FALL 2009: Psychology of Learning & Cognition (Psy 5012)

Lecturer: Professor J. Bruce Overmier
Office: N-258 Elliott Hall
Office Hours: by appointment (contact by phone or email to set)
(BUT **NOT** 3:30-6 on Mon, 11-3:30 on Tues, 2:00-5:30 Wed, nor 4-6 Thurs, because I have classes/seminars at those times)
Phone: 612-625-1835, also voice mail at same number
E-mail: psyjbo@umn.edu. E-mail is the most convenient and reliable way to reach me.

TA for lectures/exams/writing/papers: Ms. Sheila Frankfurt
Ms. Frankfurt is a graduate student who has previously taken this course and is familiar with all aspects. She also prepares some of the exam items.

Frankfurt's office hours will be Wednesday from 2-3pm in N456.
However, if that time doesn't work for you, she is willing to schedule individual office hours at other times.

Her e-mail: fran0695@umn.edu
Office Phone: 612-624-1591; Cell: 952.994.9268. At either, please leave a message.

WEBSITE for registrants: All required readings and several of the optional readings are available through the course website on "Webvista" (formerly WebCT). The page can be accessed through the following website:

Students should find the course website on their myu.umn.edu homepage under the "Courses" tab; all of your course websites should appear on the left-hand column next to the body of the webpage. Otherwise students can log into the main webvista page (https://www2.webvista.umn.edu/).

Text:

Domjan, M. (2006). The Principles of Learning & Behavior: Active Learning Edition. [Sixth Edition], Thomson/Wadsworth.

Available either has paper text or e-book: (try)

http://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catAdvancedSearch&OP=search&fieldName=All&fieldValue=domjan&fromSearch=true

Useful Older Resource/ Background Texts:

Schwartz, B., Wasserman, E.A., & Robbins, S.J. (2002). *Psychology of Learning and Behavior*. (5th edition). Norton.

Klein, S.B. (1996). *Learning: Principles and Applications*. (3rd edition) McGraw Hill.

Bitterman, M.E., LoLordo, V.M., Overmier, J.B., & Rashotte, M.E. (1979). *Animal Learning: Survey and Analysis*. Plenum NATO Advanced Life Sciences Series.

Mackintosh, N.J. (1974) *The Psychology of Animal Learning*. Academic Press.
(This book is most encyclopedic in its coverage and provides detailed analysis of historically important arguments. It is THE book to which graduate students should routinely refer for solid historical foundations on issues.)

Supplementary Readings:

A set of supplementary non-text readings is included in the course syllabus.
These non-text readings are integral to the course. These can be found at the course website, in the library on the shelves (Diehl Hall Biomedical Library is best, I think), and some may be accessible on-line via the library.
(Additional readings not on the present list may be assigned if it seems to me appropriate to do so.)

Exams:

MQ: November 2, 2009 (1 hour) (followed by lecture/presentation)
Covers classes 1-7 and assignments 1-7. (about a third of course grade)

Final: December 21, 2009, 6:30-8:30pm (2 hours)
Coverage. The final will have two components:
(a) one half of the exam will cover assignments classes 8b-14 and assignments 8-14. (about a third of course grade)
(b) one half of the exam will cover the whole course all weeks and all assignments —that is it is the cumulative portion. (about a third of course grade)

These will constitute the total of examinations for the course.

The examinations will contain multiple choice items and short essay items. Sample items will be posted on the web.

The course typically has lectures, films, and readings in the text and in journals. **All** are covered on the exams. About ½ of each exam is devoted to the classroom presented materials, while about ½ is devoted to the text and readings.

Term Paper:

Undergraduates and graduate students are treated differently as regards a term paper.

Undergraduate students are **NOT required nor expected** to write a term paper. However, for undergraduates, a term paper *is* an **option** they may choose, and it may modulate the earned course grade. It can modulate the grade up, down, or not at all. If the paper is very good to excellent, it can increase your earned test grade; if very poor, it can decrease your grade; if average, it will have no effect on your grade. Not choosing this option of a paper has **no** effect on your earned grade.

