

Psychology 1010

Course website: ron-sheese.squarespace.com/blog

General Description

Psychology 1010I is an introduction to the academic study of psychological phenomena. The course emphasizes the historical and cultural origins of the constructs, methods, and purposes associated with contemporary Psychology. Psychologists differ among themselves about the appropriate purposes of Psychology and about the appropriate constructs and methods to adopt in order to achieve those purposes. In this course we consider, in particular, the differences associated with a natural science versus a human science approach to psychological study. Among the constructs examined are learning, personality, and psychological disorders. Among the methods are experimental, survey, naturalistic and hermeneutic methods. And the competing purposes considered are based in a variety of conceptions of Psychology, including Psychology as a basic science, Psychology as a healing technology, and Psychology as a discipline dedicated to the resolution of social problems (poverty and racism, for example)

You will be expected to attend classes, to complete the assigned readings and exercises on time, and to participate in small-group discussions of the course material.

Course Director Ron Sheese - [Department of Psychology](#) and Writing Department

[Email : rsheese@yorku.ca](mailto:rsheese@yorku.ca)

S329 Ross Building

(416) 736-2100, ext. 20363

Tutorial Leaders

All of the tutorial leaders are currently completing doctoral degrees in York's Department of Psychology. Eric, Patric, and Jacy are specializing in the history and theory of psychology; Genevieve is specializing in clinical psychology.

Eric Oosenbrug, eric.at.york@gmail.com

Patric Plesa, patricpleasa@rogers.com

Genevieve Vrana, gvrana@yorku.ca

Jacy Young, jlyoung@yorku.ca

Required Reading

Allport, G. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven: Yale University Press.

Butt, T. (2004). *Understanding People*. New York: Palgrave Macmillan.

Cosgrove, L. & Flynn, C. (2005). Marginalized mothers: Parenting without a home. *Analyses of Social Issues and Public Policy*, 5, 127-143.

Damasio, A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. Orlando: Harcourt

DeLache, J. S., Miller, K. F. & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science*, 8(4), 308-313.

Dixon, J., Durrheim, K., & Tredoux, C. (2005). Beyond the Optimal Contact Strategy: A reality check for the contact hypothesis. *American Psychologist*, 60, 697-711.

Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. New York: Basic Books. [Chapter 6 only]

Kahneman, D. (August 13, 2013). *Thinking fast and slow*. A Seminars about Long-term Thinking podcast. San Francisco: The Long Now Foundation.

Kukla, A., and Walmsley, J. (2006). *Mind: A historical & philosophical introduction to the major theories*. Indianapolis: Hackett.

Malcolm, L. (June 3, 2012). Behind the shock machine. An All in the Mind podcast. Australia: ABC's Radio National.

McLeod, S. (2007). Perception theory. *Simply Psychology*.

Murdoch, S. (2007). *IQ: A smart history of a failed idea*. Hoboken, NJ: Wiley.

Sheese, R. (2013). *Introduction to Psychology*. Dubuque, IA: Kendall-Hunt.

Zimbardo, P. (1999-2013). *Stanford Prison Experiment: A Simulation Study of the Psychology of Imprisonment Conducted at Stanford University*.

Course Reading Schedule

You are encouraged to read the assigned course material prior to the lecture which addresses that material and to review it again prior to the tutorial which follows.

Course Format

The course meets on Wednesday and Friday mornings. The Wednesday meetings begin at 8:30 and are typically devoted to two 50-minute lectures (separated by a 10-minute break) on the readings assigned for that day. The exceptions are the two Wednesdays for which exams are scheduled (Exam 1 on Nov. 6, and Exam 3 on Feb. 26). Friday mornings are used for 50-minute tutorial meetings, half of which take place from 8:30 to 9:20 and the other half from 9:30 to 10:20. [During the first week of classes you will be assigned to a tutorial, given the time and location of your tutorial meeting, and introduced to your tutorial leader.]

Each tutorial is composed of about 25 students and these tutorial groups frequently divide into smaller groups to discuss aspects of the lectures, readings and assignments. Discussion questions are provided for most readings in advance. As a means for you to document your preparation for participating in the tutorial discussion, tutorial leaders will frequently ask you to write brief responses to one or more questions before the tutorial meeting. You will typically be asked to share these "response papers" with other students in your tutorial by means of the "Dialogue Forum," an online discussion board.

All students participate in a group inquiry project related to the course material. Five-person teams formulate a psychological question and compile a set of resources for study of the question. The resources might include, for example, books, articles, films, websites, activities to pursue, and physical locations to visit. Your group will annotate the resources you collect to indicate the relevance of each item to the question of interest. All of the annotated resource lists are presented in the context of a WIKI and made publicly available on the internet at the conclusion of the course. The project is completed in stages with deadlines for completion of each stage.

The Dialogue Forum is available for students who wish to engage in further discussion than is permitted by the time constraints of the course meetings.

Course Evaluation

Course work will be evaluated in each of the following categories and weighted as indicated in assigning the final mark:

10% Tutorial attendance

10% Tutorial assignments

20% Group inquiry project (April 7)

10% Exam 1 (November 6)

15% Exam 2 (TBA in exam period, December 10 - 23)

15% Exam 3 (February 26)

20% Comprehensive final exam (TBA in exam period, Apr 8 – 24)

The York University grading system, including the generic letter grade definitions used in the system, is described in the University Calendar.

Undergraduate Discussion Facilitators

Several undergraduate students who have completed Introductory Psychology with me in previous years will be attending lectures and tutorials to assist in facilitating class discussion and to act as a general resource for students in the course. The Facilitators this year are: Ernest Boakye, Helena Brown, Heather Buckmire, Lotoya Campbell, Josh Cohen, Talieh Jahanfar, Shoni Harel, Marie Hooper, Dorothy Hseih, Arash Kamran, Jessica Khoury, Natalia Kisenkov, Amrit Lall, Jasmela Murati, Fatemeh Nejad, and Justin Ramdewar.

HealthAid Network

The HealthAid Network is a Faculty of Health initiative designed to support academic success and encourage student involvement in university life, while building student leadership abilities. It is a peer-mentorship program offered in first year courses in all programs within the Faculty of Health, including the Introductory Psychology courses. We have two representatives of the HealthAid Network enrolled in the class, Afifa Asif and Denise Passanha. From time to time they will make announcements in class about HealthAid Network events and will provide tips for academic success.

