

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIESSubject PROPOSAL FOR JOINT MAJOR B.A. PROGRAMS
IN PSYCHOLOGY AND LINGUISTICS AND

Date JULY 22, 1975

PHILOSOPHY

MOTION: "That Senate approve and recommend approval to the Board of Governors the proposal, as set forth in S.75-123, for:-

1. A Joint Major B.A. Program in Psychology and Linguistics and Philosophy, and
2. A Joint Major B.A. Program in Psychology and Linguistics and Philosophy with a concentration in either Psychology or Linguistics or Philosophy, with requirements as set forth therein."

- (Notes: 1. For specific requirements see pages 7 through 12.
2. If approved, the Programs will be effective commencing the Fall semester, 1976.)

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject

Date 22nd July, 1975

At its meeting of 20th May, the Senate Committee on Undergraduate Studies considered the attached proposals for a Bachelor of Arts degree in Psychology, Linguistics and Philosophy. This proposal was approved subject to a number of minor changes being made in the programs; and, now that these changes have been made, the proposal is forwarded to Senate for its consideration with the Committee's recommendation that it be approved.

It should be noted that this proposal is divided into two parts. The first consists of an interdepartmental B.A. in the study of language with equal concentration in Psychology, Linguistics and Philosophy. The degree awarded under this program will be a joint major in PLP. The second is an interdisciplinary B.A. in the study of language with a joint major in PLP and a further concentration on Psychology, Linguistics or Philosophy. It should also be noted that it is anticipated that, if it is approved, the program will not go in to effect until the Fall semester, 1976.



I. Mugridge

:ams

att.

As amended following
SCUS May 20, 1975.

SCUS 75-25

PROPOSAL FOR A JOINT-MAJOR B.A. PROGRAMME IN
PSYCHOLOGY AND LINGUISTICS AND PHILOSOPHY

AND FOR A JOINT-MAJOR B.A. PROGRAMME IN
PSYCHOLOGY AND LINGUISTICS AND PHILOSOPHY WITH A CONCENTRATION IN EITHER
PSYCHOLOGY OR LINGUISTICS OR PHILOSOPHY

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OUTLINE OF THE PROPOSAL ¹

- (a) PROPOSED: 1) Interdepartmental B.A. in the study of language with equal concentration in psychology and linguistics and philosophy. This will constitute a joint-major (PLP.)
- 2) Interdepartmental B.A. in the study of language with a joint-major in PLP. and an additional concentration in either psychology or linguistics or philosophy. ²
- (b) BACKGROUND: In the last 15 years there has been a great surge in the amount of work on various aspects of language. This work has affected many fields including psychology, linguistics, and philosophy as well as anthropology, communications studies, computer science and sociology. The extent of the influence varies from field to field, but the greatest impact has been within psychology on the subfields of psycholinguistics, cognitive psychology, and developmental psychology; within philosophy on philosophy of language, philosophical logic and philosophy of mind; and within linguistics on semantics, syntax, phonology and phonetics.

Increasingly, people working within these subfields find that they use overlapping reading materials and ask closely related questions in their research and in their teaching. In fact it is becoming more and more evident that a great deal of the work being done in these fields belongs to a common area which cuts across traditional departmental organization. There are now several journals, each of which publishes articles in philosophy of language, psycholinguistics, and linguistics. Furthermore, there is a large number of collections of essays published which contain articles from each of these fields. Within Simon Fraser University, this is reflected in a number of courses which draw on research being done in these areas. ³

¹ The authors of this proposal would like to thank Professors N. Swartz and R. Koopman of the Faculty of Arts Curriculum Committee for contributions at the initial stages of our discussion.

² See attached description of the programme for the difference between 1) and 2).

³ See attached course descriptions.

- (c) BENEFITS OF THE PROGRAMME: Presently, courses in the study of language are spread out over several different departments. One of the benefits of the programme will be to draw many of them together into a unified programme and offer to the student a structured and integrated study of language with a high degree of academic excellence. There are several career opportunities open to majors in the programme. The directors of graduate studies in the participating departments indicate that a major in the programme would be sufficient for entry into their graduate programmes. Moreover, with the addition of Mathematics 151, a student majoring in the programme would qualify for admission to the M.Sc. programme in the Division of Audiology and Speech of the Faculty of Medicine at the University of British Columbia⁴, and the director of graduate studies of this division believes that students majoring in the programme would qualify for similar programmes elsewhere.

Furthermore, faculty members involved in the programme will benefit from greater opportunities for cooperative work in research and teaching. Finally, since the programme draws on the existing resources of the University, it will not place an additional burden on the University's funds (beyond a small operating budget) while indicating the rich diversity of interdepartmental programmes that can be extrapolated from the existing calendar without the requirement of extra faculty.

- (d) NEW COURSES FOR THE PROGRAMME: At present we do not foresee adding any courses specifically for the programme which are not already in the Psychology and Philosophy Departments and Linguistics Division of DML.
- (e) INTRODUCTORY COURSE AND CONCLUDING SEMINAR: In a programme of this sort it is necessary to have a course which introduces the student to the various approaches to language represented in the programme and which gives the student some idea of the different career possibilities offered by concentrating in the programme. Linguistics 100 can serve this function. In Addition, at the end of the programme, majors must have a course which integrates the different fields to which they have been exposed in the course of their studies. Psychology 425 can serve this purpose. We have

⁴ See the appended letter. In addition the student must have at least a 3.25 average and high school level physics.

consulted with the Chairmen of the Psychology Department and of the Linguistics division of DML about the above proposal and they foresee no difficulties with it. One alternative approach being considered for the teaching of these courses is to have them team-taught by a linguist, a psychologist, and a philosopher, with the linguist having primary responsibility for Linguistics 100 and the psychologist for Psychology 425.

- (f) NEW FACULTY FOR THE PROGRAMME: The courses drawn from the Philosophy Department and the Linguistics Division of DML can be taught by existing faculty. However, at present there is no permanent psycholinguist in the Psychology Department to teach psychology courses within the programme. For the last two years these courses have been taught within the Psychology Department by visiting faculty and have been very well attended. Professor Krebs, the Chairman of the Psychology Department, has informed us that there is an independent need for a psycholinguist within the Psychology Department and that the Psychology Department will be making a request for such a position - possibly as a joint appointment in Psychology and Linguistics (DML).
- (g) SUPPORT FOR THE PROGRAMME: We have submitted the proposal to the Psychology and Philosophy Departments and the Linguistics Division of DML and have received their strong support.⁵ Further, we have discussed the programme with the Chairmen of the Biology, Sociology and Anthropology, Computing Science and Communications Departments. The Chairmen of Biology, Sociology and Anthropology, and Computing Science have given the programme their support while the Chairmen of Biology and Communications have indicated that they have no objection to the programme. Lastly, we have solicited student interest and opinion from students in Psychology, Philosophy and Linguistics courses via a questionnaire and found that there was a great deal of interest in the programme. Several of the students indicated that had there been such a programme, they would have chosen to major in it.⁶
- (h) ADMINISTRATION OF THE PROGRAMME: The programme will be initially administered by a committee consisting of one member from each of the participating departments and division elected by their respective departments or

⁵ See attached letters from the respective Chairmen.

⁶ See attached sample questionnaire

division and by a student elected by the students in the programme. On a two-year rotating basis, one of the faculty members will be chairman of the committee and thereby chairman of the programme. The duties of the committee will be to insure the coordination of the various courses into an integrated field of study and to offer guidance to students in the programme. The programme will be represented on the FACC and the head of the programme will have the responsibility of recommending candidates to the FACC for the B.A. degree. Furthermore, the faculty teaching in the programme will be included in the decision-making processes as in any department or programme. If any decisions require the approval of the respective departments and division, they will be forwarded to them for their adjudication.

(1) <u>ADMINISTRATIVE BUDGET:</u>	(1) Secretarial and clerical	\$800.00
	(2) Printing and supplies	100.00
	(3) Printing and photocopying	200.00
	(4) Telephone	50.00
	Total	<u>\$1,150.00</u>

We foresee no need in the future to have separate support staff or office space. The above costs represent estimates for the start-up of the programme. After its initial stages a modest budget will be needed to help prepare calendar entries, advertisements for the programme, and material to assist in advising students majoring in the programme.

- (j) LIBRARY RESOURCES: The central library holdings are more than adequate to support the programme.
- (k) ORIGINALITY OF THE PROGRAMME: There is no undergraduate programme of the sort proposed available in Canada nor, as far as we have been able to ascertain, anywhere else in North America.

2. B.A. JOINT-MAJOR PROGRAMME IN PSYCHOLOGY AND LINGUISTICS AND PHILOSOPHY (PLP.)

I. MAJORING IN THE PROGRAMME (PLP.)

a. ADMISSION INTO THE PROGRAMME

Any student fulfilling the requirements specified below may enter the programme.

(i) GENERAL INFORMATION

1. Group requirements: Any student enrolled in this programme will automatically fulfill the Group A and B requirements in the Faculty of Arts as per

SFU Undergraduate Calendar (1975-1976) pp. 82-83.

2. Languages other than English: Most graduate schools require some proficiency in one or two languages other than English. Those who contemplate graduate studies are advised to include language courses in their programme.

3. No more than 15 semester hours should be in courses numbered 300 and above in the first 60 hours. These cannot count towards the upper level requirements. (1975-1976 Calendar p. 80).

(11) FREEDOM OF ENTRY AND EXIT

Though the programme is highly structured, it does not require students to commit themselves to it as majors any earlier than other programmes. In fulfilling the lower level requirements of the PLP. programme, a student would automatically meet Faculty of Arts distribution and lower level requirements. In addition, once embarked on the programme as a major, it is possible up until the seventh trimester for a student to decide to switch to a major in any one of the participating departments. Consequently, the student is not irrevocably locked into the programme at an early stage in his undergraduate career.

b. PROGRAMME REQUIREMENTS FOR A JOINT-MAJOR (PLP.)

(1) LOWER LEVELS

At least 60 semester hours including:

- | | | |
|---------------|-------|---|
| 1. Psychology | 101-3 | Introductory Psychology. (Required for 300 division courses) |
| Psychology | 180-3 | Brain and Behaviour |
| Psychology | 201-3 | General Experimental Psychology (Required for 400 division courses) |

Suggested:

- | | | |
|------------|-------|-----------------------------|
| Psychology | 210-3 | Data Analysis in Psychology |
|------------|-------|-----------------------------|

Total: 9 (12) hours

- | | | |
|----------------|-------|--|
| 2. Linguistics | 130-3 | Practical Phonetics (Required for 400 division courses) |
| Linguistics | 100-3 | Communication and Language (Introductory course to the PLP. programme) |
| Linguistics | 221-3 | Descriptive Techniques (Required for 400 division courses) |

Total: 9 hours

- | | | |
|---------------|-------|---|
| 3. Philosophy | 100-3 | Human Knowledge, its Nature and its Scope (Required for |
|---------------|-------|---|

300 division courses and above)

- Philosophy 210-3 Elementary Formal Logic (Required for 300 division courses and above)
- Philosophy 203-3 Epistemology and Metaphysics (Required for 300 division courses and above)

Total: 9 hours

(ii) UPPER LEVELS

At least 60 hours of credit including at least 45 hours structured as follows:

Required Courses

1. Psychology 320-3 Cognitive Processes
Psychology 365-3 Psycholinguistics
Psychology 425-5 Language and Thinking (Upper division integrative course for the PLP. programme)
2. Linguistics 403-3 Generative Phonology
Linguistics 404-3 Morphology and Syntax
Linguistics 405-3 Transformational Syntax
Linguistics 406-3 Introduction to Semantics
3. Philosophy 310-3 Formal Logic
Philosophy 344-3 Philosophy of Language I
Philosophy 444-5 Philosophy of Language II (Prerequisite 344-3)

Total: 34 hours

Elective Courses

At least ONE from each of the following departments:

1. Philosophy 341-3 Philosophy of Science
Philosophy 343-3 Philosophy of Mind
Philosophy 360-5 Seminar I
Philosophy 467-5 Seminar II
2. Psychology 303-3 Perception
Psychology 335-3 Sensation
Psychology 351-3 Child Psychology
Psychology 360-3 Social Psychology
Psychology 401-5 History and Systems

- 3. Linguistics 401-3 Advanced Phonetics
- Linguistics 407-3 Historical Linguistics and Dialectology
- Linguistics 409-3 Sociolinguistics
- Linguistics 422-3 Linguistic Theory

Total: at least 11 hours

II. MAJORING IN THE PROGRAMME (JOINT-MAJOR PLP.) WITH AN ADDITIONAL CONCENTRATION IN PSYCHOLOGY OR LINGUISTICS OR PHILOSOPHY

In addition to taking a Joint-Major PLP. B.A. degree, a student may choose to concentrate in ONE of the three areas (Psychology or Linguistics or Philosophy). To do so, a student must take upper division courses (numbered 300 and above) totalling at least 30 credit hours in one of the three departments. The minimum of 30 credit hours must, however, be drawn from the list of required, elective and concentration courses as specified below.

a. PROGRAMME REQUIREMENTS FOR A JOINT-MAJOR B.A. (PLP.) DEGREE WITH CONCENTRATION IN PSYCHOLOGY OR LINGUISTICS OR PHILOSOPHY

(i) LOWER LEVELS

The same as set forth in I.a.(1) and I.b.(i) under MAJORING IN THE PROGRAMME (PLP.) above.

(ii) UPPER LEVELS

The same as set forth in I.b.(ii) under MAJORING IN PROGRAMME (PLP.) above plus the additional courses listed below (for each department) to complete the concentration in either PSYCHOLOGY or LINGUISTICS or PHILOSOPHY.

1. PSYCHOLOGY CONCENTRATION REQUIREMENTS

A Joint-Major B.A. (PLP.) degree with additional concentration in PSYCHOLOGY requires the completion of the requirements for the Joint-Major B.A. (PLP.) degree as specified above plus ALL the elective courses in PSYCHOLOGY listed under I.b.(ii) - which are:

- Psychology 303-3 Perception
- Psychology 335-3 Sensation
- Psychology 351-3 Child Psychology
- Psychology 360-3 Social Psychology
- Psychology 401-5 History and Systems

plus ONE other upper division Psychology course:

Suggested: Psychology 302-3 Learning

Total number of credits in Psychology: 31 hours. This is equivalent to a Psychology Major (as per 1975-1976 Calendar, pp. 179, 599.)

2. LINGUISTICS CONCENTRATION REQUIREMENTS

A Joint-Major B.A. (PLP.) degree with additional concentration in LINGUISTICS requires the completion of the requirements for the Joint-Major B.A. (PLP.) degree as specified above plus ALL elective courses in LINGUISTICS listed under I.b.(ii) above - which are:

Linguistics	401-3	Advanced Phonetics
Linguistics	407-3	Historical Linguistics and Dialectology
Linguistics	409-3	Sociolinguistics
Linguistics	422-3	Linguistic Theory

plus any TWO of the following courses:

Linguistics	408-3	Field Linguistics
Linguistics	410-3	Applied Linguistics
Linguistics	402-3	Phonemics

Total number of credits in Linguistics: 30 hours. That is equivalent to a Linguistics major (as per 1975-1976 Calendar, p. 143).

3. PHILOSOPHY CONCENTRATION REQUIREMENTS

A Joint-Major B.A. (PLP.) degree with additional concentration in PHILOSOPHY requires the completion of the requirements for the Joint-Major B.A. (PLP.) degree as specified above plus ALL elective courses in PHILOSOPHY listed under I.b.(ii) above - which are:

Philosophy	341-3	Philosophy of Science
Philosophy	343-3	Philosophy of Mind
Philosophy	360-5	Seminar I
Philosophy	467-5	Seminar II

plus ONE other upper division course selected from the following:

Philosophy	340-3	Philosophical Methods
Philosophy	314-3	Topics in Logic I
Philosophy	410-5	Inductive Logic
Philosophy	354-3	Descartes and Rationalism
Philosophy	355-3	Hume and Empiricism
Philosophy	445-5	Theories of Explanation

Total number of credits in Philosophy: 30-32 hours. This is NOT equivalent to a Philosophy Major without (i) either Philosophy 120-3 or 421-5 and (ii) either Philosophy 340-3 or 344-3 (as per 1975-1976 Calendar pp. 163, 899).

SUGGESTED SEQUENCE OF REQUIRED COURSES (Starting Level 1)

Level				Level			
Courses				Courses			
	Psych.	Phil.	Ling.		Psych.	Phil.	Ling.
1	101	100	100	5	320	310	406
2	201	203	130	6			403
3	180	210	221	7	425	444	404
4	365 (210)	344	405	8			

SUGGESTED SEQUENCE OF REQUIRED COURSES (Starting Level 3)

Level				Level			
Courses				Courses			
	Psych.	Phil.	Ling.		Psych.	Phil.	Ling.
3	101, 180	100	100, 130	5	365	344	405
				6	320	310	406
4	201, (210)	203, 210	221	7	425	444	403
				8			404

SIMON FRASER UNIVERSITY

DEPARTMENT OF PHILOSOPHY



BURNABY 7, BRITISH COLUMBIA

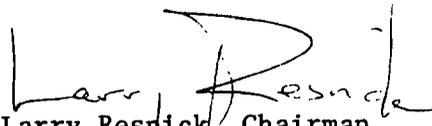
Telephone 291-3111 Area code 604

December 11, 1974

To whom it May Concern;

The Department of Philosophy supports the proposed programme in Philosophy, Linguistics, and Psychology.

Sincerely yours,


Larry Resnick, Chairman,
Department of Philosophy.

LR/mn



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
DEPARTMENT OF MODERN LANGUAGES 291 3111

November 25, 1975

TO WHOM IT MAY CONCERN :

The Linguistics Division of the D. M. L. has fully endorsed the aims and structure of the proposed PLP programme.

Sincerely yours,

A handwritten signature in cursive script, which appears to read 'E. Wyn Roberts'.

E. Wyn Roberts
Chairman, Linguistics Division

EWR/og





SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6
OFFICE OF THE CHAIRMAN, DEPARTMENT OF MODERN LANGUAGES

November 22, 1974.

TO WHOM IT MAY CONCERN:

As Chairman of the Department of Modern Languages, I fully endorse the proposed B.A. program in Psychology, Linguistics and Philosophy.

I append a copy of the Minutes of the DML Plenary Committee which states that the Department, as a whole, has similarly and enthusiastically endorsed this proposal.

Sincerely yours,

Dr. Ch. P. Bouton,
Chairman, DML.