Graduate students or those seeking graduate credit are **REQUIRED** to write a paper. If the paper is very good to excellent, it can increase your earned test grade; if poor, it can decrease your grade; if average, it will not alter your earned grade.

The term paper text is expected to have essentially two parts:

(a) an analytical review of an issue related to one of the topics of **this** course (about 5-10 pages text), and

(b) a proposal for an experiment that could answer an interesting question--empirical or theoretical--that arises from your prior analytic review (about 5-10 pages text). The proposed experiment should flow from the review, and reflect good experimental design and the paper should explain how the data obtained would address the issue at hand.

An appropriate reference list should be attached.

I have set "benchmark" steps and due dates to help you produce a suitable paper:

(1) A tentative proposed title and a 150 word description of topic and one sample reference. Due at class, October 26.
The TA and I are available to discuss possible topics and focus; the proposed paper topic must link to issues in learning and the literature for this course.

(2) Preliminary outline and all planned references.
Due at class, November 16.

(3) Final review plus the proposed experiment, references, etc., all in APA style (i.e., the completed paper).
Due at beginning of class, December 14.

Cite your sources. In accordance with generally accepted principles for good academic behavior, your term paper must reflect your own work; plagiarism is completely unacceptable and represents academic misconduct; it will be dealt with as such.

Possibly useful references if you have never done this before:
Writing a review:
http://depts.washington.edu/psywc/handouts/pdf/litrev.pdf
http://www.psych.utoronto.ca/users/reingold/courses/resources/handouts_apa/Bem-WritingReviewArticle.pdf
http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm

Designing an experiment:
http://norvig.com/experiment-design.html
http://www.tulsa.oklahoma.net/~jnichols/Experiment.html

Thouless, Robert H. (1953), Design of psychological experiments.,British Journal of Psychology. Vol 44, 18-23.

Academic Misconduct:

Academic misconduct is defined by the university. It specifically includes plagiarism and cheating on exams. These are unfair to your fellow students and are a failure to respect yourself. Plagiarism and cheating on the examinations (such as trying to copy another's answers on an exam) or having crib notes or phoned in answers or-- well you get the idea --will typically automatically yield a failing grade. Other forms of cheating on an exam have the same consequences.

Course Grade:

Grade is based upon total points earned plus any modulating effect of your paper, if any. The final exam has a cumulative component.

Grading is not on an absolute curve with a required percentage of A's, B's, C's, D's, and F's. Indeed, I would be pleased if everyone in the class earned an "A". But, it must be earned; typically this means earning approximately >80% of total points [It is also possible for everyone to get an "F", although I cannot imagine anything like that happening; typically this would be <30% of total points.]

Required for an S grade is exam performance of C.

NB: The course outline in the syllabus is a tentative outline. I may change things a little. It is estimated that we will cover about one to two topics per week. **Please pace your reading accordingly**. The assigned reading is about 45-50 pages per week (as per the course guide).

Relation of Lectures to Text:

My lectures will generally but not always parallel the reading assignments in the text. This does not mean I will be lecturing to you from the text. Indeed, I will cover some topics in lecture not covered in the text. Many of the lectures are aimed at providing you with analytic tools and guides for analyses of experiments or issues in the psychology of learning that are not provided by any text. It is possible that sometimes what I say in lecture may not fully agree with the text. Some assigned topics covered in text/reading will not be covered at all in lecture, but they will be covered by the exams.

To get the most out of lectures, you should read the weekly assignments BEFORE class.

A FINAL COMMENT:
<u>PLEASE</u> TURN OFF YOU CELL PHONES WHILE IN CLASS.
(Thank you.) And please, no texting or surfing during class. To do these things, please leave the room.

Psychology 5012 (2009): Tentative Course Outline and Reading Assignments

There are two kinds of readings: text and primary sources. The reading of primary sources is important to your sense of the material and to understanding of research foundations of text.

* * Required text reading (i.e., covered on exams)
* # Required supplementary reading (i.e., covered on exams)
* - Other articles listed are useful background reading (especially for graduate students) for the inquiring student; often these link to the lecture.

Some of the assigned supplementary readings are available at the course website, on-line through the University library by citation ,and/or accessible from university computers using the internet browser and the URL provided. [Lib/URL]

Those not available on-line can often be found by going to the library.

To get the most out of lectures, you should read the weekly assignments BEFORE class.

Week 1/ Assignment 1: 9/14/09

General introduction to course, requirements, paper, and exams.
General information about the course content and it orientation

Why we should care about learning. Is what you know true? Historical antecedents.

#Azar, B. (1999). Classical conditioning could link disorders and brain dysfunction, researchers suggest. APA Monitor on Psychology, March, p17.
(Those old paradigms still can contribute to human welfare. Also see readings for week 14.)

Dingfelder, S. (2006). Nix the tics. APA Monitor on Psychology. December, p 18-19.

*Text Ch 1

#Watson, J.B. (1913) Psychology as the behaviorist views it.
Reprinted in:
Psychological Review, 1994, 101, 248-253. [an abridged form of the original]

-Domjan, M. (1987). Animal learning comes of age. American Psychologist, 42, 556-564.
-Domjan, M., & Purdy, J. (1995). Animal research in psychology. American Psychologist, 50, 496-503.
-Stam, H.J., & Kalmanovitch, T. (1998). E.L. Thorndike and the

origins of animal psychology. American Psychologist, 53, 1135-1144. [This in one article in a series of 4 on Thorndike's place in behavioral science.]

Basic methodological and interpretive issues. Central status of behavior change in psychology of learning. Definition of learning. Elements of learning.

#Wasserman, E. (1984) Animal intelligence: Understanding the minds of animals through their behavioral "ambassadors". In H.L. Roitblat et al. *Animal Cognition*. Erlbaum. Pp 45-60.

-MacCorquodale, K., & Meehl, P.E. (1948) On a distinction between hypothetical constructs and intervening variables. Psychological Review, 55, 95-107.
-MacPhail, E. (1987) Comparative psychology of intelligence. Behavioral and Brain Sciences,10, 645-656. [The interested student may also want to read the "Commentaries" that follow this paper. To do so you must refer to the journal directly.]

Week 2: 9/21/09

Non-associative processes.

*Text Ch 2
#Solomon, R.L. (1980) The opponent process theory of acquired motivation: The costs of pleasure and the benefits of pain. American Psychologist, 35, 691-712.

(but graduate students should in addition read Solomon & Corbit below)

-Solomon, R.L., & Corbit, J.D. (1974) An opponent-process theory of motivation. Psychological Review, 81, 119-145. [This is a key paper the interested student will find worth reading.]
-Wagner, A. R. (1979) Habituation and memory. In A. Dickinson & R. A. Boakes (eds), Mechanisms of learning and motivation. Erlbaum. Pp 53-82.
-Also see Church (1964) under week 10.

Week 3: 9/28/09
Paradigms in study of of learning. Classification schemes.

Bitterman, M.E. (1962) Techniques for the study of learning

in animals: Analysis and classification. Psychological Bulletin, 1962, 59, 81-93.

(or)

-Bitterman, M.E. (1966) Animal learning. In J.B. Sidowski, Experimental Methods and Instrumentation in Psychology. McGraw Hill. Pp 451-469. (better than above if you care about the actual devices used to study learning of different types.)

-Catania, A.C. (1971) Elicitation, reinforcement, and stimulus control. In R. Glaser (ed), The Nature of Reinforcement. Pp 196-220. Academic Press.

-Grant, D.A. (1964). Classical and Operant conditioning. In A.W. Melton (Ed.), Categories of Human Learning. Chapt 1, Pp3-30.

-Woods, P. J. (1974) A taxonomy of instrumental conditioning. American Psychologist, 29, 584-597.

Week 4: 10/5/09

Pavlovian conditioning: Elements, description, and principles.

*Text Ch 3

#Pavlov, I.P. (1906) The scientific investigation of psychical faculties. Science, 24(620), 613-619. (starts at bottom right of p. 613.)

#Hollis, K.L. (1997) Contemporary research on Pavlovian conditioning. American Psychologist, 52, 956-965.

