

PSYCHOLOGY A01Y

Section L01

Fall 2001

Class: MWF 9:00-10:00 AM

Location: UTSC Pavilion

Professor: Colin MacLeod

Office: S-559

Phone: 416-287-7439

Office hours: Fri 10:00-12:00 AM
or by appointment

Course TA: Daryl Wilson

Office: S-567B

Office hours: Thur 10:00-12:00 AM

Website: <http://www.uts.utoronto.ca/~intropsych>

e-mail: intropsych@uts.utoronto.ca

Textbook: *Psychology: The Science of Behaviour* (2nd Canadian edition)
Carlson, Buskist, Enzle, & Heth

Respect, courtesy, and co-operation in the classroom:

1. Please be on time for class. It is very disruptive for everyone to have people walking in late and trying to find a seat.
2. Please do not talk in class. This disturbs the people around you and is inconsiderate. If someone is talking and disturbing you, please feel free to ask them to be quiet.
3. I would be grateful if you would not try to talk with me before class when I'm getting ready. I am happy to talk with you after class.
4. Come and talk with me during office hours or make an appointment; I'm happy to chat and to answer your questions.

Advice for doing well in the course:

1. Attend lectures. The material will make a lot more sense and it really helps to take part in the demonstrations, too. Learning works best when you are actively involved.
2. Try to keep up with the readings, as shown on the syllabus. There is a lot to cover, so you do not want to fall behind. Readings make a lot more sense if you do them in conjunction with the lectures, plus any problems you encounter are more obvious.
3. In large classes, students tend not to ask questions. This is a bad practice. If there is something you do not understand (or want to know more about), please put up your hand and ask. Often, other students were wondering the same thing!

Exams:

1. Because of the huge size of this course (3 sections of about 300 students each), it is an "all exams" course. Do not wait until the last minute to study: Distributing your study over the term is much better than "cramming" – you'll actually spend less time studying and get more out of it if you study regularly throughout the term.
2. Exams are difficult to reschedule, so we only do that in the event of a legitimate problem, which requires documentation (e.g., a doctor's note). For exams, please be sure to be on time (or a little early), and bring a couple of soft-lead pencils with you. Budget your time carefully; come back to difficult questions later. Answer every question on the exam (each question has only one correct answer), even if you have to guess (there is no penalty for guessing).
3. The first exam, covering Chapters 1-6 and the corresponding lectures, will take place sometime in the week of November 5. The exact time and place are not yet known. Please be aware that the exam *could* be Friday evening or Saturday.

PSYCHOLOGY 401Y - L01
2001 First Term Syllabus

WEEK	Monday	Wednesday	Friday	READINGS
Sep 10-14	Introduction	What is Psychology?	Correlational Methods	Chapter 1
Sep 17-21	Correlations	Experiments: I	Experiments: II	Chapter 2 (pp. 24-42)
Sep 24-28	Descriptive Statistics	Inferential Statistics	Meaning of Research	Chapter 2 (pp. 42-53)
Oct 1-5	Evolution	Heredity & Behaviour	Sociobiology	Chapter 3
Oct 8-12	THANKSGIVING	Nervous System	Neuron & Synapse	Chapter 4 (pp. 86-107)
Oct 15-19	Brain: I	Brain: II	Classical Conditioning	Chapter 4 (pp. 107-126)
Oct 22-26	Operant Conditioning	More on Learning	Ethology	Chapter 5
Oct. 29 – Nov. 2	Visual Sensation	Auditory Sensation	The Senses	Chapter 6
Nov 5-9	Brain and Vision	Visual Perception: I	Visual Perception: II	Chapter 7
Nov 12-16	More on Perception	Attention	Consciousness	Chapter 9 (pp. 274-291)
Nov 19-23	Sleep & Dreaming	Hypnosis	Working Memory	Chapter 9 (pp. 291-303)
Nov 26-30	Encoding into Memory	Retrieval from Memory	Forgetting & Amnesia	Chapter 8
Dec 3-7	The Big Picture	STUDY BREAK	STUDY BREAK	none

SECTION L02

(Fall Term, 2001-2002)

PSY A01Y3 Web Page: <http://utsc.utoronto.ca/~intropsych/>

E-mail regarding PsyA01 should be directed to: intropsych@utsc.utoronto.ca

The T.A. for this course, Daryl, can be reached in room S-567B on Thursdays from 10-12

MEETINGS

Tues.2-4, Thurs. 2-3

Office Hours: Tues.10-12, Thurs. 1-2

INSTRUCTOR

Prof. Marilyn Smith

Office: S531 Phone: 287-7409

e-mail:smith@utsc.utoronto.ca

1. **General Introduction to Psychology:** Chapt. 1 & 2
2. **Questions Psychologists Ask** Chapt. 16

You, as students, have so many interesting and important questions to ask. Yet psychologists are asking questions such as "Will depriving a very young rat of food affect his later behaviour?" Is this relevant to understanding important issues in *human* behaviour? To better understand how it is that psychologists ask the kind of questions they do, we will look in some detail at the question, "Why does one's personality change when under stress?"