CPB/bg



Minutes of the DML Plenary Meeting held on Tuesday, July 23rd, 1974 at 12:30 p.m. in Room 7202-CB.

Present: Ch. P. Bouton, Chairman,

A. Altmann
B.E. Bartlett
R.C. DeArmond
J. Foley
P. Guiraud
H.M. Hammerly
M. B. Jackson
B.E. Newton
E.W. Roberts
G.M.H. Shoolbraid
J. Viswanathan

See Item 6.

The Meeting came to order at 12:45 p.m.

1. Approval of the Agenda

The agenda was approved.

2. Approval of the Minutes of June 25, 1974

On Page 1, 4-b, Dr. Roberts requested that "Dr. Saint-Jacques also" be amended to read "Dr. Bouton". In the same paragraph, Prof. Shoolbraid pointed out that in the last sentence the word "in" should be replaced by the word "to".

Following the above amendments, the Minutes were approved.

3. Business Arising from the Minutes

There was no business arising.

4. Committee Reports:

a) Graduate Studies Committee:

Prof. Newton reported that James Kolesnikoff had successfully passed his Ph.D. comprehensive exam.

b) Curriculum Committee:

Since Dr. Saint-Jacques was not present, nothing was reported.

c) Library Committee:

Dr. Roberts reported that Alexandra Wawrzyszko from the Library had advised him that requests for journals would be seriously considered. Faculty were asked to submit their requests directly to Dr. Roberts. It was also reported that a small number of book requests have been received from the French and German Divisions. To date, Spanish and Linguistics have not submitted any requests and the Russian Division has expended its allocation for the rest of the year.

d) Committee on Language Teaching and Applied Linguistics

Dr. Hammerly reported that the above committee met on July 9th and that the two motions shown below had been unanimously accepted and were now before Plenary for approval.

It was moved by Dr. Hammerly, seconded by Dr. Bartlett,

"that as a general departmental policy for the grading of the 100/200 level language classes the percentage of the course mark given by native informants and teaching assistants not exceed 20%"

The motion was carried: 9 in favour, 1 against; 2 abstentions.

It was further moved by Dr. Hammerly, seconded by Dr. Bartlett,

"that standardized language tests be given twice in the course of the lower level language courses on an experimental basis for two years"

The motion was unanimously carried.

e) Committee on Goals & Objectives of the DML

Dr. Foley reported that two faculty members and two graduate students attended a meeting of the above committee on July 8th. At that time Dr. Bouton presented a report on the results of a meeting between Divisional Chairmen, Dean of Arts and Vice-President Academic.

The Chairman regretted that so little interest was shown with respect to the future of the Department and stressed the fact that an external review would likely take place in the very near future. He urged faculty members to give serious thought to the matter and hoped they would be prepared to present their views and ideas early in the Fall semester.

Each Division would prepare a statement of their goals and objectives and these statements would then be presented to Plenary for discussion.

5. Departmental Policy on Continuing Education

It was moved by Dr. Roberts, seconded by Dr. Bartlett,

"that it shall be normal Departmental policy to allow faculty members to teach up to one course per year in the Continuing Education Program, subject to approval of the Division concerned and to these conditions:

- a) *The Chairman of the Department is satisfied that the faculty member has fulfilled his normal teaching load as measured in actual contact hours during his previous two teaching semesters,*
- b) *The faculty member has shown evidence in the past that he is competent to teach the course and attract students to it,*
- c) *There is evidence that the faculty member's research effort during the particular semester is not likely to be affected adversely,*

Following a discussion, it was moved by Dr. Roberts, seconded by Dr. Foley,

"that the above motion be tabled"

The motion to table was unanimously carried.

It was then moved by Dr. Roberts, seconded by Dr. Hammerly,

"that a faculty member may not teach for extra remuneration courses in Continuing Education in any semester if he is not fulfilling a complete workload"

The motion was carried: 8 in favour; 1 against.

* 6. Proposal for an interdepartmental program in Philosophy Linguistics and Psychology

Written documentation with respect to the above proposal had previously been distributed. Following a brief discussion, it was moved by Dr. Bartlett, seconded by Dr. Altmann,

"that the Department support the proposal"

The motion was unanimously carried.

7. Any Other Business

Congratulations were expressed to the faculty members listed below for winning the following awards:

- | | | |
|-------------------|---|--|
| Prof. Newton | - | Guggenheim Fellowship |
| Dr. J. Garcia | - | Leave Fellowship in the humanities and social sciences from the Canada Council |
| Dr. Saint-Jacques | - | Leave Fellowship in the humanities and social sciences from the Canada Council |

The Chairman reported that the General Manager from the Montreal branch of Air Canada was very interested in the Department because of its reputation for producing good language specialists. Besides French and English speaking employees, Air Canada requires specialists in other foreign languages. There is a good future with Air Canada and they would like to establish some kind of program with the DML. The proposal has the support of the Dean of Arts and the Vice-President and the Dean suggested that the Department invite local administrators and businessmen on campus in order to discuss the kind of product they would be interested in. Money would be made available from the Dean's office to support this project.

The Chairman expressed his thanks to Beth Bosshard and Anne Beirne for their article on language teaching which appeared in the Peak. 20

The Chairman was also happy to report that the Department had been given permission to renew the language labs and had received \$10,000 to start working on this project.

The Chairman advised that Prof. Sebeok has agreed to visit the Department in October and that SFU has a good chance of housing the conference for the Linguistic Association 1977 but a decision would have to be made as soon as possible and the matter would be discussed at the next meeting of the Linguistic Division.

Prof. Newton reported that the proposal for a major in Linguistics had unanimously passed the Senate Committee on Undergraduate Studies and was now before Senate for approval. If approved, the program would start in Fall 1975.

The Meeting adjourned at 2:25 p.m.

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean W.A.S. Smith

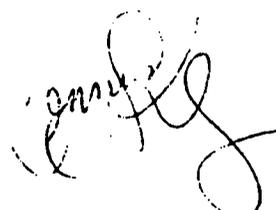
From Dennis Krebs

Subject

Date November 26, 1974

Dear Sam:

I have read the proposed interdisciplinary program in Psycholinguistics and, from the point of view of Psychology, would find it a desirable addition to the curriculum. As you know, we have submitted a recommendation for an additional appointment in the areas of language and thought. If a psychologist in this area were added to our faculty I would anticipate that he would take part in an interdisciplinary program in Psycholinguistics. As I understand it, the needs of our Department and the needs of such a program mesh to the extent that they would both benefit from a psychologist with the developmental orientation toward psycholinguistics. I encourage you to look favorably upon this request.



DK/mh

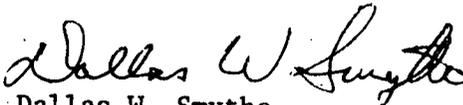
c.c. Dr. Diamond

SIMON FRASER UNIVERSITY

MEMORANDUM

To	Professor S. Davis, Philosophy Department.	From	D. W. Smythe, Chairperson, Communication Studies.
Subject	Proposal for a B.A. Program in Philosophy, Linguistics & Psychology	Date	December 2, 1974.

At its meeting on 2 December, after consideration by two committees, the Department of Communications Studies agreed that it had no objection to the proposed Interdepartmental Program in Philosophy, Linguistics and Psychology which you had asked us to review.


Dallas W. Smythe,
Chairperson.

DWS:lgc

SIMON FRASER UNIVERSITY

MEMORANDUM

To	<i>Dr. E. Wyn Roberts</i>	from	<i>Ian Whitaker, Chairman,</i>
	<i>Department of Modern Languages</i>		<i>Sociology/Anthropology</i>
Subject	<i>interdepartmental Program in Philosophy, Linguistics and Psychology</i>	Date	<i>December 5, 1974.</i>

I have read with great interest your proposal for an interdepartmental program in Philosophy, Linguistics, and Psychology. While it does not at this point in time directly affect the Sociology/Anthropology Department, I would certainly wish to express a general interest which I think is shared by my colleagues in the area of socio-linguistics. It is my personal hope that among the appointments we will be able to make in a year's time (or thereabouts) there should be one or two people with specialist interests in this field. I hope therefore that your final proposal will be sufficiently flexible so that should we make such appointments, it will be possible for these people to make a significant and useful input into your program.

At the purely personal level may I say that I would look forward to discussing with you the general issues in the area of socio-linguistics. As I mentioned in my phone call, my doctorate included work in linguistics and for some years I had a major connection with people working in that field. My personal expertise has rather run down over the last ten years or so and I would welcome the chance of talking to you so that perhaps I could upgrade it, if ever I am given time to read a book.

Ian Whitaker

Ian Whitaker

IW:vp

SIMON FRASER UNIVERSITY

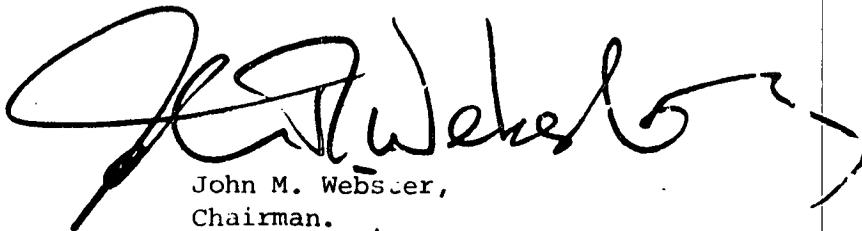
MEMORANDUM

To	Dr. W. E. Roberts	From	Dr. J. M. Webster,
	Dept. of Modern Languages		Dept. of Biological Sciences.
Subject	PLP Programme	Date	November 28, 1974.

Thank you for sending me a copy of your Proposal for an Interdepartmental Program in Philosophy, Linguistics & Psychology.

I have discussed this and do not find that the kind of language programme to which this proposal refers is of particular significance to the language, behavioural and perception problems we have in Biology.

Best of luck with the programme and thank you for the information.



John M. Webster,
Chairman.

JMW/ms

THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER, CANADA V6T 1W5

FACULTY OF MEDICINE
DIVISION OF AUDIOLOGY AND SPEECH SCIENCES
VANCOUVER, B.C.

[604] 228-5696

19th September 1974

Professor E. Wyn Roberts,
Department of Modern Languages,
Simon Fraser University,
Burnaby V5A 1S6

Dear Wyn:

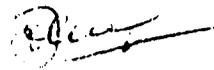
Thank you for your note of 17th September concerning the programme requirements for S.F.U. students interested in pursuing an M.Sc. in our Division.

As per our discussions in August, your proposed PLP programme would be suitable background for prospective students interested in entering our graduate programme, as outlined on the enclosed description, which I have amended for your information. Obviously, such prospective students would have to satisfy all our requirements as set out in the descriptive brochure (a copy of which I gave you last month), including a letter of intent inter alia. In general, I can foresee no reservations at all about accepting students from S.F.U. who satisfactorily complete your PLP programme.

I certainly hope your proposed programme will be approved in near future.

Thanking you again for your consideration and looking forward to seeing you soon, I remain,

Yours very truly,



John B. Delack, Ph.D.
Assistant Professor,
Graduate Programme Advisor

JBD/cm
Enclosure

d. COPY OF QUESTIONNAIRE

PLUS STATEMENT OF ANSWERS FROM 5 RANDOMLY SELECTED
RETURNED COPIES PLUS SAMPLES OF COMPLETED QUESTIONNAIRES.

NOTE : These questionnaires were handed out during the Summer semester 1974. The Committee has taken note of all the suggestions made in the completed questionnaires before submitting this final proposal.

PRELIMINARY STUDENT OPINION

ON A PROPOSAL FOR AN
INTERDEPARTMENTAL PROGRAM IN PHILOSOPHY, LINGUISTICS AND PSYCHOLOGY

To the student: Attached you will find a proposal regarding a language program including courses offered by the Departments of Philosophy, Modern Languages (Linguistics) and Psychology. We would appreciate your response to our questions concerning this proposed program. Please do not sign your name and do not fill out more than one of these forms. Thank you.

Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

YES: 15

NO: 1

2. Would you enroll in such a program if you could? Please explain.

YES: 12

NO: 4.

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	3 1/4	4	5
Poor	Inadequate	Average		Good	Excellent
		2	2	10	2

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

YES: 7 UNCERTAIN: 2 NO: 1

NOT COMPLETED: 6.

5. What do you like about the proposed program?

1. solid background
2. stimulates many interests
3. solid & comprehensive
4. "like because it is structured"
5. linking of departments
6. related to speech therapy
7. meets scholarly commitments
8. broad in scope

6. What do you dislike about the proposed program?

1. rigidity (4)
2. too regimented (1)
3. too early choice (1)

7. How would you improve the proposed program?

1. Need for counselling committee.
2. Greater flexibility
3. Offer every course each semester
4. delete optional courses for concentration

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

1. Add new courses.
2. Link with Education.
3. Introductory course.
4. Career orientation
5. Introductory booklet explaining programme.
6. High school guidance.

PRELIMINARY STUDENT OPINION .

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Yes, but it strikes me that, the objective of an interdepartmental program of this nature would not be to establish a program which is as structured in nature as the programs it draws upon.

2. Would you enroll in such a program if you could? Please explain.

No. - the degree of specialization is quite extreme at an undergraduate level.

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

No - again many of programs ^{will} overlap
(Phil of Lang. I and II, Psych. 365, 425).
Many of programs are irrelevant -
Phil. 100, 203, 341, 343, Psych. 360, 401.

5. What do you like about the proposed program?

It is ~~an~~ cross discipline

6. What do you dislike about the proposed program?

It is just another program - with too much specialization. I find it unlikely that an undergraduate would feel sure enough of his interests to restrict himself to an interdisciplinary approach to the same subject.

7. How would you improve the proposed program?

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

PSYCHOLOGY

PRELIMINARY STUDENT OPINION

ON A PROPOSAL FOR AN

INTERDEPARTMENTAL PROGRAM IN PHILOSOPHY, LINGUISTICS AND PSYCHOLOGY

To the student: Attached you will find a proposal regarding a language program including courses offered by the Departments of Philosophy, Modern Languages (Linguistics) and Psychology. We would appreciate your response to our questions concerning this proposed program. Please do not sign your name and do not fill out more than one of these forms. Thank you.

Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Yes. Unless the student is aware of exactly what is available in all the relevant departments by means of a thorough combing of the Calendar it is possible that such a student will miss out on a course of relevance to the overall study of language. It is difficult to put together a pieced program across different departments aimed at a specific goal and have that recognized by the powers that be.

2. Would you enroll in such a program if you could? Please explain.

Yes. I am interested in many aspects of language, some more than others, but would not have taken the courses outlined in a pieced fashion on my own. I assume that all aspects of language are covered and hope that the course does not end up being too general covering nothing in particular.

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

Yes - First and Second semesters students often don't know what they're doing at university and in any event are likely to miss courses required as prerequisite for other courses or

5. What do you like about the proposed program?

this broader scope.

6. What do you dislike about the proposed program?

It doesn't cover enough territory.

7. How would you improve the proposed program?

I would consider that there might be useful course material in the departments of Communication Studies, Geography and Computing Science as well as those explicitly provided.

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

Are all of the courses really relevant?

Date July 17/74

- 1 -

Course Ling. 221

D. M. L.

PRELIMINARY STUDENT OPINION

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Yes. We need more dialogue between various departments on a subject such as language, which is not the exclusive domain of any one discipline. We need people who are aware of all aspects of language.

2. Would you enroll in such a program if you could? Please explain.

Yes. Now my only option in studying language as described above is to take majors in both linguistics and psychology (and I don't have room to include much philosophy).

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

In lower levels the proposed package seems like a good basis in each of the three disciplines. In upper levels I feel it is perhaps a little too rigid - little room is left to investigate areas of special interest to a particular student.

5. What do you like about the proposed program?

The fact that this provides in effect a degree in psycholinguistics.

6. What do you dislike about the proposed program?

A little too much regimentation in upper levels.

7. How would you improve the proposed program?

Perhaps delete the "optional courses" for a student who wants to concentrate in one of the areas primarily.

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add:

One would have to start this program very early on in the university career. While it seems well-balanced, it would be fairly rigid in forcing students to take a certain course at a certain time and from a certain instructor, if not in theory then probably in practice.

D m L

PRELIMINARY STUDENT OPINION

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Yes, because such a program would enable the student to explore language from three scientific viewpoints.

I think that study in just one isolated subject matter will not be of as much usefulness in the future, as it was in the past. Students should be aware of the relationship of other disciplines with their subject ~~matter~~ of specialization, and this is becoming increasingly more important in today's complex society, and admittedly more difficult with the rapid growth of knowledge in every sphere of research. However, the proposed program would seem to me to be a very good step in the direction of a well-planned and

2. Would you enroll in such a program if you could? Please explain.

I think it is perhaps too scientific for my turn of mind. My major interest is language teaching and the teaching of literature. I would therefore be most interested in taking the linguistics and philosophy courses. If the program could be so adapted to individual interests, I probably would have enrolled in such a program while an undergraduate.

integrated program
for the study of
language.

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

Yes, because young people are very much in need of an organized program of studies.

5. What do you like about the proposed program?

I like the fact that it is a structured program.

6. What do you dislike about the proposed program?

I dislike only the lack of flexibility I mentioned before in #2. Because of my liking for language and literature, I would like to see a program incorporating these, along with philosophy, linguistics and some psychology; but this would of course be changing the substance of the PLP program to PMLP (Phil. mod. Lang. Psych.)

7. How would you improve the proposed program?

1) greater flexibility - to include a wider choice of subjects from the humanities.

2) the alternate programs within the general framework of PLP could be specified as Proposal #3.

eg. Interdepartmental B.A. in the study of language with a concentration in phil. ling. or psych. with possibility of replacing partially one of Phil. or Psych. with English, French, Spanish or German.

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

I think it should be stated what careers the B.A. degree in PLP would lead to, and also what the possibilities are for graduate study. The program could then be advertised in B.C. High Schools, as was suggested in class, and also in B.C. Junior colleges.

PRELIMINARY STUDENT OPINION

ON A PROPOSAL FOR AN

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Committee for the Interdepartmental Language Program.

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

I agree that "language" is in fact not capable of being compressed into one department, and that many students try, on their own, to combine material from psychology, philosophy and linguistics (possibly called then - e.g. computer language)

2. Would you enroll in such a program if you could? Please explain.

Yes, I would have been attracted to such a course if one had been available when I began university work, some years ago.

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

I think basic courses are necessary for students though some may have to be granted "equivalents". Certainly the department concerned knows what students need for a good foundation.