-Pawlik, K. (1997) To the memory of Ivan Petrovich Pavlov (1849-1936). European Psychologist, 2, 91-86. (One in series of articles on Pavlov's influence.)

-Rescorla, R.A. (1967) Pavlovian conditioning and its proper control procedures. Psychological Review, 74, 71-80.

-Turkhan, J. (1989) Classical conditioning: The new hegemony. Behavioral and Brain Sciences, 12, 121-136. (The "Commentaries" following will be of interest to graduate students.)

-Pavlov, Ivan P. (1927). *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex* (G. V. Anrep, Trans.). (Original work published 1927; should read a bit to see how Pavlov did his research and thought about it.)

Biological constraints on what is learned.

#Linwick, D., et al. (1981) On inferring selective associations: Methodological issues. Animal Learning and Behavior, 9, 508-512.

-Shettleworth, S. J. (1972) Constraints on learning. In D. S. Lehrman et al., Advances in the Study of Behavior, 4. Academic Press. Pp 1-68. [A most insightful paper.]
-Seligman, M.E.P. (1970) On the generality of the laws of learning. Psychological Review, 77, 406-418.
-Logue, A. (1979) Taste aversion and the generality of the laws of learning. Psychological Bulletin, 86, 276-296. [Also see Spiker, Psychol. Record, 27, 753-769.]
-Hull, C.L. (1945) The place of innate individual and species Differences in natural science theory of behavior. Psychological Review, 52, 55-60.

Week 5: 10/12/09

Conditioning: What is learned? Theories and divergent perspectives. Contiguity, contingency, and the laws of association.

*Text Ch 4
#Rescorla, R.A. (1988) Pavlovian conditioning: It's not what you think it is. American Psychologist, 43, 151-160.

-Rozeboom, W. (1958) What is learned?-An empirical enigma. Psychological Review, 65, 22-33.
-Rescorla, R.A. (1969) Pavlovian conditioned inhibition. Psychological Bulletin, 72, 77-94.
-Gibbon & Balsam, (1981) Spreading association in time. In C.M. Locurto, et al., Autoshaping & Conditioning Theory. Academic Press. Pp 143-168.
-Gallistel, C.R., & Gibbon, J. (2000). Time, rate, and conditioning. Psychological Review, 107, 289-344.
-Rescorla & Wagner, (1972) A theory of Pavlovian conditioning. In A H Black & W F Prokasy (eds), Classical Conditioning II: Current Research and Theory. Academic Press. Pp. 64-99.
[The initial presentation of a "theory" that dominated the psychology of learning for 25 years.]

Week 6: 10/19/09

Thorndikian training: Elements, description, and principles.

*Text Ch 5
#Thorndike, E.L. (1998/1898) Animal intelligence: An experimental study of the associative processes in animals. [*an excerpt*] American Psychologist, 53, 1125-1127. (This appears in a series of papers on Thorndike).

-Chance, P. (1999). Thorndike's Puzzle Boxes and the origins of the experimental analysis of behavior. Journal of the Experimental Analysis of Behavior, 72, 433-440. [This is one article in an adjacent series of six on Thorndike's place in behavioral science.]
-Thorndike, E.L. (1898) Animal intelligence. Psychological Review (Monograph Supplements), 2, no.4 (Whole number 8). [This is also available in Throndike's book, "Animal Intelligence", published in 1911.] also see: [http://psychclassics.yorku.ca/Thorndike/Animal/]

Week 7: 10/26/09

For those doing papers for graduate credit, turn in proposed paper title, topic description, and sample reference.

Reinforcement: Theoretical issues.

*Text Ch 7.

#Church, R.M. (1964) Systematic effects of random error in the yoked control design. Psychological Bulletin, 62, 122-131. (This is an important methodological issue.)

-Wilcoxin, H.C. (1969). Historical introduction to the problem of reinforcement. In J.T. Tapp (ed), Reinforcement and Behavior, Pp 2-46. Academic Press.
-Tapp, J. (1969). Current status and future directions. In J.T. Tapp (ed), Reinforcement and Behavior, Pp 387-416. Academic Press.
[These two papers in the Tapp volume provide a terrific summary.]