- a) Stress and affiliation
- b) Stress and learning
- c) Stress and psychosomatic illness
- d) Experimental neuroses
- e) Childhood stress and adult personality

3. **Mental Disorders**

Freud and Psychoanalytic theory, Chapt. 14, pp.464-472

The nature and causes of mental disorders, Chapt. 17

Treatments of mental disorders, Chapt.18

4. **Biology of Behaviour** Chapt. 4 & 9

Underlying all behaviour is the functioning of the brain and nervous system. We will consider how behaviour is related to brain function.

5. **Learning and Behaviour** Chapt. 5

To adapt to the demands of a changing environment, organisms must be able to profit from past experiences. Two basic relationships are essential for successful adaptation: Prediction of a future environmental event on the basis of a prior event (**classical conditioning**) and prediction of the environmental consequences which follow from given responses on their part (**operant conditioning**).

6. **Memory and Human Cognition** Chapt. 8

The study of memory involves the question of how knowledge is stored, retained and retrieved. We will examine procedures used to investigate the cognitive organization of information.

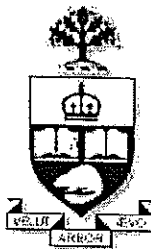
Material from text to be covered on 1st term exam

<u>Topic</u>	<u>Text Chapter</u>
The Science of Psychology	1
Ways and Means of Psychology	2
Personality	14, pp.464-472
Life-style, Stress, and Health	16
The Nature and Causes of Mental Disorders	17
The Treatment of Mental Disorders	18

Material from text to be covered on 2nd term exam (plus chapt. From Prof. Kennedy)

Biology of Behavior	4
Learning and Behaviour	5
Memory	8
Consciousness	9

Visit the Psychology Handbook @ [www. http://www.scar.utoronto.ca/~lifesci/psych-handbook/](http://www.scar.utoronto.ca/~lifesci/psych-handbook/)



Introduc

Psychology

Section
ZAKZANIS

PsychA01

Tuesday's 7-10pm

Room: TBA

Professor Konstantine K. Zakzanis

Office: S-wing 564

Office Hours: Tuesday 5-6pm

TA: Daryl Wilson

Office hours room: S567B

Office Hours: Thursday 10-12

E-mail: intropsych@utsc.utoronto.ca

PSYCHOLOGY?

In this course, we consider psychology as a science—a science with a special focus on behaviour. The primary emphasis is on discovering and explaining the causes of behaviour. Of course, we shall describe the applications of these discoveries to the treatment of mental disorders and the improvement of society, but the focus will be on the way psychologists discover the facts that make these applications possible.

The word psychology comes from two Greek words, PSUKHE, meaning “breath” or “soul,” and LOGOS, meaning “word” or “reason.” The modern meaning of PSYCHO- is “mind” and the modern meaning of -LOGY is “science”; thus, the word PSYCHOLOGY literally means “THE SCIENCE OF THE MIND.” But this is a little bit misleading. As the title of this course says, and as

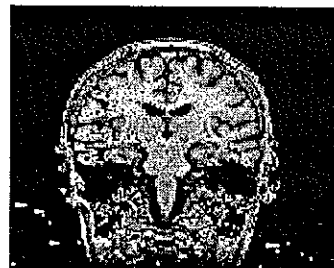


Figure 13
Franz Josef Gall (1758–1828)

I just implied, psychology is the science of BEHAVIOUR. The difference can be traced to the way psychologists have thought about the mind. Early in the development of psychology, people conceived of the mind as an independent, free-floating spirit. Later, they described it as a characteristic of a functioning brain whose ultimate function was to control behaviour. Thus, the focus turned from the mind, which cannot be directly observed, to behaviour, which can. And because the brain is the organ that both contains the mind and controls behaviour, psychology very soon incorporated the study of the brain.

The ultimate goal of research in psychology is to understand human behaviour: to explain why people do what they do. Different kinds of psychologists are interested in different kinds of behaviours and different levels of explanation. Not all of them study humans; some conduct research using laboratory animals or study the behaviour of wild animals in their natural habitats. Research using animals has provided many insights into the factors that affect human behaviour.

How do we, as psychologists, provide an “explanation” of behaviour? First, we must describe it. We must become familiar with the things that people (or other animals) do. We must learn how to categorize and measure behaviours so that we can be sure that different psychologists in different places are observing the same phenomenon. Next, we must discover the causes of the behaviour we observe—those events responsible for its occurrence. If we can discover the events that caused the behaviour, we have “explained” it. Events that cause other events (including behaviour) to occur are called causal events.