5. What do you like about the proposed program?

It seems to me that a great number of particular interests could be accommodated within the one program. There are a number of paths that look interesting to me.

6. What do you dislike about the proposed program?

Probably more accommodation to particular needs of students (less rigidity of course content) is desirable. But this would be obvious only as the program is implemented. Some revision procedures should be built in.

7. How would you improve the proposed program?

Establish a counselling committee
to explain what the possibilities are.

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

I think this is a step in the
right direction. I would think such
a plan might be adopted not only
interdepartmentally, but also ^{in an} interdisciplinary
way. Education students could find
much of this overlaps with part of
their training, for instance.

PRELIMINARY STUDENT OPINION

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

I'm not aware of a pressing need but it seems like a very exciting idea. I think more interdepartmental programs would enable students to conceive the full implications - the all round aspects - of such things as 'meaning', 'learning', 'language', etc, etc. so long as they didn't get too general.

2. Would you enroll in such a program if you could? Please explain.

I am a double major in Fr + PSA.
 so I wouldn't have time to do this
 as well. You might've got me
 2 yrs ago!

3. How do you rate the proposed program overall? Circle a numeral.

1 2 3 ← (4) → 5
Poor Inadequate Average Good Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

~~or thinking if you think it~~

I guess so - it sounds v. structured & like high school, tho' I suppose it would be OK.

5. What do you like about the proposed program?

- One could learn efficiently
- The 3 subjects go v. well together

6. What do you dislike about the proposed program?

how is formal logic⁽²¹⁰⁾ related to ling. + psych?
a practical phonetics (130) " to phil + psych?
There are not ^{enuff} courses which directly cut across the disciplinary boundaries! - maybe you could offer an introductory course on all the fields.

7. How would you improve the proposed program?

- make sure all the profs were prepared to work v. v. hard so that the courses didn't sink into vagueness + broad general useless info.
- a lot of student particip. - maybe have ^{lectures} + 2 way ^{tuts} where ^{students} ask? ⁵

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

d profs.

What I'd like, personally, is a course or maybe 2, relating phil. + psych + lit under a general heading of say lang. study.

~~I don't need this program as laid down by PULP. I could do all the mentioned courses anyway but my main interest would be in one area that I would support my interest by one or two related courses.~~

However I think that a lot of students would consider majoring in PULP if it established a reputable name

PRELIMINARY STUDENT OPINION

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

It is most fruitful and interesting to find courses that can relate to each other therefore possibilities should be given to study one aspect from the different points of view offered at one university

2. Would you enroll in such a program if you could? Please explain.

Yes as it was only by chance if I found some relation in my classes but in Norway did my set up program permit me to commute to philosophy classes (No time or conflicts in the schedules)
It seems to open a new category of ~~students~~ ^{future} graduated students

3. How do you rate the proposed program overall? Circle a numeral.

1 2 3 4 5
Poor Inadequate Average Good Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

It is much easier to study when we have a goal if we are surely interested instead of anxiously seeking classes and schedules in the examination period of each semester with all the inconveniences the rush provokes.

5. What do you like about the proposed program?

It will allow the student to relate his other scientific work to — how men acts to — the needs of men, in a language so that we can relate what we study ^{point of view of} communication in our daily life hopefully etc ---

6. What do you dislike about the proposed program?

A certain ~~stiffness~~ rigidity in the selection of courses which seem to require a great deal of study maybe more than by choosing a major in one single department. At first sight it seems to concern ^{more} ~~more~~ very good students. The selection would ^{be} made ^{by} itself after one or two semesters!

7. How would you improve the proposed program?

If it was possible, it would maybe be nice to have students to start some language classes or take some low level communication classes like interpersonal (and high level) because even those classes relate to their study and ~~are~~ relaxing the student because they do not require a too great deal of readings or home works.

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

Languages should not be discarded as it seems rather strange when a student knows everything about language but can only speak English. It is very interesting to know some popular words in several languages to understand what happens in a language diachronically, geographically and synchronically speaking and communicatively.

PRELIMINARY STUDENT OPINION

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Committee for the Interdepartmental Language Program

1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Yes. As Arts BA requirements now stand, unless you are willing to get a degree in General Studies, you would have a very hard time concentrating fully on language because of having to fulfill the major or honors requirements in your major department. This way, you could concentrate on language, as well as being able to specialize somewhat in one department if you chose. Also, this way the talents + resources of 3 departments are combined, + that could make for an exciting program.

2. Would you enroll in such a program if you could? Please explain.

Probably. But I can't because I've almost completed a degree. I'm really interested in psycholinguistics, + the psychology department doesn't really have enough expertise to fulfill the interest.

3. How do you rate the proposed program overall? Circle a numeral.

1 2 3 4 5
Poor Inadequate Average Good Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

Could be O.K. in a lot of cases, but you should build in enough flexibility to allow people to proceed as they wish (part-time, different course loads in different semesters, etc.) might be hard to plan course offerings each semester in such a way that degree requirements could easily be completed.

5. What do you like about the proposed program?

- interdisciplinary nature
- choice of concentrating in one area, or not
- it meets a need at SFU
- exposure to differing areas of the same field gives students a better perspective on the field.
- looks like it might make for a good blend of theory + research.

6. What do you dislike about the proposed program?

- could perhaps be a bit less rigid in terms of requirements. - e.g. what about including some directed studies courses? An honors thesis? I think it helps you to learn in an area if you are able to pursue some research +/or reading of your own choice - to follow up on interests + test out whether you like working in the field.

7. How would you improve the proposed program?

- what about some sociolinguistics input?
 - what about one or two introductory level interdisciplinary courses? That way lower levels students could get some idea if they're interested in the field before they're forced to make choices about what courses to take.
 - would this also have an honours program? Seems necessary for those who wish to go on to graduate work.
 - how about some student representation on the administrative committee?
8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

PRELIMINARY STUDENT OPINION

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To the student: Attached you will find a proposal regarding a language program including courses offered by the Departments of Philosophy, Modern Languages (Linguistics) and Psychology. We would appreciate your response to our questions concerning this proposed program. Please do not sign your name and do not fill out more than one of these forms. Thank you.

Committee for the Interdepartmental Language Program

- 1. Do you think there is a need for such a program that is interdepartmental in nature? Please explain.

Indeed yes.

There is obviously convergence among these areas that would especially benefit students interested in particular "themes" (eg. epistemology) rather than "disciplines" which while formalized under unitary departmental structures often don't offer particular students the focus they seek

- 2. Would you enroll in such a program if you could? Please explain.

I would be interested in such a program, but would find it interesting if it allowed more variation of weighting. ^{*NOTE: These comments were based on a misunderstanding I've just noted interpreting p.2: 60 hours including only 30 hours listed} These comments were based on a misunderstanding I've just noted interpreting p.2: 60 hours including only 30 hours listed. I mean more to my personal liking - eg. allowance for greater concentration in two of the three areas, or a greater number of "substitutions". Perhaps the advisory committee to plan programs with these areas as possible routes could be

3. How do you rate the proposed program overall? Circle a numeral.

1	2	3	4	5
Poor	Inadequate	Average	Good	Excellent

4. Do you like the idea of having in this proposed program a number of semesters of course work set out in advance for you to cover? Please explain.

Yes - I believe interdisciplinary work will bring benefit from a structure which involves a coordination of what various disciplines have to offer. I emphasize an "inter" rather than just "multi" theoreticality. However, I believe the proposed program could be more flexible (more "recommended" than "required" courses) more allowance should be made for alternate courses in the biological sciences, for example, computer languages, for example.

5. What do you like about the proposed program?

It has met an important need for a commitment, and gives direction (as well as acknowledges the efforts) of those students seeking what is now a popular academic enterprise. It would provide good preparation for further school study.

6. What do you dislike about the proposed program? applied work (eg. language, diet...)

... questions # 2, 4
 ... of ...
 program specific interdisciplinary
 ... as well as appointments
 to engage faculty from the
 ... as topics & shared
 ... an introductory ...
 ...

7. How would you improve the proposed program?

See # 6

8. We would appreciate any comment on any aspect of the proposed program which you may wish to add.

ATTACHMENT e.

OUTLINES OF RELEVANT COURSES

IN

PSYCHOLOGY

LINGUISTICS (DML)

PHILOSOPHY

PSYCHOLOGY 101

Dr. Lyman

Introductory Psychology

Spring, 1974

Calendar description:

Acquaints the student with the major problems in contemporary psychology and considers the historical antecedents. Special reference is made to classical studies and significant experiments. The course provides an integrated perspective to the many aspects of psychology. Required of all majors.

Course Requirements:

The text is Psychology: The science of mental life, 2nd Edition by Miller and Buckhout. There will be a midterm and final examination.

Topic Outline

- I. The historic schools of psychology
- II. The study of consciousness
 - nativism and empiricism
 - sensations, images and feelings
 - awareness and attention
 - subjectivity and objectivity in measurement.
- III. Perception
 - materialism and idealism
 - the perceptual world
 - perceptual organization
 - the identification of forms and objects
 - memory
- IV. Individual differences
 - genetics: Darwin and Lamarck
 - intelligence
 - cognitive development
- V. Behaviour acquisition
 - conditioning
 - theories of learning
 - rats, pigeons and men
- VI. Motivation
 - conceptions of human nature
 - psychoanalysis
 - instincts and dispositions
 - faculties, drives and personality traits
 - motives and values.

2.

VII. Social man

feelings, emotions and interactive behaviour
verbal and non-verbal communication
cooperation and conflict

VIII. Psychology in transition

phenomenology and act psychology
humanistic psychology
approaches to therapy.

PSYCHOLOGY 105

Dr. C. Crawford

DIFFERENTIAL PSYCHOLOGY

Spring, 1974

An examination of the psychological, biological and sociological factors that produce individual differences in intelligence, creativity, and personality. Some time will be devoted to sex differences in achievement and cognitive functioning.

Texts:

Heim, A. Intelligence and personality, Penguin, 1970.

Cohen, Jozef. Personality assessment: (series separate (SS) 18), Eyewitness series in psychology, Rand McNally, 1969.

Hirsch, J. & Ksander, G. Behavior genetic analysis, Wm. C. Brown, 1969.

Wiseman, S. (Ed.) Intelligence and ability, Penguin, 1969.

PART ONE: Introduction to the Study of Human Individuality.

1. The nature of differential psychology.
2. Explanation in differential psychology.
3. Psychological measurement.

PART TWO: The Biological Basis of Human Individuality.

1. Mendelian inheritance.
2. Heredity and environment.
3. From genes to behavior.

PART THREE: The Environmental basis of Human Individuality.

1. Learning and individual differences.
2. Social organization and individual differences.
3. The family.
4. The school.

2.

PART FOUR: Individual Differences in Intelligence.

1. The nature of intelligence.
2. The development of intelligence.
3. Intelligence and achievement.

PART FIVE: Individual differences in personality.

1. The nature of personality.
2. The structures of personality.
3. The development of personality.

Distribution of marks

Final	50%
Mid term	20%
Essay or project	30%

SOCIAL ISSUES

Psychology 106

Summer Semester, 1974

INSTRUCTOR: Raymond P. Perry, Ph.D.
OFFICE: 5249 Classroom Complex
PHONE: 291-3172
OFFICE HOURS: As arranged with student.
TEACHING ASSISTANTS:

OFFICE:

Joe Marrash	CC4215
Jeff Devine	
Nancy Maloney	CC6317

TEXTS

A. Required

- (1) Watson, D.L. & Tharp, R.G. Self-directed behavior: Self-modification for personal adjustment. Monterey, Calif.: Brooks/Cole, 1972.
- (2) Laurie, P. Drugs: Medical, psychological, and social facts. Baltimore, Md.: Penguin Books, 1972.
- (3) Bardwick, J.M. Psychology of women. New York, N.Y.: Harper & Row, 1971.
- (4) Price, R.H. Abnormal behavior. New York, N.Y.: Holt, Rinehart & Winston, 1972.
- (5) Janis, I.L. Stress and frustration. New York, N.Y.: Harcourt Brace Jovanovich, 1971.
- (6) Assorted Journal Articles - see Reserve Library.

B. General References

These books are not required for 106, however they do provide excellent supplementary material. They may be obtained either at the University Bookstore or in the Library. The Roman numeral following each title refers to the section of the course it deals with.

- (1) Huff, S. How to lie with statistics. New York, N.Y. Norton, 1970. (I)
- (2) Skinner, B.F. Walden II. New York, N.Y.: Macmillan, 1962 (I)
- (3) Skinner, B.F. Beyond freedom and dignity. New York, N.Y.: Alfred A. Knopf, 1971. (I)
- (4) Freedman, A.E. The planned society: An analysis of Skinner's proposals. Ann Arbor, Mich.: Behaviorordia, Inc., 1972, (I).

- (5) Ledain, M. The Ledain Commission Report on the nonmedical use of drugs, Ottawa, Ont.: Queen's Printer, 1973. (II).
- (6) Masters, W.H., & Johnson, V.E. Human sexual response. Boston: Little, Brown & Co., 1966. (III).
- (7) Lehrman, N. Masters and Johnson explained. Chicago: Playboy Press, 1970. (III).
- (8) Szaz, T. The myth of mental illness. New York, N.Y.: Hoeber-Harper, 1961. (IV).
- (9) Glass, D.C. & Singer, J.E. Urban stress. New York: Academic Press, 1972.

COURSE CONTENT

- I. Control by science: The scientist-priest. Watson & Tharp.
- II. Drugs: Culture or counterculture. Laurie
- III. Women as people. Bardwick.
- IV. Mental illness: Fact or fad? Price.
- V. Stress: It's a GAS. Janis
- VI. Altruism and overobedience: Do unto others ... ?
Library materials - see Reserve library.

GRADING DISTRIBUTION

A student's grade will be based on several dimensions related to learning: examinations, an essay, an oral presentation and class participation. The following distribution will be used:

- | | |
|--|----|
| 1. Tutorial presentation | 40 |
| (a) attendance | 10 |
| (b) presentation | 10 |
| (c) essay | 20 |
| 2. Examinations | 60 |
| 2 examinations each worth 30 marks will count toward the final course grade. | |

A. Tutorials

The essay will be a research project which involves an experimental application of psychological principles to modify a specific behavior pattern. The project, including your data and conclusions, will be presented to the other tutorial members. You will be responsible for having the project completed for presentation on an assigned date. 10% of the course grade will be allocated to the oral presentation of your project, and 10% for attendance at the tutorials. The following criteria will be used to grade your essays:

- I. Literature reviewed
 - (a) key articles
 - (b) recent articles.
- II. Logical development
 - (a) statement of purpose
 - (b) clarity
 - (c) transition
 - (d) integration of ideas.
- III. Structure
 - (a) style (sentence structure, spelling, etc.)
 - (b) definition of terms
 - (c) explanation of relevant theory and research.
- IV. Conclusion.
 - (a) problems and criticisms
 - (b) solutions
 - (c) summary
 - (d) future research.

B. Examinations

Three in-class examinations will be given which examine one or more topics. These tests will consist of multiple-choice, short-answer, and essay type questions. In combining these for 60% of the course grade, you can delete your lowest score.

PSYCHOLOGY 180 - BRAIN AND BEHAVIOR

Fall, 1973

Chris Davis

Text: Readings from Scientific American: Physiological Psychology.
Physical Control of the Mind: toward a Psychocivilized Society.
Jose Delgado

We will attempt to develop an understanding of the workings of the nervous system in relation to other tissues and then to use that understanding to explore the biological basis of various behaviors.

To include:

- Reflex behavior
- Eating, drinking and sex
- Emotional behavior
- Learning and memory
- Personality and Speech
- Pathological states
- Instinctive behavior
- Electrical stimulation of the brain
- Ablation of brain tissue

The social and ethical implications of the last two will be the focus of the latter part of the course.

PSYCHOLOGY 201: General Experimental Psychology

Summer, 1973

Instructor: Dr. Roger Blackman (Office: CC5255)

Lectures: See Timetable. Labs. AQ3042.

Psychology 201 is a research methodology course rather than a content course. It is designed to give you an appreciation of the various techniques and procedures used in scientific research in general, and psychological research in particular. The lectures and readings will describe these methods and the rationale underlying them, while the lab periods will give you an opportunity to put them into practice. It is hoped that by the end of the course you will have sufficient competence (a) to design and carry out your own research and (b) to critically assess the research of others.

Course Texts:

A. Required.

1. Anderson, B. F. The Psychology Experiment; 2nd Edition, 1971.
2. Dustin, D.S. How Psychologists do Research: the Example of Anxiety. 1969.
3. Homer, H.J., & Solso, R.L. An Introduction to Experimental Design: A Case Approach. 1971.

B. Recommended:

1. Bachrach, A. J. Psychological Research: an introduction; 3rd Edition, 1972.
2. Additional books, articles, and xeroxes to be placed on reserve will be announced at the first lecture.

Probable basis for grade:

Mid-term exam:	30%
Final exam :	30%
Minor Project:	10%
Major Project:	30%

PSYCHOLOGY 210 - DATA ANALYSIS

Instructor: C. Crawford

Fall, 1973

Text: Ferguson, G.A. Statistical analysis in psychology and education. 3rd Ed. New York, McGraw-Hill, 1971.

Prerequisite: None.

Description

Covers basic descriptive and inferential techniques most appropriately applied to the various forms of psychological data.

Part One. Introduction to statistics.

The nature of statistics, uses and abuses of statistics, statistics and human variation, making decisions in the face of uncertainty.

Reading: Ferguson, Ch. 1.

Part Two. Descriptive statistics.

Simple measurement theory, descriptive techniques for increasing the understanding of psychological data.

Reading: Ferguson, Ch. 2, 3, 4 and 25.

Part Three. Elementary probability.

Elementary probability theory with emphasis on the normal curve.

Reading: Ferguson, Ch. 5 and 6.

Part Four. Correlation and prediction.

Techniques for describing the degree of relationship between variables and for predicting scores on one variable from scores on another variable.

Reading: Ferguson, Ch. 7, 8 and parts of 21.

Part Five. Making inferences from observed data, sampling, estimation, tests of significance.

Reading: Ferguson, Ch. 9, 10, 11, parts of 12.

2.

Part Six. Introduction to the design of experiments (if time permits).

Reading: Ferguson, Ch. 14 and 15.

Labs. The two hour weekly labs will be devoted to problems in the analysis of psychological data.

