
4. Basics of instrumental conditioning
5. Discrimination and generalization
6. Social learning
7. Biological motivational processes
8. Liking and wanting
9. Long-term sources of human motivation

References:
Basic information about many of these topics may be found in the Psychology 1 textbook. But each topic will come with a short examinable reading which will be discussed during the lecture.

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. Nature vs Nurture: (a) Genetic contributions to development (b) The role of early experience in development

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 2013 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. 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:


