



**TYNDALE**  
University College

**PSYC 1013**  
**INTRODUCTION TO PSYCHOLOGY I**  
Fall 2010, Room 2087, Mondays and Wednesdays, 230-350pm

**Instructor:** Dr. Amanda Azarbehi  
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**Office Hours:** Wednesday 4-6pm & by appointment

**Commuter Hotline:** 416-226-6620 ext. 2187  
Class cancellations due to inclement weather or illness will be announced/posted on the commuter hotline.

**mytyndale.ca:** This course has LMS pages that are meant to enhance your learning experience and that you may need to access in order to complete some assignments. It is where news items, notices and marks will be posted. Log in often with your mytyndale username and password.

**Mailboxes:** Every student is responsible for information communicated through the student mailboxes. A mailbox directory is posted beside the mailboxes.

### **I. COURSE DESCRIPTION:**

This introductory survey course presents various sub-fields within the discipline of Psychology, including: the history of modern psychology, psychology as a method of scientific inquiry, neuroscience and behaviour, the nature/nurture debate, developmental psychology, sensation and perception, states of consciousness, principles of learning and memory.

### **II. COURSE OBJECTIVES:**

Students will be exposed to a broad survey of the field of psychology and gain an appreciation for the breadth of areas included. Students will gain the opportunity to identify which areas of psychology they find most drawn towards and this information will help to guide their future studies. A review of the history of psychology will enable students to understand how this relatively new field has evolved over the past century.

### **III. REQUIRED TEXTS:**

#1 Myers, D.G. (2007). *Psychology in Modules, 8th Edition*, New York: Worth Publishers.

#2 Rossiter, J. and K. Dailey (Ed.) (2007), *The APA Pocket Handbook: Rules for Format & Documentation*, DW Publishing Co.

#### IV. COURSE EVALUATION:

In terms of course requirements, there will be a midterm, class participation points, a scientific article review paper in APA style, and a final exam. The midterm covers modules 1-11 and will be written on October 20<sup>th</sup>. It is worth 30% of the final grade. The final exam will **NOT** be cumulative, will cover modules 12-28, and is worth 30% of your final grade and will be written during the exam period in December. You are responsible for material from the text as well as all material covered in class. **Exams are to be written on the date assigned** unless a doctor's note is provided.

An APA style paper will count for 30% of the final grade. This paper will be a review of a psychology article published in a scientific peer-reviewed journal and will be written in APA style. This paper is due December 1<sup>st</sup> in class.

In-class participation points are worth 10% of your grade and will be earned in a variety of ways. Regular attendance to class, involvement in class discussions, completion of in-class assignments, and involvement in small-group activities will all be counted towards these points.

Midterm Exam:	30%
Final Exam:	30%
Paper:	30%
Participation:	<u>10%</u>
Total	100%

#### ***MIDTERM EXAM RE-WRITE POLICY***

As a professor my chief concern is that my students learn and retain the information that I am teaching. If a student does not perform as well as they would have liked on a mid-term exam, and have realized that they need to commit more time and energy to truly grasp the material contained in my course, I will permit them to do so. Therefore, students are allowed to re-write a mid-term exam. The questions will be new each time but of the same difficulty level as the first exam. The re-writes must be completed prior to the last day of class.

**The final exam will be held during exam week, Friday, December 10 – Monday, December 20 (including Sat.), as scheduled by the Registrar.**

**Students are responsible to keep a backup print copy of all assignments.**

#### **IV. COURSE OUTLINE:**

Week 1 (September 13&15)

Introduction to the History and Science of Psychology

*Modules 1-3*

Mandatory Reading: Myers, Modules 1-3

Week 2 (September 20&22)

Nature, Nurture, and Human Diversity

*Modules 6-7*

Mandatory Reading: Myers, Modules 6-7

Week 3 (September 27&29)

Neuroscience and Behavior

*Modules 4-5*

Mandatory Reading: Myers, Modules 4-5

GUEST LECTURER – Dr. Rostam Azarbehi (cognitive neuroscientist)

Week 4 (October 4&6)

Developing Through the Lifespan – Part I

*Modules 8-9*

Mandatory Reading: Myers, Modules 8-9

Week 5 (October 13)

Developing Through the Lifespan – Part II

*Modules 10-11*

Mandatory Reading: Myers, Modules 10-11

Week 6 (October 18&20)

*Exam Review Prep – October 18<sup>th</sup>*

*MIDTERM – October 20<sup>th</sup> (Modules 1-11 inclusive)*

Week 7 (October 25<sup>th</sup>)

Sensation & Perception – Part I

*Modules 12-15*

Mandatory Reading: Myers, Modules 12-15

Week 8 (November 1&3)