This course is designed to give the student an overview of learning mechanisms throughout the animal kingdom. Starting with the most basic and primitive mechanisms of learning, which are shared by all, or almost all animals in the kingdom, we shall progress by examining more and more complex ones. As the mechanisms become more complex they are shared by fewer and more complex animals. In the end we shall come to the study of typical human processes. It is hoped that at the end of this course, if the student wishes to explore some special issues further he will have sufficient background to make a meaningful choice. A brief outline of the course content follows together with an indication of the (approximate) time spent on each topic:

Topic	Time (in weeks)
Habituation and Sensitization	2
Classical conditioning	2
Instrumental and Operant Conditioning	2
Discrimination and Perceptual Learning	2
Cognition vs. Associations in maze learning	1
Problem Solving	1
Verbal conditioning and Awareness	1
Language learning in Chimps	1
Verbal learning in humans	4

The following textbooks are required:

- E.L. Walker. Conditioning & Instrumental Learning, 1967, Brooks/Cole.
- H.C. Ellis. Human Learning and Cognition, 1972, Wm. C. Brown Co.
- G. Orwell. 1984, Signet, New American Lib.
- B.F. Skinner. Walden Two
- W. Kohler. The Mentality of Apes, Random House - Vintage Books
- P. C. Dodwell (Ed.) Perceptual Learning and Adaptation, Penguin (Paperback)

In addition to the above there are approximately 32 articles from professional Journals which will be required. These will be placed on reserve in the library.

PSYCHOLOGY 303 - PERCEPTION

- Questions:
- How do perceptual systems develop in the individual?
 - Do the perceptual systems function in isolation or do they interact to produce complex perceptions?
 - What variables influence perceptual organization and selectivity (attention)?
 - How is perception related to other psychological processes: sensation? cognition? memory? motivation? learning? consciousness?
 - Why do we sometimes misperceive reality, e.g., illusions, hallucinations?

Readings: Perception: Mechanisms and Models, Readings from Scientific American.

J. Pinel. Study guide to accompany Perception: Mechanisms and Models.

S. H. Bartley. Perception in Everyday Life.

PSYCHOLOGY 304 - MOTIVATION

Dr. Chris Davis

Fall, 1972

Course Outline

Calendar Description: Conditions, principles and theories of motivation. Consideration of the initiation, direction and regulation of behavior. Animal and human and the physiological bases of motivation are considered.

Prerequisite: Psychology 101.

Students who have taken Psychology 240 may not take this course for further credit.

Texts: 1. Motivation, edited by Dalbir Bindra and Jane Stewart. Penguin
2. Motivation, Edward J. Murray.

Both texts are paperback and inexpensive. Both are treatments of various traditional approaches to motivation. The first is a book of readings and the second a short survey of the field as Murray sees it.

The class is scheduled for two lectures and one laboratory each week and I propose that we use the texts, the time and our energies in somewhat the following way: using readings in both books and my rather less traditional views as presented in lectures (which won't be lectures, but conversations) you will set out to investigate in the laboratory some question about human motivation. That is, you will formulate experimental queries about eating, drinking, sexual behavior or the like and with the help of the TA you will gather data. As the semester progresses we will all hopefully learn more about the behavior under investigation and so written and verbal exchanges between us will become more knowledgeable. The written and verbally presented results of laboratory work will determine the grade unless a majority of students request a different system. The aim of all this is to examine real questions you may have about your or others behavior in the light of reasonable experimental data and the recent history of the psychology of motivation.

Text: Cronbach, Lee J.

"Essentials of Psychological Testing," 3rd edition, 1970.

Lectures: 2 hr. lecture period and 2 hr. lab once a week. It is likely the instructor will take both periods.

Calendar description:

In part it reads, "Considers purposes of testing."

The emphasis of the course will be on the content of psychological tests, how the various psychological facets of the individual or group are identified and how tests are selected to measure these factors - intelligence, personality, aptitudes, etc.

The reference to statistical procedures will be minimal as the course presentation is intended to complement the work of Psychology 310 with a minimum of overlap. Students will be expected to take some psychological tests but this course is not a practicum in psychological testing.

Instructor: Lolita Wilson
Office - AQ6047
Telephone - 291-4283.

Psychology 310-5
Theory of Measurement

Spring 1974

Dr. Kendall

This course deals with basic problems in the quantification of psychological variables. The general principles of measurement are presented and the necessary requirements for good measures are discussed. Means of assessing the adequacy of measures and methods for improving measures in a variety of content areas will be dealt with.

The course is relevant for students interested in all areas of psychology. It is not a course in testing, and it is not a course in statistics. The focus is on the nature of measurement related to the concept to be studied in a particular problem area.

The problem of good measurement may be considered in the areas of perception, motivation, learning, personality, developmental, social, physiological, individual differences - any content area. In the past classes have dealt with the development of procedures for evaluation of music; the prediction of success in parachuting; the validation of attitude measures where there is no obvious external criterion; the consequences of low reliability of some threshold measures in perception; the implications of low correlations among alternate measures of what is supposedly the same concept (e.g. drive) in learning; problems associated with analyses based on patterns in data, as in studies of evoked potentials.

The main emphasis in the course is that the principles of measurement are generally applicable to all areas of research. There is some optimism expressed that good measures can be developed in even the most complex of areas and to ignore an evaluation of the quality of measures in a given area leads to chaos.

Prerequisites: Psychology 201-3, 210-3 or equivalent. (3-0-2)

The assigned text for the course is Nunnally, Psychometric Theory, McGraw-Hill, 1967.

The recommended text is Mehrens, W.A. & Ebel, R.L. Principles of Educational & Psychological Measurement. A book of selected readings. Chicago: Rand McNally, 1967.

The problems of a strategy for the validation of attitude measures will be illustrated from material in Smith, Patricia C., Kendall, L.M., & Hulin, C.L. The measurement of satisfaction in work and retirement: A strategy for the study of attitudes. Chicago: Rand McNally, 1969.

Grading

A research paper on measurement in a selected content area will count for 35% of the final grade.

Labs

Lab material from different content areas will be used to illustrate the topics discussed in lectures.

Lectures

One lecture period per week will be available for discussion of implications and application of the principles dealt with in current lectures.

Survey Design and Sampling Methods in Social Science.

Covers theory and methods of survey and sample design in social science. Deals with selection of population elements included in a sample, estimation of sample statistics, identification and reduction of selection bias and non-sampling error, relative efficiency of alternative designs, and evaluation of limits of inference and applicability of sample results with specific reference to problems in social science.

Texts: Kish, L. Survey Sampling. New York: Wiley, 1967.

McCarthy, P. J. Sampling: Elementary principles. Ithaca, N.Y.: New York State School of Industrial and Labor Relations, Bulletin No. 15, 1951.

Summer 1968

Dr. Kendall

Lectures M, Th 3:30
 Lab Tu 10:30 - 12:30

May 13	Purposes of sampling	Programma 101 manual (1st half)
May 20	Precision, accuracy & MSE	Kish - Chapter 1
May 27	Simple random sampling Basics of design	Kish - 2.0-2.7, McCarthy - Sec. 3. Programma 101 manual (2nd half)
June 3	Stratified sampling Forming strata	Kish - Ch. 3, McCarthy - Sec. 4
June 10	Systematic sampling	Kish - 4.1-4.5, McCarthy - Sec. 6
June 17	Cluster sampling	Kish - 5.1-5.5, McCarthy - Sec. 5
June 24	Unequal clusters	Kish - 6.1-6.5

July 8	Selection with probability proportional to size	Kish - Chapter 7
July 15	Design	Kish - 8.1-8.4, McCarthy - Sec. 7
July 22	Area sampling	Kish - 9.1-9.5
July 29	Biases	Kish - 13.1-13.3, McCarthy - Sec. 9
Aug. 5	Nonresponse bias	Kish - 13.4-13.7

Distribution of marks

Lab and problems	30
Midterm	20
Project	20
Final	30

Spring 1972

PSYCHOLOGY 320

Dr. P. Bakan

Cognitive Psychology

Textbook - Neisser, U. Cognitive Psychology

This course will consider some of the basic facts and theories in the area of cognitive psychology. Cognition is broadly considered as "ways of knowing".

Topics to be discussed include:

Attention
Imagery
Language
Thought
Creativity
Dreaming
Altered states of consciousness
Cognitive style and individual differences
Theories of Cognition.

Course Outline

Psychology 321-3 Intelligence and Creativity

Recent experimental and theoretical research on the nature and development of intelligence and creativity. Topics covered will include the measurement of intelligence and creativity; the role of heredity and environment in the development of intelligence and creativity; the relation between intelligence, learning and thinking; the relationship between intelligence, creativity and achievement. (2-0-2)

PART ONE; Introduction to the study of individual differences in intelligence and creativity.

1. The nature of ability traits.
 - i) The descriptive aspect of ability traits.
 - ii) The functional aspect of ability traits.
 - iii) The role of ability traits in psychological theory.
2. Modes of exploration.
 - i) Correlations and components of variance.
 - ii) Ability trait models; hierarchical, facet, lattice, etc.
3. Behavioral genetics.
 - i) Mendelian genetics; the genetics of discrete traits.
 - ii) Quantitative genetics; the genetics of continuous traits.
 - iii) The route from genes to behavior.

PART TWO: Intelligence.

1. Nature and definition of intelligence.
 - i) Intelligence and learning.
 - ii) Intelligence and thinking.
2. The structure of intelligence.

2.

- ii) Theories of Thurstone and Guilford.
- iii) Critique of these theories.
3. The development of intelligence.
 - i) Hebb's intelligence A and B
 - ii) Cattell's and Horn's fluid and crystallized intelligence.
 - iii) Developmental work of Bayley, Horn, etc.
 - iv) Ferguson's transfer of training theory.
 - v) The genetics of intelligence, Jensen, Burt, etc.
4. Implications.
 - i) Intelligence and scholastic achievement.
 - ii) Intelligence and job success.

PART THREE: Creativity.

1. Nature and definition of creativity.
 - i) Definitions of Torrance, Mednick, Guilford, etc.
 - ii) First person accounts, i.e. Mozart, Tchaikovsky, Spender, Poincare, Watson.
2. Methodological problems in the study of creativity.
3. The relation between creativity and intelligence.
4. Creativity and personality.
5. Scientific achievement and creativity.

PART FOUR: Integrations and conclusions.

LABS

Part One. Introduction

- Lab 1 Review of correlation
- 2 Simple analysis of variance
- 3 and 4 Quantative genetics.

Part Two. Intelligence

- Lab 5 Methods and concepts of measurement.
- 6 Individual tests with emphasis of how items tap intelligence.
- 7 Group tests of intelligence.
- 8 Other methods of measuring intelligence; i.e. transfer of training, learning ability, culture fair material.

Part Three. Creativity.

- Lab 9 and 10 Methods and approaches to the measurement of creativity.

Reading List

Textbooks

- Butcher, H. J. Human intelligence: its nature and assessment, London, Methuen, 1968.
- Ghiselin, B. (Ed.) The creative process, (Paperback)

References

- Barron, F. Creative person and creative process, New York, Holt, Rinehart and Winston, 1969.
- Butcher, H.J. and Lomax, D.E. Readings in human intelligence, London, Methuen, 1972.
- Cancro, Robert, (Ed.). Intelligence: genetic and environmental influences, New York, Gruen & Stratton, 1970
- Cattell, R. B. Abilities: their structure growth and action, New York, Houghton Mifflin, 1971.
- Cattell, R.B. and Butcher, H.J. The prediction of achievement and creativity, Indianapolis, Bobbs-Merrill, 1963.
- Davis, G.A. and Scott, J.A. Training creative thinking, New York, Holt, Rinehart and Winston, 1971.
- Hudson, Liam (Ed.) The ecology of human intelligence, London, Penguin, 1970.
- Hunt, J. McV. Intelligence and experience. New York, Ronald Press, 1961.
- Jenkins, J. J. and Patterson, D. G. (Ed.) Studies in individual differences: the search for intelligence, New York, Appleton-Century-Crofts, 1961.
- Vernon, P. E. Intelligence and cultural environment, London, Methuen, 1969.
- Vernon, P. E. (Ed.) Creativity: selected readings, London, Penguin, 1970.
- Wiseman, Stephen (Ed.). Intelligence and ability, London, Penguin, 1967.

PSYCHOLOGY 325-3

MEMORY AND CONSCIOUS CONTENT

Summer Session, 1973

INSTRUCTOR: Max Elliott (Office: AQ3048)

The intent of Psychology 325 is to acquaint you with the past and present methods, materials, and theories involved in memory research. You should gain the skills necessary to enable you to evaluate the current status of the area by reviewing the research of others and to design, implement, and analyse your own experiment in memory. Practical implications will be considered.

TEXT: Hall, J.F. Verbal Learning and Retention. Toronto: Lippincott, 1971.

Anticipated basis for grades:

Midterm:	20%
Final:	30%
Project:	50%

PSYCHOLOGY 330 - SITUATION PERCEPTION

September 1973

Reading List

Dr. B. Lyman

Calendar Description:

Considers perception in the context of complex situations and includes consideration of selective attention, and event, person and social perception and perception involving interactions among persons or objects.

Required Texts:

1. A. Hastorf: Person Perception
2. Beanis & Schein (eds.): The Dynamics of Interpersonal Relations
(revised edition)

The course is divided into three parts:

- Part I : Person Perception
- Part II : Situational Variables in Impression Formation
- Part III: Event Perception

All readings are from the required texts.

There will be two one-hour examinations and a project or term paper will be required.

PSYCHOLOGY 335 - Sensation

B. Beyerstein

Spring '74

This course will emphasize what events are occurring in the nervous system when environmental information has been interfaced with a sensory system. Events such as the initial encoding of the information at the receptor surface, translation into the language of the nervous system, destination of the information, possible types of codes, etc. will be discussed. The attempt will be made to explain various perceptual phenomena, e.g., why we are sensitive to certain environmental stimuli and insensitive to others, by exploring the physiology of the sensory systems. Laboratories will include demonstrations as well as resources for a major research project planned and executed by small groups of students. Some background in perception and/or physiological psychology would be useful though not essential.

Required Texts:

G. von Békésy: Sensory Inhibition.

W. Uttal: Sensory Coding.

S.P.O. PSYCHOLOGY 340: PSYCHOPATHOLOGY

Summer Semester 1974 - Dr. E. M. Coles

Course Description

This course will center on the elaboration and evaluation of theoretical and research models, dealing with the problems of definition and classification of pathological behaviour, identification and measurement of the relevant variables, problems of research design, factors involved in the development of specific symptoms, and a consideration of the various forms of therapy and their effectiveness. The emphasis will be on theory, research and adult human behaviour, but animal studies and psychopathology of childhood will be considered where relevant.

Prerequisite:

Psychology 101-3.

Text:

Nil. Reference will be made to journal articles.

Assignment of course grades:

First essay (1,000 word maximum)	20%
Mid-Semester exam (answers in essay form)	20%
Second essay (1,000 word maximum)	20%
Final examination (answers in essay form)	40%

PSYCHOLOGY 345 - FEELING AND EMOTION

September 1973

Reading List

Dr. B. Lyman

Calendar Description:

Considers the conditions, principles, and theories of the experiential and behavioural aspects of feeling and emotion as these relate to motivation, learning, perception, personality, psychosomatics, and social behaviour.

Basic Texts:

1. M. Arnold: The Nature of Emotion (Bookstore)
2. M. Arnold (ed.): Feelings and Emotions, (Library Reserve)

The course is divided into three parts:

- Part I : Definitions of Feeling and Emotion
- Part II : Methods of Studying Feeling and Emotion
- Part III: The Phenomenology of Feeling and Emotion

The readings for Parts I and II will be from the course texts. The reading for Part III will be selected by the individual student. There will be two hour examinations--one following each of the first two parts of the course. A short term paper or small project related to the individual readings will also be required.

Summer, 1973

Psychology 347 - 3

Course title: Motivation and work.

Formal description: See calendar listing.

Prerequisites: See calendar.

In case of doubt, or where there are special needs,
please consult the instructor.

Text book: Fields of Applied Psychology
Anne Anastasi
McGraw-Hill

References: Appropriate texts and journals in applied psychology.
The required reading is likely to be selected by the
student in terms of the semester project.

Course organization: There will be two hours of lecture and two hours
of lab.

"Lecture" should be interpreted as combining
information and discussion of theory, methods
and techniques which are relevant.

Lab. work will consist of projects in the applied
field.

The nature of the project will be determined
wherever possible by the student's interests
and availability of source material. The project
will begin early in the semester.

There will be direction and supervision of this
work.

Course content: The emphasis is on why people work at a particular
type of employment, the conditions under which they
work and how their physical and emotional environment
affects that work. Implicit in this is why people
don't work.

Instructor: Lolita Wilson
Associate Professor
Office - AQ 6047
Phone - 291-4283

PSYCHOLOGY 351-3 - Child Psychology

Fall, 1972

Professor: Dr. Koepke (Office: CB5253)

Text: Child Development and Personality, Third Edition, 1969 by
Paul Henry Mussen, John Janeway Conger and Jerome Kagan.

Topical Outline of Course

1. Introduction
2. Genetic Factors in Development
3. Prenatal Development
4. Learning and Development
5. Biological Changes in the First Year
6. Social Learning in the First Year
7. Development in the Second Year
8. The Preschool Years: Motor and Cognitive Development
9. The Preschool Years: Social Learning in the Family
10. The Preschool Years: Extrafamilial Influences
11. Development in Middle Childhood: Intellectual-Cognitive Development
12. Development in Middle Childhood: Personality Development and Problems of Adjustment
13. Development in Middle Childhood: Expansion of Social Environment.

PSYCHOLOGY 355-3 - ADOLESCENT PSYCHOLOGY

Spring 1974

Instructor: Andrew Feldmar
Lecture: Mondays 6:30-8:30
Lab: Wednesdays 6:30-8:30
Room Number:

To register, permission of instructor is needed. Class size limit: 20

There is no text book to buy for the course.

The following books have been put on 3-day reserve at the library:

Postman, N. & Weingartner, C. Teaching as a subversive activity.

Laing, R.D. The politics of experience.

Watzlawick, P. et al. Pragmatics of human communication.

Participants in the course are urged to read and re-read the above books.

Approximately half the time available will be spent on academic, intellectual, theoretical discussions; the other half will be spent on experiential, gut-level, personal undertakings.