-Skinner, B.F. (1958) Reinforcement today. American Psychologist, 13, 94-99.
-Iversen, I. (1992) Skinner's early research. American Psychologist, 47, 1318-1328.

-Spence, K. (1958). A theory of emotionally based drive and its relation to performance. American Psychologist, 13, 131-141.

Week 8: 11/2/09

a) Mid-Quarter Exam 1: about 36 pts (e.g., ~27 MC items and ~2-3 short essay items of 3 pts each). 1 hour only.

b) Continuation of course materials after MQ Exam. Ms. Frankfurt.

Choice Behavior.

#Tobin, H., & Logue, A. W. (1994). Self-control across species (Columba livia, Homo sapiens, and Rattus norvegicus). Journal of Comparative Psychology. 1994 Jun Vol 108(2) 126-133

*Text Ch 6.

Week 9: 11/5/09

Maintenance of behavior and extinction.

*Text Ch 9.
#Carpenter, S. (2001). When at last you don't succeed… Monitor on Psychology, 32,70-71.

#Capaldi, E.J. (1971) Memory and learning: A sequential view. In W. Honig & P. James, Animal Memory. Academic Press Pp 115-124 and 149-151. (an excerpt of a much bigger article)

-Amsel, A. (1958) The role of frustrative nonreward in noncontinuous reward situations. Psychological Bulletin, 55, 102-119.
-Amsel, A. (1972) Behavioral habituation, countercondition-ing and a general theory of persistence. In A.H. Black & W. Prokasy, Classical Conditioning II. Appleton Century Crofts. Pp 409-426.
-Linden, D. (1974) Transfer of Approach responding between punishment, frustrative non reward, and the combination. Learning & Motivation, 5, 498-510.
-Lindblom, LL, & Jenkins, HM. (1981). Responses eliminated by noncontingently or negatively contingent reinforcement

recover in extinction. Journal of Experimental Psychology: Animal Behavior Processes, 7, 175-190.

Week 10: 11/16/09

Turn in preliminary outline for paper and planned references.

Punishment .

*Text Ch 10 Pp 301-313
#Church, R.C. (1963) The varied effects of punishment. Psychological Review, 70, 369-402.

-Arvey, R.D. & Ivancevch, J.M. (1980) Punishment in organ-zations:A review, propositions, and research suggestions. Academy of Management Review, 5, 123-132.
-Solomon, R.L. (1964) Punishment. American Psychologist, 19, 239-253.
-Brennan, P, & Mednick, S. (1994). A learning theory approach to the deterrence of criminal recidivism. Journal of Abnormal Psychology, 103, 430-440.

Bekhterevian Training (omission and avoidance).

*Text Ch 10 Pp 279-301

-Ehrman & Overmier (1976) Dissimilarity of the mechanisms for evocation of escape and avoidance responding. Animal Learning & Behavior, 4, 347-351.
-McAllister, D., & McAllister, W. (1991) Fear theory and aversively motivated behavior. In M.R. Denny (ed) Fear, Avoidance, & Phobias. Erlbaum. Pp 135-163.
-Overmier, J.B. (1979) Avoidance learning. In M.E. Bitterman et al. Animal Learning: Survey and Analysis. Plenum.
-Bolles, R.C. (1970) Species specific defense reactions. Psychological Review, 77, 32-48.
-Bolles, R.C. (1972) The avoidance learning problem. The Psychology of Learning & Motivation, 6, 97-139.

Week 11: 11/23/09

Two-process theory of behavior.

#Mowrer, O.H. (1950). A stimulus-response analysis of anxiety and its role as a reinforcing agent. In O.H. Mowrer (Ed.), Learning Theory and Personality Dynamics. Ronald Press. Pp 15-27.

#Rescorla, R.A., & Solomon, R.L. (1967) Two process learning theory: Relationships between Pavlovian conditioning and instrumental learning. Psychological Review, 74, 151-156 plus 163-178, only.

-Mowrer, O.H. (1947) On the dual nature of learning.. Harvard Educational Review, 17, 102-148. (THE classic paper)
-Solomon & Turner (1962) Discriminative classical conditioning in dogs paralyzed by curare can later control... Psychological Review, 69, 202-219.