Sensation & Perception – Part II

*Modules 16-17*

Mandatory Reading: Myers, Modules 16-17

Week 9 (November 8&10)

Learning I

*Modules 21*

Mandatory Reading: Myers, Modules 21

*Learning Psychology – November 11<sup>th</sup> - Guest Speaker*

Week 10 (November 15&17)

Learning II

*Modules 22- 23*

Mandatory Reading: Myers, Modules 22-23

Week 11 (November 22&24)

States of Consciousness

*Modules 18-19*

Mandatory Reading: Myers, Modules 18-19

Week 12 (November 29 & December 1

Memory

*Modules 24-28*

Mandatory Reading: Myers, Modules 24-28

\*\*\*\*Paper due December 1<sup>st</sup> IN CLASS\*\*\*\*

Week 13 (December 6&8)

*Careers in Psychology – December 6<sup>th</sup>*

*Exam Review Prep – December 8<sup>th</sup>*

## V. BIBLIOGRAPHY:

Psychology is a vast field including numerous areas of study. Below are some seminal works from each of these areas.

### **Behaviorism**

- Watson, John B. (1913). "Psychology as the behaviorist views it," *Psychological Review*, 20:158-177.

### **Biological psychology**

- Lewett, D.L., Romano, M. N, & Williston, J. S. (1970). Human auditory evoked potentials: Possible brain stem components detected on the scalp, *Science*, 167, 1517-1518.

### **Clinical psychology**

- Beck, A. T., Rush, A. J., Shaw, B. F., Emery, G., *Cognitive Therapy of Depression*. The Guilford Press,

### **Cognitive psychology**

- Bandura, A, Ross, D. & Ross, S. A. (1961). "Transmission of aggression through imitation of aggressive models," *Journal of Abnormal and Social Psychology*, 63, 575-582.
- Holyoak, K., & Morrison, R. (2005). *The Cambridge Handbook of Thinking and Reasoning*. Cambridge, England: Cambridge University Press.
- Turing, A. (1950). "Computing machinery and intelligence," *Mind*, vol. LIX, no. 236, October 1950, pp. 433-460. eprint
- Stevan Harnad (1994). "Computation is just interpretable symbol manipulation: Cognition isn't," *Minds and Machines*, 4: 379-390.

### **Control Theory psychology**

- Powers, W. T. (2005). *Behavior: The control of perception (2nd Edition)*. New Canaan, CT: Benchmark.
- Powers, W. (2008). *Living control systems III: The fact of control*. Bloomfield, NJ: Benchmark.
- Marken, R. S. (1992). *Mind readings: Experimental studies of purpose*. CA: Los Angeles.
- Marken, R. S. (2002). *More mind readings: Methods and models in the study of purpose*. St. Louis, MO: Newview.
- Runkel, P. (2003). *People as living things. The psychology of perceptual control*. Hayward, CA: Living Control Systems Publishing.
- Cziko, G. (2000). *The things we do: Using the lessons of Bernard and Darwin to understand the what, how and why of our behavior.*, Cambridge, MA: MIT Press.

### **Developmental psychology**

- Damon, W. & Lerner, R. M.(2007). *Handbook of child psychology (6th edition)*. Wiley.
- Baldwin, J. M. (1894). *Mental development in the child and the race*. New York: Macmillan.
- Beilin, H. (1992). Piaget's enduring contribution to developmental psychology. *Developmental Psychology*, 28(2), 191-204.
- Binguier, J. C. (Ed.). (1980). *Conversations with Jean Piaget*. Chicago: University of Chicago Press. (Original work published 1977).
- Chapman, M. (1988). *Constructive evolution: Origins and development of Piaget's thought*. Cambridge, UK: University of Cambridge Press.

- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Gruber, H. E. & Vonèche, J. J. (Eds.). (1993). *The essential Piaget: An interpretive reference and guide* (2nd ed.). Northvale, NJ: Jason Aronson.
- Lourenço, O., & Machado A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review*, 103(1), 143-164.
- Piaget, Jean. (1952). *The origins of intelligence in children* (M. Cook, Trans. 2nd ed.). New York: International Universities Press. (Original work published 1936).
- Piaget, Jean. (1985). *The equilibration of cognitive structures: The central problem of intellectual Development* (T. Brown & K. J. Thampy, Trans.). Chicago: University of Chicago Press. (Original work published 1975)
- Siegler, R. S. (1996). *Emerging minds: The process of change in children's thinking*. New York: Oxford University Press.