Objectives:

1. The student will gain insight into some problems adolescents face: intra-personal, inter-personal, social and cultural.
2. The student will demonstrate that he can translate his insights into communicable ideas and research efforts.
3. The student will demonstrate his ability to bring together relevant readings, theories, experiences, and research methodologies for the purpose of pursuing some, for him, relevant questions in depth.

Content:

- a. Physical and cognitive growth:
 1. physiological development and its psychological correlates
 2. cognition, concepts, and creativity in adolescents
- b. Family Roles:
 1. parental interaction
 2. sibling relations
 3. family socioeconomic status and the adolescent
- c. Socialization:
 1. choice of vocation
 2. choice of marriage partner
 3. high-school achievement
 4. moral education

2.

- d. Self-concept and identity:
 - 1. ego identity
 - 2. self-esteem
 - 3. sex roles

- e. Adolescent subculture:
 - 1. peer group values
 - 2. popularity
 - 3. sex
 - 4. participation in gangs and youth organizations

- f. Value commitments:
 - 1. attitudes and values
 - 2. social deviance
 - 3. delinquency
 - 4. drug addiction
 - 5. school dropouts

- g. Socio-cultural comparisons :
 - 1. primitive societies
 - 2. differences among subcultures

Watson, G. Social Psychology: Issues and Insight. Philadelphia: Lippincott, 1966.

COURSE CONTENT

Course content includes the following topics. Depending on time limitations some sections may have to be omitted.

Specialized References

Journal of Personality and Social Psychology (JPSP)
 Journal of Experimental Social Psychology (JESP)
 Journal of Social Psychology (JSP)
 Canadian Journal of Behavioral Science (CJBS)
 Journal of Social Issues
 Psychological Bulletin
 Journal of Experimental Psychology
 Journal of Applied Social Psychology

The above journals contain a series of research reports on the various topics covered in the course. They are an excellent source for up-to-date material. PSYCHOLOGICAL ABSTRACTS is a complete listing of all research done in psychology, listed by topic each year. Looking under the topic "Interpersonal Attraction" for 1972 will give you a complete listing of all studies done in that year and will give you the appropriate reference for finding them in the above journals.

COURSE CONTENT: Includes the following topics. Depending on time limitations some sections may have to be omitted.

I. Theories and Methods

- A. Theories in social psychology
 - 1. Chapter 1 (Wrightsman)
- B. Methods of studying human behavior
 - 1. Chapter 2 (Wrightsman)
 - 2. Article 3 (Evans & Rozelle)
 - 3. Article 10 (Evans & Rozelle)
 - 4. Article 11 (Evans & Rozelle)
 - 5. Article 18 (Evans & Rozelle)

II.

- A. Cooperation and competition
 - 1. Chapter 5 (Wrightsman)

3.

2. Article 6 (Evans & Rozelle)
3. Article 12 (Evans & Rozelle)

B. Agression, violence and war

1. Chapter 6 (Wrightsman)
2. Article 14 (Evans & Rozelle)

III. Interpersonal Behavior Patterns

A. Affiliation, anxiety, attraction, love

1. Chapter 14 (Wrightsman)
2. Article 4 (Evans & Rozelle)

B. Social perception

1. Chapter 15 (Wrightsman)
2. Article 13 (Evans & Rozelle)
3. Article 16 (Evans & Rozelle)

C. The social psychology of sexual behavior

1. Chapter 19 (Wrightsman)
2. Article 6 (Evans & Rozelle)

GRADING DISTRIBUTION

A student's grade will be based on several dimensions related to learning: examinations, a research project, an oral presentation, and class participation. The following distribution will be used:

1. Laboratory	40
(a) attendance	10
(b) oral presentation	10
(c) research project	20
2. Examinations	60
2 exams each worth 30 marks will count toward the final course grade.	

A. Laboratory

Laboratory sessions will consist initially of several demonstrations of social behavior patterns, followed by group discussions. Following these, labs will involve an oral presentation by each class member of their research project. Students will receive 10% for lab attendance, and 10% for their oral presentations.

The research projects will involve observations of some form of social behavior pattern discussed in the course. Select a problem, situation, or environment and make a series of observations. You can function as participant-observer; collect data using a questionnaire; run a regular research experiment; etc. You will be expected to relate your observations to theories and research discussed in the course. The research project will be worth 20% and will be graded according to the criteria outlined in Handout I (P.6.). Some examples of social behaviors to be observed are the following (Try to generate your own "original ideas"):

- a) interaction of individuals in a group setting (e.g., a commune, mental hospital, nursery school, etc.)
- b) interaction of doctors with their patients
- c) interaction of strangers in some unusual situation
- d) people's reaction to violation of a norm
- e) fraternity initiations
- f) reactions to being "different" than the rest of the community
- g) patterns of non-verbal behavior (e.g., eye contact, physical distance between people, gestures)
- h) techniques used to attract members of the opposite sex
- i) patterns of seating in a library, cafeteria, or classroom by sex, race, etc.
- j) conformity pressures toward drug use
- k) collect data on mass media
- l) collect data on voting statistics
- m) count people who jaywalk under various conditions
- n) study various social protest movements such as women's liberation and gay liberation
- o) helping behavior, i.e. hitch-hiking, picking up dropped books, donating money
- p) compliance
- q) reactions to out-of-role behavior
- r) study people's telephoning habits (i.e., who calls who)
- s) who signs petitions?
- t) who has bumper stickers on their cars (i.e., make and year of car)
- u) driving behavior

5.
6.

The teaching assistants will be available to help you plan and execute these projects.

The laboratory sessions include the topics and dates as follows:

<u>WEEK</u>	<u>TOPIC</u>
May 6-10	-
13-17	APA style (see Handout I)
20-24	Experimental design problems
27-31	demonstration
June 3-7	demonstration
10-14	-
17-21	research projects
24-28	research projects
July 1-5	research projects
8-12	demonstration
15-19	research projects
22-26	research projects
29-Aug. 2	research projects

EXAMINATIONS

Three-in-class examinations will be given, each of which test one or more topics. These exams will consist of multiple-choice, short-answer, and essay-type questions. In combining these for 60% of the course grade (2x30), you can delete your lowest score.

PSYCHOLOGY 365 PSYCHOLINGUISTICS

Summer 1974

Instructor: Danny Steinberg

READINGS

1. Survey of Psycholinguistics by Susan Houston Mouton, 1972.
2. Psycholinguistics by Judith Greene. Penguin, 1972.
3. Noam Chomsky by John Lyons. Viking, 1970.

TOPICS

1. Language Theories--Mentalistic & Behavioristic theories critically evaluated. (4 weeks of class time)
2. First Language Acquisition--Acquisition of sound system, vocabulary, syntax, & semantics in children. (2 weeks)
3. Second Language Acquisition--Comparison with first language acquisition. Optimal age and situation for second lang. acq. (1 week)
4. Bilingualism--Models of bilingual individuals. Assessment of effects of bilingualism on intellectual and emotional functioning. (1 week)
5. Social Determinants of Speech: Bidialectalism. Nature and quantity of speech output as a function of social variables with regard to speakers of a non-standard dialect. (1 week)
6. Linguistic Relativity--Views on the relation of language and thought are critically evaluated. (1 week)
7. Open Topics--Topics of mutual interest. (3 weeks)

REQUIREMENTS

1. A quiz on Topic #1, Language Theories.
2. A paper--a critical survey of theory and research on any one (or part) of the Topics, except #1. 8 to 12 pages double-spaced.
3. A research proposal on any one (or part) of the Topics, except #1. 8 to 12 pages double-spaced.

Note: The paper and research proposal must be on different topics.

GRADING

The final grade will be an average of the grades obtained on the quiz, paper, and research proposal. (Equal weight for each.)

PSYCHOLOGY 365 PSYCHOLINGUISTICS
SUGGESTED READINGS

1. LANGUAGE THEORIES

1. MacIntyre, A. Noam Chomsky's view of language. In M. Lester, Readings in applied transformational grammar. New York: Holt, Rinehart, and Winston, 1970. Pp. 96-113. (Especially pp. 112, and 107-108.)
2. Skinner, B.F. Humanistic Behaviorism. The Humanist. May & June, 1971, 35.
3. Watson, J. Behaviorism. Chapter I. What is Behaviorism? Chapter X, Talking and Thinking. New York: Norton, 1925. 1-19, 224-251.
4. Chomsky, N. Review of Skinner's Verbal behavior. Language, 1959. 35, 26-58. Also in L. Jakobovits and M. Miron (Eds.), Readings in the psychology of language. Englewood Cliff, N.J.: Prentice-Hall, 1967. Pp. 142-171.
5. Skinner, B.F. On "having" a poem. Saturday Review, 1972, July 15.

2. FIRST LANGUAGE ACQUISITION

1. Brown, R. Development of the first language with human species. American Psychologist, February 1973, 97-106.
2. Miller, G.A. and McNeill, D. Psycholinguistics. In G. Lindzey and E. Aronson (Eds.) The handbook of social psychology, Vol. 3, (2nd ed.) Reading, Mass.: Addison-Wesley, 1969. Pp. 667-794. (Read Pp. 714-727.)
3. Lenneberg, E. On explaining language. Science, 1969, 164, 635-643.
4. McNeill, D. Sound development. Acquisition of language. New York: Harper & Row, 1970, 130-141.

3. SECOND LANGUAGE ACQUISITION

1. Newmark, L., and Reibel, D.A. Necessity and sufficiency in language learning. In M. Lester (Ed.), Readings in applied transformational grammar. New York: Holt, Rinehart, and Winston, 1970. Pp. 228-252.
2. Ausbel, D.P. Adult versus children in second-language learning. Modern Language Journal. 1964, 48, 420-424.

3. Sampson, Gloria & Richards, Jack. Learner Language Systems. Language Sciences. August 1973. 18-25.
4. Milon, J. A Japanese child learns English. Working Papers in Communication, 2, 3, 1971, 61-74.

4. BILINGUALISM

1. Diebold, R. The consequence of early bilingualism in cognitive development and personality formation. 1966. Mimeo.
2. Macnamara, John. Bilingualism and thought. In J. Alatis, Report of the twenty-first annual round table meeting on linguistics and language studies. Washington: Georgetown University Press, 1970. 25-45.

5. SOCIAL DETERMINANTS OF SPEECH: BIDIALECTALISM

1. Bereiter, C. and Engelman, S. Teaching disadvantaged children in the pre-school. Englewood Cliffs: Prentice-Hall, 1966, 24-45.
2. Labov, W. The logic of nonstandard English. In J.E. Alatis (Ed.), Linguistics and the teaching of standard English to speakers of other languages or dialects. Georgetown University Monograph Series on Languages and Linguistics, No. 22, 1969. Pp. 1-43.
3. Labov, William. Finding out about children's language. Working Papers in Communication, 1, 1, 1970, 1-29.
4. Raspberry, W. Should Ghettoese be accepted? Today's Education, 1970, 59, 4, 30-31, 61-62.
5. Sledd, James. Bi-Dialectalism: The Linguistics of White Supremacy. English Journal, Dec. 1969, 58, 9. 1307-15.

6. LINGUISTIC RELATIVITY

1. Amalu, Sammy. Language controls thought. Honolulu Star-Bulletin, Nov. 1971.
2. Whorf, Benjamin Lee. Science and Linguistics. Technological Review. 1940, 42, No. 6. 229-231; 247-248.

3. Miller, George A. & McNeill David. The Whorfian Hypothesis. In G. Lindzey & E. Aronson, (Eds.) Handbook of social psychology, Vol. 3, 2nd ed. Reading, Mass.: Addison-Wesley, 1967. Pp. 728-741.

On Review 4.

4. Lenneberg, Eric. Biological foundations of language. Chapter 8. New York: Wiley.

5. Niyekawa; Howard, Agnes. The current status of the linguistic relativity hypothesis. Working Papers in Linguistics, 1972, 4, 2, 1-30.

6. Black, Max. Some Troubles with Whorfianism. In Sydney Hook (Ed.) Language and philosophy. New York: New York University Press, 1968. Pp. 30-35.

PSYCHOLOGY 370

Dr. Marcia

Spring, 1974

Course content will involve discussion of the theories of Freud and classical psychology theorists, Erikson, Jung, Dollard and Miller, and Rogers. If time permits, lectures will also supplement readings in neo-Freudian theory, statistically-based theories (e.g., Cattell, Eysenck), and existential theories. Labs will be structured so as to furnish a common experiential base for theoretical issues covered in lectures. These will include tapes, films, role-playing, etc.

Grades will be based upon two types of performance: a baseline knowledge of theoretical terms demonstrated at final examination time and a project (optional) decided upon between the instructor and the student. Students may be requested to participate as subjects in a study on personality theory.

Text is: Personality and Psychotherapy - Joseph F. Rychlak - Houghton Mifflin.

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PSYCHOLOGY 380

INSTRUCTOR: Chris Davis

Spring 1972

TEXT: Physiological Psychology. Peter M. Milner, Holt, Rinehart and Winston.

Lecture: A progressive examination of single nerve cells, their integration into sensory and motor systems and integrative mechanisms.

Neurones	Biochemistry of Learning and Memory
Neuroanatomy	The Vestibular and Auditory Systems
Spinal Motor System	Language and Cerebral Dominance
Central Motor Mechanisms	Sleep and Arousal
The Cortex	Attention
Receptors	Regulatory Mechanisms of Motivation
Taste and Smell	Self Stimulation and Motivation
The Somatosensory Systems	The Frontal Lobe Syndrome
The Visual System	Psychophysiology of Learning and Memory

The social implications of brain function will be considered where appropriate.

Laboratory: Dissection of human brain, demonstration of recording of nerve and muscle potentials, EEG recording, leading to individual projects in one of these areas.

Grade: Lecture exam and laboratory performance both contribute relative values to be determined in consultation with class.

PSYCHOLOGY 385

Fall 1973

Animal Behaviour

Lecturer: Bruce Alexander

Lab Instructor: Not yet assigned, hopefully Teri Kay

The lecture portion of the course will deal with behavioural evolution, social organization of various animal species, and comparative studies of learning ability. Secondary topics will include behavioural genetics and human ethnology.

The emphasis will be on sampling broadly from the literature and developing a few central theoretical ideas, namely behaviour as an evolved trait, the interweaving of genetic and environmental determinants of behaviour, and the animal species as a culmination rather than a rung in a psychogenetic ladder.

A book of readings has been ordered at the bookstore (McGill, second edition). Other readings will probably be assigned.

Marks will be assigned in the conventional way, on the basis of an exam and a presentation.

The lab will be basically a discussion group. There will be a number of movies and students will be expected to make a report on their own investigation (reading or observational) of an animal species which interests them.

Psychology 401 - Summer Semester 1974 - A. L. Diamond

Text: Marx and Hillix. Symptoms and Theories of Psychology, McGraw Hill (2nd Ed.) N.Y. 1973.

Recommended Readings

1. Hulin, W.S. A Short History of Psychology, Henry Holt & Co., N.Y. 1934.
2. Boring, E.G. A History of Experimental Psychology, (2nd ed.), Appleton Century, N.Y. 1950.
3. Skinner, B.F. Beyond Freedom & Dignity, Alfred Knopf, 1971.

Topics

Page Assignment in Text

- | | |
|-------------------------------------|-------------|
| 1. Early History of Psychology | 28-45 |
| 2. Systems of Psychology | 86, 88 |
| a. Associationism | 89-112 |
| b. Structuralism | 113-138 |
| c. Functionalism | 139-164 |
| d. Behaviorism | 165-204 |
| e. Gestalt Psychology | 205-240 |
| f. Psychoanalysis | 241-278 |
| 3. Science and Theory in Psychology | 3-27, 45-85 |
| 4. Contemporary Theories | 279-450 |

Grades

- | | |
|------------------------------------|--------------------|
| 1. Two exams: | one-third of grade |
| 2. One term paper or project: | one-third of grade |
| 3. Participation and presentation: | one-third of grade |

PSYCHOLOGY 415-5 Measurement

Course Outline

Seminar in Quantitative Behavior Genetics.

Text: Falconer, D.S. Introduction to Quantitative Genetics, Oliver and Boyd, 1960.

Description: The course will deal with elementary quantitative genetics. During the first part of the course simple mathematical models of random mating, genetic drift, mutation, etc. will be discussed. During the second part of the course the genetics of continuous traits such as intelligence and personality traits will be discussed.

The course will meet twice a week. The first meeting will consist of lectures on quantitative genetics. At the second meeting the application of principles of quantitative genetics to various areas of psychology will be discussed. Topics covered will include: the behavioral modification of the gene pool, the genetics of schizophrenia, Burt's multifactorial theory of intelligence, the genetics of Jensen's work in intelligence, the physiological basis of continuous variation, etc.

Prerequisite: Some knowledge of statistics and genetics. Psychology 210, Math 101 or Econ. 332 should provide sufficient background in statistics. Very little knowledge of genetics will be required and an understanding of Mendel's laws and their implications should be sufficient. Psych 310-5 not required.

Approach: The course is a seminar in psychological measurement and will reflect this orientation.

PSYCHOLOGY 420/720

Summer, 1973

Dr. Burstein

This course involves a study of the area of generalization, via papers written on the subject over a period of over forty years. These papers are used as a vehicle for delving into major issues, not only in learning theory, but occasionally in other areas of psychology, particularly personality.

The "text" consists of approximately 20 journal articles, and the final grade is based upon a mid-term and a final.

Enrollment is somewhat limited, being intended for honors students and those having a B average. Others may enrol with the permission of the instructor.

435, 335

PSYCHOLOGY 425 LANGUAGE AND THINKING
Summer 1974

Instructor: Danny Steinberg

TEXTS (All available in paperback)

1. Language and Mind. (Enlarged edition). Noam Chomsky. Harcourt, Brace, & Jovanovich, 1972.
2. Transformation Theory as a Theory of Language Acquisition. Bruce Darwing. Cambridge, 1973.
3. Psycholinguistics. Judith Greene. Penguin, 1972.
4. Noam Chomsky. John Lyons. Viking, 1970.

SEMINAR TOPICS

1. Current Linguistic Models
2. Nature of Mind & Ideas; Acquisition of Ideas
3. Thinking; Mental Imagery, Problem Solving, Etc.
4. Language Performance
5. Development of Thought & Language in the Child

REQUIREMENTS

Students will be required to complete two projects. The two projects need not be related.

Project 1: Presentation of a topic (or part of one) to the class. With the assistance of the instructor, the student will study the literature in depth and prepare the class presentation.

Project 2: Conduct an empirical research study on a topic of your choice. Any sort of research (experimental, case-study etc.) is acceptable. A written report of the findings is to be made.