What is learned in instrumental tasks? Associative analyses of instrumental performance.

*Text: Review Chapter 7 (Pp 191-198)
#Rescorla, R.A. (1987) A Pavlovian analysis of goal directed behavior. American Psychologist, 42, 119-129.

-Rescorla, R.A. (1991) Associative relations in instrumental learning. Quarterly Journal of Experimental Psychology, 43b, 1-23
-Overmier, J.B., & Lawry, J.A. (1979) Pavlovian conditioning and the mediation of behavior. The Psychology of Learning and Motivation, v13, Pp 1-55. Academic Press.
-Peterson, G.B. & Trapold, M.A. (1980) Effects of altering outcome expectancies...Learning & Motivation, 11, 267-288.
-Trapold, M.A., & Overmier, J.B. (1972) The second learning process in instrumental learning. In A.H. Black & W. Prokasy (Ed.), Classical Conditioning, II: Current Theory & Research. Appleton-Century-Crofts. Pp. 427-451.
-Bolles, R.C. (1972). Reinforcement, expectancy, and learning. Psychological Review, 79, 394-409.
-Colwill, R.M. (1994). Associative representations of instrumental contingencies. The Psychology of Learning and Motivation, v31, Pp 1-72. Academic Press.

Week 12: 11/30/09

Generalization, discrimination, and selective attention.

*Text 8.

Bitterman, M.E. (1979) Generalization. In Bitterman, et al. Animal Learning Survey and Analysis. Plenum. Pp 385-412.

-Newman, J., Wolff, & Hearst. (1980) The feature positive effect in adult human subjects. Journal of Experimental Psychology: Human Learning & Memory, 6, 630-650.
-Brown, J.C. (1965) Generalization and discrimination. In Mostofsky (ed) Stimulus Generalization. Stanford. Pp 7-33.
-Wagner, AR. (1968) Stimulus validity and stimulus selection in associative learning. In NJ Mackintosh & W. Honig (Eds), Fundamental Issues in Associative Learning, pp.90-121.
-Thomas, D.R. (1970) Stimulus selection, attention, and related matters. In J.Reynierse (ed), Current issues in animal learning. U. Nebr. Press. Pp 311-356 .

Week 13: 12/07/09

Memory & Information processing in associative learning.

*Text Ch 11.

Olton, D.S. (1979). Mazes, maps, and memory. American Psychologist, 34, 583-596.

-Roitblat, H. (1980) Codes and processes in pigeon short term memory. Animal Learning & Behavior, 8, 341-351.
-H.L. Roitblat et al. Animal Cognition. Erlbaum. Pp 45-60
-Linwick, D., et al. (1988) Interaction of memories and expectancies as mediators of choice behavior. American Journal of Psychology, 101, 313-334.
-Meyer, D.R. (1972) Access to engrams. American Psychologist, 27, 124-133.
[esp. intriguing is the Robbins & Meyer exper.:
- Robbins, MJ, & Meyer, DR. (1970). Motivational control of retrograde amnesia. Journal of Experimental Psychology. 84(2), 220-225.]
-Leonard, B, & McNaughton, B. (1990) Spatial representation in the rat: Conceptual, behavioral, and neurophysiological perspectives. In R.P. Kesner & D. S. Olton (eds), Neurobiology of Comparative Cognition. Erlbaum. Pp 363-422.

-Epstein, R. (1981). On pigeons and people: A preliminary look at the Columbian simulation project. The Behavior Analyst, 4, 43-55.
-Riccio, D.C, & Richardson, R. (1984) The status of memory following experimentally induced amnesias: Gone but not forgotten. Physiological Psychology, 12, 59-72.

Complex animal learning & cognition in simple situations.

*Text Ch 12
#Zentall, T.R. (1999). Animal cognition: The bridge between animal learning and human cognition. Psychological Science, 10, 206-208.

#Olton, D. (1992). Tolman's cognitive analyses: Predecessors of current approaches in psychology. Journal of Experimental Psychology: General, 121, 427-428.