### **Educational psychology**

- Anderson, J. R., Corbett, A. T., Koedinger, K. R., & Pelletier, R. (1995). Cognitive tutors: Lessons learned. *Journal of the Learning Sciences*, 4, 167-207.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.
- Cronbach, L. J. (1957). The two disciplines of scientific psychology. *American Psychologist*, 12, 671-684.
- Cronbach, L. J. & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302.
- Mayer, R. E. (1997). Multimedia learning: Are we asking the right questions? *Educational Psychologist*, 32, 1-19.
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, 345-375.
- Skinner, B. F. (1958). Teaching Machines. *Science*, 128, 969-977.
- Spearman, C. (1904). "General intelligence," objectively determined and measured. *American Journal of Psychology*, 15, 201-293.
- Sweller, J., van Merriënboer J. J., Paas F. G. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10, 251-296.
- Terman, L. M. (1916). The uses of intelligence tests. In *The measurement of intelligence* (chapter 1). Boston: Houghton Mifflin.
- Thorndike, E. L. (1910). The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12.
- Thurstone, L. L. (1934). The vectors of mind. *Psychological Review*, 41, 1-32.

### **Evolutionary Psychology**

- Buss, D. M. (2004). *Evolutionary Psychology: The new science of the mind*. Boston: Pearson Education, Inc.
- Bjorklund D. F., & Pellegrini A. D. (2002). *The origins of human nature: Evolutionary developmental psychology*. Washington, D.C.: American Psychological Association.
- Burgess R. L., & MacDonald (Eds.). (2004). *Evolutionary perspectives on human development* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Ellis B. J., & Bjorklund D. F. (Eds.) (2005). *Origins of the social mind: Evolutionary psychology and child development*. New York: Guilford Press.
- Geary, D. C. (2002). Principles of evolutionary educational psychology. *Learning and Individual Differences*, 12, 317-345.

- Geary, D. C. (2005). Folk knowledge and academic learning. In B. J. Ellis & D. F. Bjorklund (Eds.), *Origins of the social mind* (pp. 493-519). New York: Guilford Publications.

### **Forensic psychology**

- Goldstein, A. M. (2003). *Forensic Psychology*. (Vol. 11 of Handbook of Psychology). Hoboken, NJ: John Wiley & Sons.
- Hugo Münsterberg (1908). *On the Witness Stand: Essays on Psychology and Crime*. New York: Doubleday, Page & Co.  
(Considered to be the first publication to apply psychology to legal matters. Among the topics discussed are the reliability of witnesses' testimony and memory, lie detection, and methods of interrogating suspects of crime).

### **Genetic Psychology**

- Baldwin, J. M. (1896). A new factor in evolution. *The American Naturalist*, 30, 441-451.
- Piaget, J. (1979). *Behaviour and evolution* (D. Nicholson-Smith, Trans.). London: Routledge & Kegan Paul. (Original work published 1976).
- Simpson, G. G. (1953). The Baldwin Effect. *Evolution*, 7, 110-117.
- Weber, B. H. & Depew, D. J. (Eds.). (2003). *Evolution and learning: The Baldwin Effect reconsidered*. Cambridge, MA: Bradford/MIT Press.

### **Gestalt psychology**

- Wertheimer, M. (1912). *Experimental studies of the perception of movement*.  
(Considered to be the founding article for Gestalt psychology. The article described the Phi phenomenon).

### **Neuropharmacology**

- Cooper, J., Bloom F., & Roth, R. (1996). *The biochemical basis of neuropharmacology*. Oxford [Oxfordshire]: Oxford University Press. ISBN 0-19-510399-8.

### **Occupational health psychology**

- Everly, G. S., Jr. (1986). An introduction to occupational health psychology. In P. A. Keller & L. G. Ritt (Eds.), *Innovations in clinical practice: A source book, Vol. 5* (pp. 331-338). Sarasota, FL: Professional Resource Exchange.
- Frese, M. (1985). Stress at work and psychosomatic complaints: A causal interpretation. *Journal of Applied Psychology*, 70, 314-328.
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### **Personality psychology**

- Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50*, 370-396. (In this paper the Maslow's hierarchy of needs was described. Online version).

### **Phenomenology**

- Boss, M. (1984). *Existential foundations of medicine and psychology*. Northvale, NJ: Jason Aronson. ISBN 1-56821-420-0.
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- Straus, E. (1982). *Man, time and world*. NJ: Humanities Press.
- Straus, E. (1963). *The primary world of the senses*. New York: Free Press of Glencoe.
- van den Berg, J. H. (1973). *A Different Existence*. Pittsburgh: Duquesne University Press.

### **Psychophysics**

- Green, D. M., & Swets J. A. (1966). *Signal Detection Theory and Psychophysics*. New York: John Wiley & Sons Ltd.

### **Social psychology**

#### **Classic Readings on Prejudice and Intergroup Relations**

- Allport, G.W. (1954). *The nature of prejudice*. New York: Doubleday.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.). *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks/Cole.