Different psychologists are interested in different behaviours. For example, one psychologist might be

interested in how vision is coordinated with movement and another might be interested in courtship. Even when they are interested in the same behaviour, different psychologists might study different categories of causal events, what was referred to earlier as different “levels of explanation.” Some

look inside the organism in a literal sense, seeking physiological causes, such as the activity of nerve cells or the secretions of glands. Others look inside the organism in a metaphorical sense, explaining behaviour in terms of hypothetical mental states, such as anger, fear, curiosity and love. Still others look only for events in the environment (including things that other people do) that cause behaviours to occur.

In short, this course is a survey course meant to give you this "big picture" of the various approaches that have been used, and the major findings that have come, so far, from each approach. As one of my colleagues has stated, it is essentially a "best of" psychology course. By the end of the course you should have a good idea of what kinds of psychology you like, what kinds you don't like, and whether you want to pursue psychology in more detail.

Required Text: Carlson, N. R., Buskist, W., Enzle, M. E., & Heth, D. C. (2002). *Psychology*. Toronto: Pearson Education Canada.

Evaluation: 3 Midterm examinations worth 20% and a common final examination worth 40%. More specifically, each midterm examination will include 50 questions of five-alternative multiple choices. The final common examination is a 100 question five alternative multiple-choice exam that covers all 18 chapters of the text—and the questions come from the text only. All 3 sections of the course write this same final exam on the same day as your third mid-term.

NOTE: If a lecture is missed or cancelled, for any conceivable reason, the chapter content will still be included on the examination.

LINK TO LECTURE OVERHEADS

I do not like lecturing to the tops of student's heads ... I prefer to have them listening, thinking, and maybe even asking some questions while I lecture. In the hopes of promoting such behaviour, I make skeleton versions of all my notes available prior to the relevant classes. This allows you to print off these skeletons and bring them to class. Then, during class, all you have to do is add the meat ... less note-taking and therefore more time to listen.

**** The lectures are saved as powerpoint presentations. If you have powerpoint, you should be able to read them. If you don't have powerpoint, then you can download a powerpoint viewer at the following website:**

<http://office.microsoft.com/Downloads/2000/Ppview97.aspx>

September 11 Introduction and Welcome

September 18 “The Science of Psychology” (Chapter 1)

[Link to Lecture Overheads](#)

September 25 “The Ways and Means of Psychology” (chapter 2)

[Link to Lecture Overheads](#)

October 2 “Biology of Behaviour” (chapter 4)

[Link to Lecture Overheads](#)

October 9 “Biology of Behaviour” (chapter 4)

[Link to Lecture Overheads](#)

October 16 “Learning and Behaviour” (chapter 5)

[Link to Lecture Overheads](#)

October 23 “Sensation” (chapter 6)

[Link to Lecture Overheads](#)

October 30 “Perception” (chapter 7)

[Link to Lecture Overheads](#)

November 6 Mid-Term Examination (worth 20% of your final grade)

You will be tested on chapters 1, 2, 4, 5, 6, & 7

November 13 “Memory” (chapter 8)

[Link to Lecture Overheads](#)

November 20 “Consciousness” (chapter 9)

[Link to Lecture Overheads](#)

November 27 “Language” (chapter 10)

[Link to Lecture Overheads](#)

Happy Holidays

January 9 "Intelligence and Thinking" (chapter 11)

Link to Lecture Overheads

January 15 "Intelligence and Thinking" (chapter 11)

Link to Lecture Overheads

January 22 "Motivation and Emotion (chapter 13)

Link to Lecture Overheads

January 29 "Personality" (chapter 14)

Link to Lecture Overheads

February 5 Mid-Term Examination (worth 20% of your final grade)

You will be tested on chapters 8, 9, 10, 11, 13, & 14

February 12 "Social Psychology" (chapter 15)

Link to Lecture Overheads

February 19 **Reading Week. No classes held.**

February 26 "Lifestyle, Stress, & Health" (chapter 16)

Link to Lecture Overheads

March 5 "The Nature and Causes of Mental Disorders" (chapter 17)

Link to Lecture Overheads

March 12 "The Nature and Causes of Mental Disorders" (chapter 17)

Link to Lecture Overheads

March 19 "The Treatment of Mental Disorders" (chapter 18)

Link to Lecture Overheads

March 26 "The Treatment of Mental Disorders" (chapter 18)

Link to Lecture Overheads

April 2 Review

Final examination period.

You will have 2 examinations scheduled on the same day, both your final mid-term and your final common examination.

April 15-May 2 For your final mid-term (worth 20% of your grade) you are responsible for the following *chapters: 15, 16, 17, & 18*

For your Final Common Examination (worth 40% of your grade) you are responsible for each and every chapter to be found in your textbook (that is, *chapters 1-18*). Whether we covered a particular chapter or not, the Final Common Examination will include questions taken from each and every chapter.

Volunteers Needed

For Brain Imaging and Neuropsychological Studies

[Click Here for More Information](#)

*NOTE: Students with a disability/health consideration are encouraged to approach me and/or the AccessAbility Services Office @287-7560. They can also drop by the office, S302B, inside the Resource Centre. The Coordinator is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.