-Tolman, Edward, C. (1948). Cognitive maps in rats and men. *Psychological Review*, *55*(4), 189-208.
-Epstein, R. (1981). On pigeons and people: A preliminary report on the Columbian simulation project. The Behavior Analyst, 4, 43-55.
-Sidman, M. (1994) Equivalence Relations and Behavior: A research Story. Boston: Author's Cooperative
-Saavedra, M.A. (1975) Pavlovian compound conditioning in the rabbit. Learning & Motivation, 6, 314-326.

Week 14: 12/14/09

Turn in final copy of the term paper all in APA style if you are doing one (see above).

Extensions of animal learning phenomena to the clinic: Modeling.

Current Medical Diagnosis & Treatment in Psychiatry: Behavioral & Cognitive-Behavioral Interventions . @ http://psychiatry.healthse.com/psy/categories/C9/

#Overmier, J.B. (1999) On the nature of animal models of human

behavioral dysfunction. In M. Haug & R. E Whalen (Eds.), Animal models of human emotion and cognition. American Psychological Association.

#Wolpe, J., & Plaud, J.J. (1997) Pavlov's contributions to behavior therapy: The obvious and the not so obvious. American Psychologist, 52, 966-972.
#Miller, N.E. (1985). The value of behavioral Research on animals. American Psychologist, 40, 423-440.

Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: Its not what you thought it was. American Psychologist, 61,10-26.

-Overmier, J.B. (1981). Interference with coping: An animal model. Academic Psychology Bulletin, 3, 105-118.
-Peterson, C, Maier, SF, & Seligman, MEP. (1993). Learned Helplessness: A Theory for the Age of Personal Control. Oxford University Press.
-Overmier, JB, & LoLordo, VM. (1998). Learned helplessness. In W. O'Donahue (ed), Learning Theory and Behavior Therapy, Pp 352-373. Allyn & Bacon.
-Chorpita, Brown, & Barlow, D. (1998). Perceived control as a mediator of family environment in etiological models of childhood anxiety. Behavior Therapy, 29, 457-476.
-Foa, E.B., et al (1992) Uncontrollability and unpredictability in post traumatic stress disorder: An animal model. Psychological Bulletin, 112, 218-238.

-Harlow, Harry F. (1958). The nature of love. *American Psychologist*, *13*, 573-685. http://psychclassics.yorku.ca/Harlow/love.htm
-Siegel, S. (1979) The role of conditioning in drug tolerance. In J. D. Keehn (ed), Psychopathology in Animals. Academic Press. Pp 143-168.

-Mineka, S. (1987) A primate model of phobic fears. In H. Eysenck & I. Martin (Eds), Theoretical Foundations of Behavior Therapy. Plenum. Pp. 81-109.
-Wolpe, J. & Rowan, V.C. (1988) Panic disorder: A product of classical conditioning. Behaviour Research & Therapy, 26, 441-450.
-Bandura, A. (1974) Behavior theory and models of man. American Psychologist, 29, 859-869. (a critique)
-Overmier, J.B., Sweeney, W. & Savage, L.M. (1999). Behavioral and pharmacological analyses of memory: New behavioral options for remediation. In M. Haug & R.E. Whalen (Eds.), Animal Models of Human Cognition and Emotion. American Psychological Association. Pp. 231-246.

The following are a "pair':

Watson, John B. & Rayner, Rosalie. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, *3*, 1-14. [The famous "Little Albert" study.]

-Jones, Mary Cover. (1924). A laboratory study of fear: The case of Peter. *Pedagogical Seminary*, *31*, 308-315 http://psychclassics.yorku.ca/Jones/

Course evaluation (10 min) / Overmier absent from classroom.
To be conducted by Ms. Frankfurt.

Week 15: 12/21/09: FINAL Exam Dec 21, 2009 @ 6:30-8:30

Final Exam: approximately 72 pts (about 54 MC and about 6 short essay items of 3 pts each)

About 1/2 of the final exam covers the unexamined part of the course.
About 1/2 of the final exam is "cumulative" and covers **all** of the course materials.
2 hours, only.