GRADING

The grade for the course essentially will be based on an assessment of the quality of the two required projects.

PSYCHOLOGY 425 LANGUAGE AND THINKING
SUGGESTED READINGS

2. NATURE OF MIND & IDEAS. ACQUISITION OF IDEAS

A. Rationalist Foundations

1. Descartes, Rene. Meditation III. Many sources including The Great Books, Descartes volume. Pp. 75-89. Translated by E.S. Haldane & G.R.T. Ross.
2. MacIntyre, A. Noam Chomsky's view of language. In M. Lester, Readings in applied transformational grammar. New York: Holt, Rinehart, and Winston, 1970. Pp. 96-113. (Especially pp. 112, and 107-108.)
3. Weiner, W. Psycholinguistics and Plato's paradoxes of the Meno. American Psychologist, January 1973, 15-33.
4. Chomsky, N. Recent contributions to the theory of innate ideas. Synthese, 1967, 17, 2-11.
5. Chomsky, N. Explanatory models in linguistics. In E. Nagel, P. Suppes, and A. Tarski (Eds.), Logic, methodology, and the philosophy of science. Stanford: Stanford University Press, 1962, Pp. 528-537.
6. Stam, James H. Past Linguistics and Chomsky's Future. Journal of Psycholinguistic Research, 1972, 1, 2. 195-201.

B. Empiricist Foundations

1. Locke, John. No Innate Speculative Principles. Concerning human understanding. Book I, Chapter I. Many sources including The Great Books, Locke volume. Pp. 95-103.
2. Putnam, H. The 'innateness hypothesis' and explanatory models in linguistics. Synthese, 1967, 17, 12-22.
3. Goodman, N. The epistemological argument. Synthese, 1967, 17, 23-28.
4. Goodman, N. The emperor's new ideas. In S. Hood (Ed.), Language and philosophy, New York: New York University Press, 1969. Pp. 91-94.

C. Behaviorist Foundations

1. Watson, J. Behaviorism. Chapter I. What is Behaviorism? Chapter X, Talking and Thinking. New York: Norton, 1925. 1-19, 224-251.
2. Skinner, B.F. Humanistic Behaviorism. The Humanist. May & June, 1971, 35.
3. Chomsky, N. Review of Skinner's Verbal behavior. Language, 1959. 35, 26-58. Also in L. Jakobovits and M. Miron (Eds.), Readings in the psychology of language.
4. Ryle, Gilbert. Descarte's Myth. The Concept of Mind. New York: Barnes & Noble. 1949. Pp. 11-24.
5. Miller, Dickinson S. "Descarte's Myth" and Professor Ryle's Fallacy. Journal of Philosophy, Vol. XLVIII, No. 9. 1951. 270-280
6. Skinner, B.F. On "having" a poem. Saturday Review, 1972, July 15.

D. Ideas

1. Nagel, E. & Brandt, R.B. Universals. In E. Nagel & R.B. Brandt (Eds.), Meaning and Knowledge. New York: Harcourt, Brace & World, 1965.
2. Locke, John. The signification of words. In Nagel & Brandt volume.
3. James, William. "Abstract" ideas. From Principles of Psychology, 1891.

3. THINKING: MENTAL IMAGERY, PROBLEM SOLVING, ETC.

1. Huttenlocher, J. Language and thought. In G.A. Miller (Ed.), Communication, Language and Meaning. New York: Basic Books, 1973.
2. Pylyshyn, Z. A critique of mental imagery. Psychological Bulletin, 80, 1, 1973. 1-24.
3. Newell, A. & Simon, H. Human problem solving. Prentice-Hall, 1972.

On Reserve

In Reserve

4. LANGUAGE PERFORMANCE

- On Reserve 1. Chomsky, N. Aspects of the theory of syntax. Cambridge: MIT Press, 1965. (Read Pp. 3-37 and 47-59).
2. Chomsky, N. Formal Nature of Language. In E. Lenneberg, Biological foundation of language. New York: Wiley, 1967. Appendix A, Pp. 397-442.
3. Watt, W.C. On two hypotheses concerning psycholinguistics. In J. Hayes, Cognition and the development of language. New York: Wiley, 1970. Pp. 137-220.
4. Fodor, J. & Garrett, M. Some reflections on competence and performance. In J. Lyons & R.J. Wales, Psycholinguistics Papers. Edinburgh: Edinburgh University Press, 1966.
- On Reserve 5. Brown, R. and Hanlon, C. Derivational complexity and order of acquisition in child speech. In Hayes, J. (Ed.), Cognition and the development of language. New York: Wiley, 1970.
- On Reserve 6. Wales, R.J. & Marshall, J.C. The organization of linguistic performance. In Lyons & Wales volume.
- On Reserve 7. Thorne, J.P. On hearing sentences. In Lyons & Wales volume.
8. Rubenstein, H. Language and probability. In G.A. Miller (Ed.), Communication, language and meaning. New York: Basic Books, 1973.
9. Steinberg, D. ...Notational Variants. WPL, 1970, 2, 3. 1-5.
10. Steinberg, D. Psychological aspects of Chomsky's Competence-Performance distinction. Working Papers in Linguistics, 1970, 2, 2. 180-193.
11. Fromkin, V. Speculations on Performance Models. Journal of Linguistics, 4, 1968. 47-68.

5. DEVELOPMENT OF THOUGHT & LANGUAGE IN THE CHILD

1. Miller, G.A. The mind of a child. In Psychology: The science of mental life. New York: Harper & Row, 1962. 294-314.
2. Brown, R. Development of the first language with human species. American Psychologist, February 1973, 97-106.
3. Miller, G.A. and McNeill, D. Psycholinguistics. In G. Lindzey and E. Aronson (Eds.) The handbook of social psychology, Vol. 3, (2nd ed.) Reading, Mass.: Addison-Wesley, 1969. Pp. 667-794. (Read Pp. 714-727.)

4. Lenneberg, E. On explaining language. Science, 1969, 164, 635-643.
5. McNeill, D. Sound development. Acquisition of language. New York: Harper & Row, 1970, 130-141.
6. Macnamara, J. Cognitive basis of language learning in infants. Psychological Review, 1972, 79, 1, 1-13.
7. Sinclair, Hermina. The transition from Sensory-Motor behavior to symbolic activity, Interchange, 1, 3, 1970. 119-126.

PSYCHOLOGY 430-5. PERCEPTION: LEARNING AND DEVELOPMENT.

Instructor: Janet Strayer.

Prerequisite: Psych 230-3 or Psych 303-3 or permission of instructor.

This seminar is concerned with perceptual learning and development. Topics will include contemporary theories of perception; the perceptual world of the infant; selective factors in perception; perception and cognitive processes.

Required reading material is: E.J. Gibson, Principles of Perceptual Learning and Development, N.Y.: Appleton-Century-Crofts, 1969.

Seminar discussions will focus on material presented in this text as well as on selected readings chosen by each student. Students should expect to give a seminar presentation which will provide the basis for a final research paper or project.

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PSYCHOLOGY 440-5: Motivation

Fall Semester 1973 - Dr. E. M. Coles

Course description

This is an upper level seminar offering advanced treatment of a selected topic (the determinants of abnormal behaviour) covered more generally in a lower level course (Psych. 340).

Prerequisite

Psychology 240 or Psychology 304
Psychology 340 is recommended.

Texts

Peters, R.S. "The concept of motivation".
London: Routledge & Kegan Paul, 2nd edit., 1960.
Millon, T. "Theories of psychopathology".
Saunders, 1967.

Assignment of course grades

Attendance and participation	20%
Term paper	80%

PSYCHOLOGY 450

Seminar in Ethology of Human Social Development

Instructor: Fred Strayer

Time: Summer Session

Prerequisite: Psych. 351 or 355.

Required texts:

John Bowlby. Attachment and Loss: Vol. 1 Attachment

N. Blurton-Jones (Ed.) Ethological Studies of Child Behavior

This seminar will deal with recent ethological approaches to the analysis of human social development. During the first half of the course, we will critically examine Bowlby's theoretical account of mother-infant social relations. During the latter half, discussion will focus upon a collection of essays which provide specific examples of the ethological approach to human behavior.

Since the six-week format of Summer Session courses is extremely compact, primary emphasis will be placed upon group discussion of the course material. There will be two short essay exams covering the assigned readings.

PSYCHOLOGY 460

Seminar in Bio-Social Psychology

Instructor: Fred Strayer

Time: Evenings. Summer Semester

Prerequisites: Permission of the instructor.

Required Texts: (all paperbacks)

Allison Jolly. The Evolution of Primate Behavior (Macmillan, 1972)

Hans Kummer. Primate Societies: group techniques in ecological adaptation (Aldine, 1971)

Phyliss Jay Dolhinow. Primate Patterns (Holt, Rinehart, & Winston, 1972)

This seminar will provide a general introduction to the interdisciplinary analysis of social behavior. Seminar meetings will entail detailed consideration of specific studies on primate behavior, and a critical examination of the relation of such studies to specific problems in the analysis of human social activities. General topics include: (1) Biological perspectives on psychological issues; (2) Social communication and language; (3) Social relations and Social Organization; and (4) Social development. In addition to the required texts, there will be a number of reserve readings which will be discussed in seminar.

Psychology 470-5

Personality

Summer 1974

Instructor: Andrew Feldmar Office: 5234CC

Prerequisite: Psych. 370-3 AND permission of instructor

Class size: absolutely limited to 20.

Time: Tu 5:30 - 8:00 p.m.
Th 5:30 - 8:00 p.m., May 6 - Aug 2

Place: CC5201

Texts: Campbell, J. Myths to live by
Neumann, E. The origins and history of consciousness

Suggested reading:

Campbell, J. The hero with a thousand faces
Neumann, E. The great mother
Jung, C.G. Man and his symbols
Jung, C.G. Memories, dreams, reflections
Jung, C.G. The archetypes and the collective unconscious
Jung, C.G. Symbols of transformation
Lainz, R.D. The politics of experience
Assagioli, R. Psychosynthesis

Relevant journals:

The J. of Humanistic Psychology
The J. of Transpersonal Psychology
The American J. of Psychoanalysis

This course is a SEMINAR. We will attempt to study, in depth, the analytic theory of C.G. Jung. Emphasis will be placed on trying to gain an understanding of the more universal human aspects of the dimensions of experience and behavior.

Roughly half the course will be experiential, half verbal-intellectual. The experiential part will include work on our dreams, fantasies, and personal myths. The intellectual part will include the preparation and presentation of a seminar aiming at a critical evaluation of relevant theories.

Grades will be based on (i) participation in discussions
(ii) scope of reading
(iii) seminar presentations.

"Life can only be understood backwards;
but it must be lived forwards."

Søren Kierkegaard

PSYCHOLOGY 480

Dr. Davis

Seminar in Physiological

Spring 1974

An examination of current theories and practice in psychophysiology as conceived by me. This will mean involvement in and out of the laboratory in such matters as muscle action potentials, galvanic skin responses, cardiovascular dynamics and other human responses that may be of interest to students. There is no text, rather I am assembling a reading list to which students will add. Grade requirements will be negotiated individually near the beginning of the course.

PSYCHOLOGY 485-5: ANIMAL BEHAVIOR

Instructor: Fred Strayer

Office: CC5222

Telephone: 291-3354 (Message only)
936-4617 (Home)

Prerequisites: Permission of the Instructor

Time: Tuesdays & Thursdays 5:30 to 8:00

This course is designed as a research seminar. The primary emphasis will be upon the design and implementation of observational research projects. Seminar discussion will focus upon the use of observational techniques for the descriptive analysis of behavior, with special reference to social activity.

For those students most interested in animal social behavior, research will probably entail the use of the department's Squirrel Monkey Colony. There are presently four groups of monkeys in this facility, and about six to eight people could work with these animals. Additional animal work can be arranged with animals at the Vancouver Zoo. Students more interested in the application of observational methods to human social behavior will be encouraged to develop appropriate research projects (topics such as non-verbal communication, proxemics or personal space, & small group organization are especially suitable for observational analysis).

All students will be expected to discuss various stages of their research in seminar, and ultimately to submit some written statement of the work which they've accomplished. (If the project cannot be completed during the course of one semester, a more theoretical paper will be acceptable.) Since the only requirement for this course is active involvement in some research project, it's important that each student have some inkling of a topic prior to enrollment. Consequently, permission of the instructor is a fairly important prerequisite to admission.

DEPARTMENT OF MODERN LANGUAGES

Linguistics 100-3: Communication and Language

Fall 1974

Dr. A. Altmann

Linguistics 100 will be taught in modules, this term by one instructor in order to facilitate organizational matters. The reading assignments will be short and to the point, and there will be no final examination. However, two short examinations of the multiple-choice and short-answer types will be given in one half hour each after a module. There will also be two short working papers (800 words) on other modules or, instead, some independent research, depending on the preference, interest, and ability of the student. Each examination will be worth 25 % of the course grade, each working paper 20 %; 10 % will count toward class participation.

Texts: Fast, Julius, Body Language

Postman, Neil and Charles Weingartner, Linguistics

Modules

1. Introduction
2. Communication Without Language
3. Animal Communication
4. Human Communication
5. Language, Society and Culture
6. Language, Philosophy and the Sciences
7. Communication Gaps

DEPARTMENT OF MODERN LANGUAGES

SPRING 1973

LINGUISTICS 100-3

Communication and Language

Dr. R. Saunders
 Dr. A. Altmann
 Prof. B. D. Kaneen
 Prof. B. Newton
 Dr. M. St.-Jacques
 Dr. E. W. Roberts

Linguistics 100 consists of five independent modules. In each module a specific topic dealing with some aspect of human communication will be treated. There will be a different lecturer for each module. There is no final examination. However, there will be either a short examination on the last day of each module or, in the case of Professor Kaneen's module, a short term paper will be required.

Schedule of Modules

Week #1	Jan. 8-10	Introduction	Dr. R. Saunders
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MODULE #1		Language and Culture	Dr. M. St.-Jacques
Week #2	Jan. 15-17		
Week #3	Jan. 22-24		
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MODULE #2		Language Diversity and Language Problems	Prof. B. D. Kaneen
Week #4	Jan. 29-31		
Week #5	Feb. 5-7		
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MODULE #3		Change in Language	Prof. B. Newton
Week #6	Feb. 12-14		
Week #7	Feb. 19-21		
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MODULE #4		Language and Communication	Dr. A. Altmann
Week #8	Feb. 26-28		
Week #9	March 5-7		
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MODULE #5		Language in Contact	Dr. E. W. Roberts
Week #10	March 12-14		
Week #11	March 19-21		
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MODULE #6		Communication without Language	Dr. R. Saunders
Week #12	March 26-28		
Week #13	April 2-4		

LINGUISTICS 130-3 (0-2-1)

Chairman: E.W. Roberts, Office CC 8200, Telephone 291-3678

Prerequisites: None

Time Schedule: M., T., W. 3:30 p.m.

The purpose of this course is solely to train students in the fundamentals of speech description and in the practical use of two systems of phonetic writing.

Organization:

1. Introduction: The basic principles of speech production, sound discrimination and description.
2. The presentation and derivation of charts of symbols to be used in phonetic writing. The difference between spelling and phonetic representation.
3. Examination of the phonetic writing systems used in some dictionaries.
4. Exercises in using the systems of phonetic writing.

Bases of Grading:

1. Home assignments
2. Class performance
3. Mid-term examination
4. Final examination

There is no set text for this course. There will be several mimeographed handouts each week. Students are, however, encouraged to read any or all of the following:

D. Abercombie, Elements of General Phonetics

D. Jones, Outline of English Phonetics

K.L. Pike, Phonetics

W.N. Francis, The Structure of American English

Since I am on my research semester until January 1973, interested students are encouraged to call me at my home number (942-8194) if they have any queries or problems.

Oct 18/72

Linguistics 220

Lecturer: Dr. N. Lincoln

Prerequisites: None

Textbook : Gleason - An Introduction to Descriptive Linguistics

Exams : A mid-term and final counting for 50% each of the overall grade.

Course Outline:

This course provides an introduction to the science of language and to some of the major topics of concern to linguists. No prior knowledge of foreign languages or of linguistics is assumed. The course is intended to give broad coverage and does not attempt to provide training in actual analytic techniques. This training is the subject matter of the following course, Linguistics 221. The various weeks of the course will be broken down as follows:

Week 1 The Nature of Language

Human Languages and animal communication. Can apes learn to talk? The language of Neanderthal Man. Non-linguistic communication. Language structure. Levels of grammar.

Week 2/3 English Speech Sounds

Production of speech sounds. Vowels and consonants. Phonetic transcriptions. British vs. Canadian Speech sounds. Dialect and Idiolect. The phoneme. Fluctuation of sounds in different contexts.

Week 4/5/6 Morphology and Syntax

Morphemes - the basic units of grammar. Identification of morphemes. Word structure. Roots and affixes. Derivational and inflectional affixes. Continuation of words into larger units. Techniques of sentence analysis. Transformational vs. "structural" grammar.

Week 7 Semantics

The study of meaning. Language and thought.

Week 8 Linguistic Change

The various types of change. The splitting of language into dialects and the development of dialects into separate languages. Techniques of Historical Linguistics.

Week 9 Dialects

Socially and geographically determined dialects. Prestige dialects. Literary dialects.

Week 10 Typology

Language families of the world and their main features. Language universals.

Week 11 Writing

The relationship between speech and writing. The various types of writing systems and their history.

Week 12 Language and Other Disciplines

Sociolinguistics. . Psycholinguistics.

LINGUISTICS 221 COURSE OUTLINE

SPRING 1973

Teacher: Brian Houston
 Office: 8204
 Phone: 291-3682 (home 298-7582)

Text: Merrifield etc., Laboratory Manual for Morphology and Syntax (\$3)

Gleason, Introduction to Descriptive Linguistics will also be found most useful for purposes of revision and for background discussion of the phenomena we shall be dealing with.

Grades: Take-homes (50%) and exam (50%)

Course Outline: Much of the activity of linguists is concerned with the analysis and description of little-known languages, either to help them to acquire a practical command of them or to illustrate for the benefit of other theoretical linguists the types of phenomena found in their area. Others again like to examine familiar languages (often their own) with a view of discovering the general principles of organisation which underlie human language. Whether your interests in language are practical (e.g. you wish to teach or learn a foreign language) or merely philosophical you will find it most useful to gain practical experience in handling unfamiliar (or familiar) linguistic data by the precise techniques that have been developed, particularly during the present century. Some people find that the sort of work we shall be doing helps them considerably in learning languages, and certainly you should find that your awareness of language will be enhanced.

