

## **PSYCHOLOGY 1002 SYLLABUS**

### **PERCEPTION**

1. Introduction: to visual perception
2. Colour
3. Pathways, modules & maps
4. Registering depth
5. Perceptual grouping
6. Psychophysics
7. Motion

#### **References:**

- [1] Your textbook (Weiten, 2007)
- [2] Goldstein, E.B. (1999). *Sensation and Perception (5<sup>th</sup> Edition)*. Pacific Grove: Brooks/Cole.

### **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 can be found in the Psychology 1 textbook. There will also be non-textbook readings for some of the topics which can be accessed via WebCT. You will be given information about the relevant readings and whether they are examinable at the start of each lecture.

### **HUMAN MENTAL ABILITIES**

1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Models of intelligence I: Spearman, Thurstone, and Horn & Cattell
3. Models of intelligence II: Carroll and Guildford
4. Psychometric issues: measurement, reliability, validity, and standardisation
5. An introduction to IQ tests: the Stanford-Binet and the WAIS
6. Group differences in intelligence: evidence and possible causes
7. The developmental trajectory of intelligence and the effects of training

#### **References:**

The Psychology I textbook offers some rudimentary information on several of these topics. However further information about readings to supplement the lecture material will be provided during the lectures.

## **HUMAN DEVELOPMENT**

1. Introduction to Human Development and its research methods: Challenges for developmental researchers across the lifespan; Naturalistic research methods; Cross-sectional vs longitudinal methods; Experimental vs correlational methods.
2. Nature vs Nurture: (a) Genetic contributions to normal and abnormal development; single gene, polygenic and multifactorial inheritance; twin, family and adoption studies.
3. Prenatal development: Normal development; Environmental influences on normal and abnormal development
4. Cognitive development from infancy to adolescence: Piaget's theory.
5. Adolescent development across adolescence: physical and emotional development and how they interact.

### **References:**

Basic information about most of these topics can be found in the Psychology 1 textbook. Page numbers will be given in lecture web notes. You can deepen your understanding by consulting one of the many textbooks on developmental psychology. Three excellent texts are listed below (earlier editions would also be useful).

[1] Berk, L. (2006). *Child Development* (7th ed.). Boston, MA: Allyn & Bacon.

[2] Peterson, C. (2004). *Looking Forward through the Lifespan: Developmental Psychology* (4th ed.). Australia: Prentice-Hall.

[3] White, F., Hayes, B. & Livesey, D. (2005). *Developmental Psychology*. Pearson Education Australia

## **COGNITIVE PROCESSES**

1. Introduction: what is cognitive psychology? Historical forerunners. Computer metaphor and the information processing approach. Methods of investigating unobservable processes.
2. Limitations on cognitive processing: selective attention; attentional resources; automatic processing; attention and memory.
3. Memory: knowledge and processes. Different kinds of memory. Short-term vs long-term memory. Working 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.
6. Memory dysfunctions: amnesia and its implications for the architecture of memory; false memories. Implications of memory theories for exam preparation.

### **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 2<sup>nd</sup> and 3<sup>rd</sup> year Cognition courses (PSYC 2013 and PSYC 3205) should be easily accessible and cover all topics:

[1] Eysenck, M.W. & Keane, M. (2005) *Cognitive Psychology: A Students' Manual* (5<sup>th</sup> ed.) London: Psychology Press. (Current PSYC2013 and PSYC3205 textbook)

[2] Galotti, K. M. (2004). *Cognitive Psychology: In and out of the laboratory*. Belmont: Wadsworth/Thomson Learning. (previous PSYC2013 and PSYC3205 textbook)

## **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:

- [1] Lewis, M. & Haviland-Jones, J. M. (Eds.) (2000) *handbook of emotions (Second Edition)*. New York, NY: The Guilford Press.
- [2] Calhoun, C. & Solomon, R. C. (Eds.), *What is an emotion? Classic readings in philosophical psychology* (pp. 327-342). Oxford: Oxford University Press.
- [3] Harris, P. L. (1989). *Children and emotion*. Oxford: Blackwell.
- [4] LeDoux, J. (1996). *The emotional brain*. New York, NY: Simon and Schuster.Inc.