Broadly speaking the study of language may be broken down into phonology (which deals with sounds), grammar (which deals with the arrangement of morphemes and words) and semantics (dealing with meaning). Although meaning enters into grammar and even phonology we shall not be much concerned with semantics as such. Most of our work will be related to the following:

1. Phonemic Analysis. This enables us to establish the functional sound units of a language. For instance, in English the aspirated [p^h] of 'pit' and the unaspirated [p] of 'spit' form a single unit or phoneme because the difference is predictable by rule (roughly, [p] occurs after [s], [p^h] elsewhere). In other languages these sounds may contrast (e.g. Ancient Greek [páros] 'Paros', an island, [p^háros] 'light-house'). To speak a language correctly we must know what distinctions are important and what not. We shall deal also with the phenomena presented by tone languages and study tapes of Zulu and Cantonese.
2. Generative Phonology. This more recent approach enables us to describe certain types of phenomena which cannot easily be handled by phonemic analysis, and is particularly well adapted to the study of dialect. Thus in English vowels and diphthongs are lengthened before [d] ([rayt] 'write', but [ray-d] 'ride'); in N. America [t] is often replaced by [d] between vowels. Just consider then how we would account for the pronunciations [ray-dər] 'rider', [raydər] 'writer':

Underlying Form	raydər	raytər
Vowel Lengthening	raɪ̃ əɹ	
Final Vowel		raydər

If we transposed the rules of vowel lengthening and stop voicing we would get [ray·dər] for both words. This is an example of generative phonology. You may have concluded that what we did here was reconstruct the changes which have occurred in N. American English, and you would be essentially correct; we are often able to recover quite a lot of the past history of languages in this manner, even when there are no written records.

3. Morphology and Syntax. The basic principles are given in Linguistics 220. In 221 we plunge immediately into the exotic data of Merrifield and attempt to puzzle out the grammar of languages of which we are given a few phrases with associated meanings. You may never be faced with this need in real life but you will probably find this part of the course challenging, and will be fascinated by the range of phenomena found in languages (e.g. many have no plural, some distinguish a 'we' which includes the listener, and one which does not).

4. Transformational Syntax. Again we refer briefly to this in 220. In 221 we actually develop miniature T-grammars for languages we do not know. That means we can 'generate' sentences of Turkish or Aztec which would be acceptable to native speakers. Again we find that T-grammar is particularly appropriate for the description of many features which earlier methods dealt with only clumsily. More importantly, the 'deep grammar' which this technique yields is more closely related to meaning than a 'surface' analysis is.

B. Newton

BN/sk

LINGUISTICS 221 - Course Outline

Fall 1973

Teacher: Dr. John Knowles

Office: 8122-CB

Telephone: 291-4507 Home: 937-7355

Text: R. W. Langacker FUNDAMENTALS OF LINGUISTIC ANALYSIS

Grades: Based on Class participation, home-assignments,
mid-term and final examinations

Outline:

In this course the linguistic principles set out in Linguistics 220 are examined more deeply and greater emphasis is laid on the study of Grammar, as opposed to Phonology and Phonetics. Each aspect being discussed will involve practice in the solution of specific problems - most of them to be found in the set text. The main language of illustration will be English, but data from many of the world's languages will be used to illustrate particular points when English does not provide exemplification. The course will follow the pattern of the text in that it will proceed from syntactic-semantic analysis to Phonological analysis. Students are encouraged to participate as much as possible during classroom sessions.

Students interested in this course are invited to contact me either at my office or at home any day and any time between 10:00 a.m. and 10:00 p.m.

COURSE OUTLINE LINGUISTICS 221 (3) Descriptive Techniques

Teacher: E.W. Roberts CC 8200 Phones: Office: 291-3678,
Home: 942-8194. Students are asked
to phone me at home between now
and Jan. 1st, 1974 if they have any
questions.

Scheduling: One hour a week will be set aside for revision of the
week's work, etc. and students will be asked to participate fully
in order to ensure understanding and clarify any difficulties.

Set Text: R.W. Langacker. Fundamentals of Linguistic Analysis,
Harcourt, Brace, New York.

This course will follow very closely the text and exercises in the
set text. We shall be dealing primarily with exercises in lexical
and semantic/syntactic analysis, with little emphasis on theory and
much on practical ability to analyse and classify data from various
languages in a manner that makes clear the features shared by the
languages of the world rather than in terms specific to some
particular language. You are advised to read up your notes for
Linguistics 130 and 220 before you start this course and to be
familiar with broad phonetic, phonemic and morphemic classification.
You are encouraged to ask questions at all times during this course.

Basis of grading:

1. Exercises
2. Class participation
3. Mid-term test
4. Final examination

IF YOU HAVE ANY QUERIES AT ALL ABOUT THIS COURSE* DO NOT HESITATE
TO CALL ME AT THE ABOVE NUMBER.

COURSE OUTLINE

LINGUISTICS 402-3

FALL 1974

PHONEMICS

INSTRUCTOR: E. R. Colhoun

TEXT: No required text.
A number of items will be available at the Library Reserve Desk.

The class is scheduled to meet three times per week:

Monday, Tuesday and Wednesday at 9:30.

Emphasis will be placed on the traditional concepts of the phoneme and on the techniques of phonemic analysis. The reading list contains representative selections from the several Schools of current and earlier practitioners.

Class time will be divided between:

- 1) presentation/discussion of theories, and
- 2) practice/problem-solving sessions.

Grading Policy:

It is anticipated that there will be two examinations during the trimester (at 25% each). There will also be a final examination (30%). The remaining 20% of the grade will be based on in-class participation.

PREREQUISITES: Linguistics 130 and 221.

.B.: Students with credit for Linguistics 423-5 may NOT take Linguistics 402-3 for further credit.

- ✓ Palmer, F. R., Selected papers of J. R. Firth, 1952-59, (Bloomington: Indiana University Press) 1968.
- ✓ Pike, K. L., Phonemics, (Ann Arbor: The University of Michigan Press) 1947
- ✓ Pike, K. L., Tone Languages, (Ann Arbor: University of Michigan Press) 1948
- ✓ Romeo, L., "On the phonemic status of the so-called "geminate" in Italian", Linguistics 29, 105-116.
- ✓ Swadesh, M., "The phonemic interpretation of long consonants", Language 13, 1-10.
- ✓ Swadesh, M., "On the analysis of English syllables", Language 23, 137-150.
- ✓ Trager, G. and Bloch, B., "The syllabic phonemes of English", Language 17, 223-46.
- ✓ Trubetzkoy, N. S., Introduction to the principles of phonological description, translated by L. A. Murray, ed. H. Bluhme, (The Hague: Martinus Nijhoff) 1968.
- ✓ Trubetzkoy, N. S., Principles of Phonology, translated by A. M. Baltaxe, (Berkeley: University of California Press) 1969.
- ✓ Valesio, P., "Geminate vowels in the structure of contemporary Italian", Lingua 18, 251-70.
- ✓ Weinreich, U., "Is a structural dialectology possible?", Word 10, 388-400.

BIBLIOGRAPHY

Available on three day loan at the Library Reserve Desk:

- Bloomfield, Leonard, Language, (New York: Henry Holt and Company, Inc) 1933, 1956.
- Court, C., "On /s/ and /z/ in standard Italian", Lingua 18, 290-95.
- Fries, C.C. and Pike, K. L., "Coexistent phonemic systems", Language 25.
- Gleason, H. A. Jr., An Introduction to Descriptive Linguistics, revised ed., (New York: Holt, Rinehart and Winston, Inc.) 1961.
- Hall, R. A. Jr., "Italian [z] and the converse of the archiphoneme", Lingua 9.
- Hall, R. A. Jr., Introductory Linguistics, (New York: Chilton Company) 1964
- Hockett, C. F., "A Manual of Phonology", International Journal of American Linguistics, Part 1, vol. 21, No. 4, October 1955.
- Hockett, C. F., A Course in Modern Linguistics, (New York: The Macmillan Company) 1958.
- Levi, P., "On the structure of dialectal differentiation", in Austerlitz, R. etc. (eds.), Linguistic essays on the occasion of the ninth international congress of linguists Published by Word, 1962.
- Jones, Daniel, The history and meaning of the term "phoneme", (London: International Phonetic Association) 1957.
- Jones, Daniel, The Phoneme, its nature and use, 3rd edition, (Cambridge: W. Heffer) 1967.
- Joos, Martin, Readings in Linguistics, (New York: American Council of Learned Societies) 1963.
- Lehmann, W. P., Proto-Indo-European Phonology, (Austin: The University of Texas Press and Linguistic Society of America) 1955.
- Leopold, W. F., "German ch.", Language 24, 179-80.
- Nettelbladt, A., "On ou deux phonemes?", Acta Linguistica 1, 94-103.
- Moulton, W. G., "Dialect geography and the concept of phonological space", Acta Linguistica
- Moulton, W. G., "Juncture in modern standard German", Language 23, 212-26.

COURSE OUTLINE FOR LINGUISTICS 403-3 GENERATIVE PHONOLOGY

Teacher: E.W. Roberts CC 8200 Phone: Office 291-3678; Home: 942-8194. Students are asked to phone me at home between now and Jan. 1st, 1974 if they have any questions.

Scheduling: One hour a week will be set aside for revision of the week's work etc. and students will be required to participate on a rotating basis in order to ensure understanding and clarify any difficulties.

Set text: A. Koutsoudas. Writing Transformational Grammars

Calendar description:

'Nature and historical origins of generative phonology; its relation to traditional techniques of internal reconstruction. The writing of phonological rules; acoustic versus articulatory features; the concept of universal phonetic system. The notion 'possible word'; morpheme structure rules. Rule order. Ordering paradoxes. Rule reordering as a source of historical change. Generative phonology in dialect study. The notion of the rule cycle and its application to stress in English. The older dispute over 'grammatical prerequisites'.

Additional remarks:

This course is primarily practical in orientation - examining and analysing data from various languages to see what problems arise and what these problems tell us about the nature of the phonology/phonetics of the world's languages. Students are encouraged to participate fully in classes. It is suggested that students look at the following prior to starting the course;

1. Notes from other linguistics courses, especially 130, 220, 221.
2. Any of the following (as far as you are able at this stage to understand them):

D. Abercrombie, Elements of General Phonetics

R.M-S Heffner, General Phonetics

H.A. Gleason, An Introduction to Descriptive Linguistics (Sections on phonemic, morphemic analysis).

N. Chomsky, Current Issues in Linguistic Theory

S. Schane, Generative Phonology

IF YOU HAVE ANY QUERIES AT ALL ABOUT THIS COURSE* DO NOT HESITATE TO CALL ME AT THE ABOVE NUMBER"

Linguistics 404

Course Outline

Fall 1974

Dr. R. C. DeArmond

Morphology and Syntax

Morphology is the study of the parts of the words. Initially, the term referred to the arrangement and distribution of morphemes and their allomorphs. Today linguistic analysis and theory has become more sophisticated. Words are not just made up of morphemes, which have variants called allomorphs. The variations of allomorphs dependent on a phonological context properly belong to phonology, although morphology in one sense bridges the gap between lexical analysis and phonology.

All words consist of a lexical stem to which affixes are added. The actual meaning of a word is contained in the stem, whereas inflectional affixes either constrain the interpretation of words in a systematic way, or they show redundant agreement to some other form. Lexical stems may themselves consist of "and underlying" stem plus a formative suffix.

This course will cover the concept of a word, its formative parts, and the formation of some of the parts. It will also cover how these forms relate to one another, and to semantic interpretation. The exercises assigned during the course are intended to help the student isolate morphemes, identify them, to isolate stems and affixes, to internalize stems and also to distinguish allomorphs which are phonologically conditioned and those which do not show regular phonological alternations, or are dependent on grammatical contexts rather than phonological ones.

The standard text is Morphology, the Descriptive Analysis of Words by Eugene Nida. Supplementary reading includes the first Chapter, "Preliminaries" in Fundamentals of Linguistics Analysis BY Ronald W. Langacker, and the first Chapter of Aspects of a theory of grammar, by Noam Chomsky. This chapter is reprinted in Modern Studies of English by David A Reibel and Sanford A Schone, pp. 13-18. The first two weeks will be concerned with these two chapters, and Chapter 1 of Nida.

In the remaining weeks problems will be assigned from Nida with additional problems to bring the student up to date. These will be indicated in class.

Week	3:	Chapter II Nida	Principle 1,	Exc. 1,2,3,4
4:	"	" "	2	7,8,10,11, 15
5:	"	" "	2	17, 18,23,26
6:	"	" "	2	28,29,34
7:	"	" "	3	35,36,38
8:	"	" "	4	40
9:	"	" "	5	41,42
10:	"	" "	6	44,45
11:	"	III "	6	50,52,55
12:	"	" "	6	57,60,61
13:	"	IV "	6	63,65,66,67

In 2.1 the solutions to 1-5 are provided by the author. Supplement their solutions by identifying the parts of speech, why you do so, and group the words into phrases and so on for each sentence.

- In 2.2-1 Group the suffixes whether they carry the basic meaning or form adjectives, nouns or adverbs.
- 2.2-2 Which morphemes carry the basic meaning and which the grammatical meaning?
- 2.2-3 Langeelar lists (s)pect, whereas actually the root is spect. Why + where do you suppose the s is deleted.
- 2.2-4 Which morphemes occur independently (uninflected) which as an initial element a final only element. Although 1-01 and 1-A-1 appear to function the same, why do you suppose there is no suffix added to 1-01?
- 2.2-5 What forms in English are somewhat analogous to these in Diegueño?
- 2.3-1 Of the non root morphemes, which are mandatory + which are optional? Why? Would you say that /s̄-/, for example is more closely linked to /na-/ or lniš/: (na(s̄ t lniš)) or (natš) + lniš) Why?
- 2.3-2 In Part (c) to the solution, do you think that there might be an internal structure of viču-ni-viču. What might it be. That is, what can follow the verb root, and what can follow it?
- 2.3-4 Identify
- the suffixes
 - 11 prefixes
 - derived stems
 - basic stems (= root)

LINGUISTICS 405

COURSE OUTLINE

SPRING 1974

Dr. DeArmond

Linguistics 405 is an introductory course to transformational theory of syntactic analysis within the framework of generative grammar. The course is to define the concept of generative grammar and to discuss the argumentation for transformational analysis.

Included will be topics as deep structure, surface structure, the semantic component, the lexicon, constituents, transformations, feature analysis aspect, and tense derivation and complementation.

The main textbook is English transformational Grammar, by R. Jacobs and P. Rosenbaum. The student is expected to read the first two chapters on his own. The course will from the first week cover two chapters a week, commencing with Chapter III. Homework assignments will be assigned on a weekly basis. Section six will not be covered in class directly, though references will be made. The student is advised to read section six, especially if he is to continue in Linguistics.

In addition the student is expected to read Chapter I of aspects of the theory of syntax, by N. Chomsky. This chapter is reprinted in Reibel and Schane, below. The following are supplementary reading:

Langacker, Language and its structure, chapter 7.

Langendoen, The study of Syntax, chapters 3,5,6,7.

Katz and Fodor, The structure of Language, chapters 8 and 20.

Reibel and Schane, Modern Studies in English, Chapters 2,8,9,12,13, 18.

Chomsky, Syntactic Structures.

INTRODUCTION TO SEMANTICS - LING 406.

Lecturer: B. Newton.

SUMMER 1974

The student is introduced to the study of the semantic description of natural languages, with special reference to English. The main topics are as follows:

1. Basic concepts of semantics; sense; reference; connotation; synonymy of words and sentences; analytic and synthetic truths; contradiction; logical connectives in formal logic and in English; the use of 'and', 'but', 'too'.
2. The relation of semantics to syntax; grammaticality versus meaningfulness; the role of semantics in linguistic theory.
3. The analysis of word meaning into components; taxonomic systems of kinship terminology; other folk taxonomies (plant names; diseases; colour terms). The componential analysis of general vocabulary.
4. The semantics of space and time; the meaning of locative prepositions in English; how our spatial concepts are reflected in language; deictics; the meaning of tenses; verbal aspect; the use of the perfect; the progressive; the meaning of 'when', 'before', 'since' etc. Similarities of organization between spatial and temporal concepts.
5. Modality; possibility and necessity; kinds of possibility represented by 'can', 'may' etc. The use of 'all' and 'some'; problems involving passivization of sentences containing them.

BIBLIOGRAPHY

Books.

- Bendix, E. H., Componential analysis of general vocabulary (Chs. 1-4)
- Close, R.A., English as foreign language.
- R. Jacobs and P. Rosenbaum, Transformations, style and meaning [REQUIRED]
- Katz, J., The philosophy of language.
- Leech, G., Towards a semantic description of English.
- Leech, G., A linguistic guide to English poetry (Chs. 2, 8-12)
- Lyons, J., Introduction to theoretical linguistics (Chs. 9-10)
- Reichenbach, H., Elements of Symbolic Logic (Ch. 7)
- Ullmann, S., Principles of semantics.

Leech, G., Semantics (req)

INTRODUCTION TO SEMANTICS

Lecturer: A. Hurtado

The student is introduced to the study of the semantic description of natural languages, with special reference to English. The main topics are as follows:

1. Basic concepts of semantics; sense; reference; connotation; synonymy of words and sentences; analytic and synthetic truths; contradiction; logical connectives in formal logic and in English; the use of 'and', 'but', 'too'.
2. The relation of semantics to syntax; grammaticality versus meaningfulness; the role of semantics in linguistic theory.
3. The analysis of word meaning into components; taxonomic systems of kinship terminology; other folk taxonomies (plant names; diseases; colour terms). The componential analysis of general vocabulary.
4. The semantics of space and time; the meaning of locative prepositions in English; how our spatial concepts are reflected in language; deictics; the meaning of tenses; verbal aspect; the use of the perfect; the progressive; the meaning of 'when', 'before', 'since' etc. Similarities of organization between spatial and temporal concepts.
5. Modality; possibility and necessity; kinds of possibility represented by 'can', 'may' etc. The use of 'all' and 'some'; problems involving passivization of sentences containing them.
6. Semantic representation of sentences, presupposition, implication, entailment, implicature.

BIBLIOGRAPHY

Books

- Bendx, E.H., Componential analysis of general vocabulary. (Chs. 1-4)
- Close, R.A., English as foreign language.
- R. Jacobs and P. Rosenbaum, Transformations, style and meaning.
- Katz, J., The philosophy of language.
- Leech, G., Towards a semantic description of English.
- Leech, G., A linguistic guide to English poetry. (Chs. 2, 8-12)
- Lyons, J., Introduction to theoretical linguistics. (Chs. 9-10)
- Reichenbach, H., Elements of Symbolic Logic. (Ch. 7)
- Ullmann, S., Principles of semantics.
- Leech, G. Semantics.
- Papers from 8th Regional Meeting, Chicago Linguistics Society [required]
- Chicago Linguistics Society [required]

outline for linguistics 407 (historical linguistics and dialectology)
spring 1974

James Foley

In addition to the items listed on the syllabus the following topics
will be emphasized:

the comparative method

practical problems in comparative reconstruction

types of phonetic change

principles of change

dialect differentiation

text: Raimo Anttila, An Introduction to Historical and Comparative Linguistics

Linguistics 406

INTRODUCTION TO SEMANTICS

Fall 1974

Lecturer: A. Hurtado

The student is introduced to the study of the semantic description of natural languages, with special reference to English. The main topics are as follows:

1. Basic concepts of semantics; sense; reference; connotation; synonymy of words and sentences; analytic and synthetic truths; contradiction; logical connectives in formal logic and in English; the use of 'and', 'but', 'too'.
2. The relation of semantics to syntax; grammaticality versus meaningfulness; the role of semantics in linguistic theory.
3. The analysis of word meaning into components; taxonomic systems of kinship terminology; other folk taxonomies (plant names; diseases; colour terms). The componential analysis of general vocabulary.
4. The semantics of space and time; the meaning of locative prepositions in English; how our spatial concepts are reflected in language; deictics; the meaning of tenses; verbal aspect; the use of the perfect; the progressive; the meaning of 'when', 'before', 'since' etc. Similarities of organization between spatial and temporal concepts.
5. Modality; possibility and necessity; kinds of possibility represented by 'can', 'may' etc. The use of 'all' and 'some'; problems involving passivization of sentences containing them.
6. Semantic representation of sentences, presupposition, implication, entailment, implicature.

BIBLIOGRAPHY

Books

- Bendix, E.H., Componential analysis of general vocabulary. (Chs. 1-4)
- Close, R.A., English as foreign language.
- R. Jacobs and P. Rosenbaum, Transformations, style and meaning.
- Katz, J., The philosophy of language.
- Leech, G., Towards a semantic description of English.
- Leech, G., A linguistic guide to English poetry. (Chs. 2, 8-12)
- Lyons, J., Introduction to theoretical linguistics. (Chs. 9-10)
- Reichenbach, H., Elements of Symbolic Logic. (Ch. 7)
- Ullmann, S., Principles of semantics.
- Leech, G. Semantics.
- Papers from 8th Regional Meeting, Chicago Linguistics Society [required]
- Papers from 9th Regional Meeting, Chicago Linguistics Society [required]

Linguistics 409-3 : Sociolinguistics

Course Syllabus - Spring 1974

Course Chairman : M. Saint-Jacques
Office : CB 8302
Telephone : (291)-3552

Prerequisite : Ling. 220-3 (or special permission of the course chairman)

Weekly Schedule : Tu-Thur 2:30, Tu 3:30

General Information

The course will be given under the form of a research seminar and students will be invited to an active participation at three levels:

- a practical research in the field of Sociolinguistics and oral (as well as written) presentation of it.
- oral presentations from the reading material dealt with during the semester.
- participation to discussion groups.

Grades : Term paper (40%), oral presentations and oral report on the practical research (40%), participation to discussion group (20%).

Course Description

- Specific goals of Sociolinguistics compared with those of related fields (Linguistics, Sociology, Psycholinguistics)
- Intensive study (from a linguistic point of view) of sociolinguistic topics such as :
 - a) the social nature of language and its relation to culture (language as a cultural phenomenon and social institution, linguistic communities and social groups)
 - b) language uses and attitudes (language as a sociocultural index and determinant, social dialects, "class language", styles...)
 - c) language and nationality (standard languages, dialects, jargons, pidgins, creoles; languages in contact)
 - d) Bilingualism and diglossia (with special consideration of Canada), immigrant languages in Canada .
 - e) language and social change (sociolinguistic problems in the acquisition of language), linguistic acculturation.
 - f) kinesic-linguistic structure (non-oral means of communication).
- Procedures for acquiring and analysing sociolinguistic data with emphasis on fieldwork.

Textbooks

J.B. Pride and J. Holmes (edit.) : Sociolinguistics, selected readings, Penguin books, 1972, 381 p.

J.J. Gumperz and Dell Hymes (edit.) : Directions in Sociolinguistics, The Ethnography of Communication, Holt, Rinehart and Winston, 1972, New York, 598 p.

J.A. Fishman : Sociolinguistics, a brief introduction, Newbury House, 1971, Mass., 126 p.

Required readings (before the start of the semester)

R.H. Robins : General Linguistics, an introductory survey, Longman's Linguistics Library, 1967 (4th impression with additions), London, 391 (or any other textbook on linguistic methodology)

David Crystal : Linguistics, Penguin Books, 1971

John Lyons (edit.) : New horizons in Linguistics, Penguin Books, 1971

LINGUISTICS 410 -- SPRING 1974

Course Description

Linguistics 410 is a 3-credit course dealing with the applications of linguistics to second language teaching and related matters.

It is a very useful course for future language teachers.

Since applied linguistics is not an "armchair" subject but has considerable relevance for the preparation and presentation of second language materials, the plan is to have two lectures (more theoretical in nature) and one tutorial (considerably practical) per week.

Some of the topics for the lectures are the following: linguistic theories and theories of language acquisition (including the relationship between linguistic theories and methods of language instruction); the non-linguistic context in language acquisition; similarities and differences (psycholinguistic, neurophysiological, linguistic, etc.) between first and second language learning; linguistic interference and its implications and applications; the learning of the four language skills; the learning of second language pronunciation, grammar, and vocabulary; second language testing; programmed and self-paced/individualized second language learning; and research and experimentation in second language learning.

The tutorials will be divided according to language and will emphasize the preparation and presentation of second language materials.

Although there are no pre-requisites for this course, Linguistics 130 and 220 or 221 are highly recommended. Students lacking such background are advised to read, before the beginning of the Spring 1974 semester, chapters 1-5, 8, 11, 12, 14-16, and 21 of H. A. Gleason's An Introduction to Descriptive Linguistics (revised edition) or similar material by other authors. (Such reading could also be done during the first three weeks of the course.)

Grading is according to a term-paper option, as follows:

<u>Without Term-Paper</u>	<u>With Term-Paper</u>
Midterm Test: 35%.....	20%
Term-Paper:.....	30%
Final Test: ...35%.....	20%
Tutorial:.....30%.....	30%

Standards for term-papers are high and they involve research outside the course bibliography.

Hector Hammerly
Course Chairman

P.S.: A detailed outline and a bibliography will be distributed during the first day of class.

COURSE OUTLINE

LINGUISTICS 412-3

FALL 1974

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

INSTRUCTOR: E. B. Colhoun

TEXT: No required text. Students are expected to familiarize themselves with the Library holdings in the field and to consult the Course Chairman concerning topics of individual interest.

The class is scheduled to meet three days per week:

Monday, Wednesday and Friday 14:30 - 15:20.

The Monday and Wednesday classes will meet regularly in a combination of lecture/tutorial/discussion (flexibility being a function of enrollment). The Friday class hour is intended as a combination practice teaching session coupled with individualized work. As such, that hour may be rescheduled to meet the expressed needs of those registered in the course.

There will be a mid-term examination (during the seventh week of classes) and a final project. Topics for final projects should be chosen and discussed with the course chairman by the end of the fourth week. Projects are due at the close of the twelfth week.

Grades will be calculated as follows:

mid-term	30%	} subject to negotiation and change prior to the mid-term.
final project	35%	
participation	35%	

In addition to general participation in class and practice sessions, each student should choose a topic (which may be the theme of the final project) for in-depth development and feedback to the class.

Students who are interested in further involvement in the subject may make arrangements to participate in or observe the English Language Program of the S. F. U. Reading and Study Centre. (Contact Lee Lightfoot at local 3780.)

N.B. Non-native speakers of English who are interested in furthering their spoken command of English are invited to participate in practice teaching sessions (hours to be arranged). There is no formal registration for this activity; nor is there any fee. Please leave your name, address and telephone number with the Secretaries, Department of Modern Languages.

- P Allen, Harold B. (ed.), Readings in Applied English
25 Linguistics, (New York: Appleton-Century-Crofts),
2nd ed. 1964.
A 53
1964
- PE ----- Teaching English as a Second Language
1128 (N.Y.: McGraw-Hill), 1965.
A 2
A 38
- P Brooks, Nelson, Language and Language Learning: Theory and Practice,
51 (New York: Harcourt, Brace and World, Inc.), 1964
B 73
1964
- P Chomsky, Noam, "A Review of B.F. Skinner's Verbal Behaviour"
121 in Fodor, J.A. and J.J. Katz, The Structure of Language,
F 6 Reading in the Philosophy of Language, (Englewood Cliffs,
N.J.: Prentice-Hall, Inc.), 1964, pp. 547-578.
- PE Fries, Charles C., Teaching and Learning English as a Foreign
1128 Language, (Ann Arbor: University of Michigan Press), 1945.
F 7
- PE Gleason, Henry A., An Introduction to Descriptive Linguistics, Rev.
1135 Ed., (New York: Henry Holt and Company), 1961.
G 59
1961
- P Hall, Robert A., Jr., Linguistics and Your Language, (New York:
121 Doubleday and Company), 1960.
H 3
- PB Hocking, Elton, Language Laboratory and Language Learning, (Wash.,
36 D.C.: Dep't. of Audio-Visual Instruction, NEA OF USA), 1964.
H 6
1967/
1964
- P Lado, Robert, Linguistics Across Cultures, (Ann Arbor: University
53 of Michigan Press), 1957.
L 3

Jakobovits, Leon, Foreign Language Learning, A psycholinguistic
analysis of the issues, (Rowley, Mass:
Newbury House Publishers), 1970.

PB ----- Language Testing: the Construction and
71.5 Use of Foreign Language Tests, (London: Longmans,
L 3 Green, and Company, Ltd.), 1961.

P Lado, Robert, Language Learning: a scientific approach,
51 (N.Y.: McGraw-Hill), 1966.
L 3

QP Lenneberg, Eric H., Biological Foundations of Language,
306 (N.Y.: John Wiley and Sons, Inc.), 1967.
L 4

PB León, Pierre R., Laboratoire de langues et correction
36 phonétique: essai méthodologique, (Paris: Didier),
L 4 1962.

PB Politzer, R.L., Foreign Language Learning: a linguistic
36 introduction, (Englewood Cliffs, N.J.: Prentice-
P 6 Hall), 1970.
1970

PB Rivers, Wilga M., Teaching Foreign-Language Skills,
35 (Chicago: The University of Chicago Press),
R 43 1968.

PE University of Michigan, An Intensive Course in English,
1129 (Ann Arbor: University of Michigan Press)
S 8

M 456 Four Volumes

- #1 English Sentence Patterns
- 2 English Pattern Practices
- 3 English Pronunciation
- 4 Vocabulary in Context

PB Valdman, Albert, Trends in Language Teaching, (N.Y.:
35 McGraw-Hill), 1966
V 3

LINGUISTICS 412
 Fall 1974
 ERC

TENTATIVE TOPICS

Week of:	
9 September	General Intro: What does it mean to "know" a language Linguistics and Language Teaching
16 September	Pronunciation Cross-Cultural Communication; Culture Shock
23 September	Grammar The Structure of English
30 September	" " " "
7 October	Dialogues Pattern Practice
14 October	Reading and Writing
21 October	The Teacher Teaching Machines and Programmed Learning
28 October	Language Laboratories
4 November	Visual Aids
11 November	Review Material
18 November	Testing
25 November	Research in Language Teaching
2 December	The Search for Viable Alternatives

Other dates:

Topic for final project should be chosen and approved by 4 October '74.

Mid-term examination: Week of 21 October

Final projects are due on 29 November '74.

PROJECT TOPICS

The following are areas suggested for course projects. You are not limited to these. Any topic related to the course in general is acceptable. The main emphasis should be on sharing the results of your work with the other members of the course during the semester.

1. Bibliography I: recent publications on teaching English as a foreign language (TEFL).
2. Bibliography II: recent publications on foreign language teaching.
3. Annotated bibliography: a selection of recent books.
4. Review of textbooks on TEFL.
5. English: the universal language?
6. TEFL in Quebec to French Canadians, in the rest of Canada to New Canadians.
7. Teaching standard English to speakers of non-standard English.
8. Programs and degrees on TEFL available in North American universities.
9. Teaching English to deaf children in Canada and the U.S.
10. Methods of teaching foreign languages, second languages.
11. Experiments in FL teaching.
12. Studies on bilingualism.
13. Non-linguistic communication.
14. Slang.
15. Language and the cultural context.
16. Programmed teaching, learning machines, the language lab.
17. Theories of learning and language teaching.
18. Language development in children.
19. The teaching of reading.
20. The teaching of English as cultural imperialism.

COURSE OUTLINE
SPRING 1973

LINGUISTICS 422-3
CHAIRMAN· B. Newton

TITLE: Linguistic Theory

CONTENT: The course is intended as a natural sequel to 221 (which is the only prerequisite). But whereas 221 deals with the actual techniques we use in order to describe the phonology and grammar of languages, 422 is much more concerned with the reasons we might have for analysing our data the way we do, for a given type of description may imply a theory about the way in which we acquire language and use it to communicate with our fellows. Think of our brains as black boxes: we know roughly what the linguistic input is (words and sentences) and what the output is (words and sentences). In a sense our brain decodes the noises that enter our ear in order to arrive at some message, and converts messages again into noises when we speak. How? No one knows, but modern linguistics is deeply concerned with developing 'models' which will perform the same sorts of function as our speech mechanisms. That means that linguists are increasingly concerned with the internal mechanisms of the black box (while much traditional linguistics confined itself largely to input and output). What we shall try to do is to (a) link up the older concepts to the more recent (e.g. the theory of the phoneme to generative phonology, immediate constituent analysis to transformational grammar) and (b) relate the various functions involved in using language; how are messages formed and understood (semantics)? How are they converted into strings of morphemes (syntax) and subsequently sounds (phonology)? There'll be a lot more semantics than you've had so far, but you won't find it at all hard.

We can't hope to cover much in any detail, but by the end of the course you should have a general idea of what is happening on the linguistics scene at the moment.

Grades will be based on reports or an exam, depending on students' preference.

There are three required texts, but their total price is only \$5.05 (for 754 pages!).

David Crystal, Linguistics, Penguin Books

John Lyons, Chomsky, Fontana Modern Masters

John Lyons (ed), New Horizons in Linguistics, Penguin Books

If you want further information please get in touch with me (local 3682, home 298-7582).

Brian Newton

BN/srk

LINGUISTICS 422

A. GENERAL READING LIST

- L. Bloomfield, "The Linguistic Aspects of Science". International Encyclopedia of Unified Science, Vol. 1, No. 4. Reprinted 1960.
- F. P. Dinneen, An Introduction to General Linguistics, 1967.
- R. Hall, "American Linguistics, 1925-1950". Archivum Linguisticum, 3 & 4.
- E. P. Hamp, F. W. Householder, & R. Austerlitz (eds.), Readings in Linguistics II, 1966.
- C. F. Hockett, "Sound Change". Language 41 (1965).
- C. F. Hockett, The State of the Art. 1968.
- M. Ivić, Trends in Linguistics. 1965.
- D. Jones, The History and Meaning of the term 'Phoneme'. 1957.
- M. Joos, Readings in Linguistics. 1957.
- G. C. Lepschy, Structural Linguistics. 1969.
- M. Leroy, Les grands courants de la linguistique moderne. 1967.
- J. Lyons, Introduction to Theoretical Linguistics. 1968.
- J. Lyons (ed.), New Horizons in Linguistics. 1971.
- B. Malmberg, New Trends in Linguistics. 1964.
- A. Martinet, "Structural Linguistics". Anthropology Today.
- C. Mohrman, A. Sommerfelt, J. Whatmough. Trends in European and American Linguistics 1930-1960. 1961.
- R. H. Robins, General Linguistics, 1964.
- R. H. Robins, A Short History of Linguistics. 1967.
- T. A. Sebeok (ed.), Current Trends in Linguistics. 1963 -
- B. Siertsema, A Study of Glossematics. 1955.
- J. Vachek, A Prague School Reader in Linguistics. 1964.

B. SPECIFIC THEORIES

1. F. de Saussure. Cours de linguistique générale. (also in English translation)
2. J. R. Firth, "A Synopsis of Linguistic Theory, 1930-1955". Studies in Linguistic Analysis, 1957.
3. F. R. Palmer (ed.), Prosodic Analysis. 1971.
4. M.A.K. Halliday, "Categories of the Theory of Grammar". Word 17 (1961).
5. M.A.K. Halliday, Intonation and Grammar in British English. 1967.
6. E. Sapir, Language, 1921.
7. J. B. Carroll (ed.), B.L. Whorf: Language, Thought and Reality. 1956.
8. B. Elson & V. Pickett, An Introduction to Morphology and Syntax. 1962.
9. N. S. Trubetzkoy, Grundzüge der Phonologie (also in French & English translations).
R. Jakobson & M. Halle, Fundamentals of Language. 1956.
- A. Martinet, Eléments de linguistique générale (also in English translation). 1960.
10. N. A. Chomsky, Aspects of the Theory of Syntax. 1965.
11. N. A. Chomsky, Language and Mind.
12. J. P. B. Allen & P. van Buren (eds.), Chomsky: Selected Readings. 1971.
13. J. Lyons, Chomsky. 1970.

PHILOSOPHY 100

THEORY OF KNOWLEDGE

FALL SEMESTER 1974

L. RESNICK

REQUIRED TEXTS:

AMMERMAN AND SINGER (EDS.)

BELIEF, KNOWLEDGE AND TRUTH

COURSE DESCRIPTION:

When children, in their innocence, ask questions like "How do you know that every single square in the whole world has four sides? Have you seen them all?", "Dreams are real, aren't they?" and "Would there be sounds if there weren't any ears?", we find it rather charming - so long as they don't press for answers.

This introductory course is primarily concerned with exploring the issues raised by these sorts of questions about human knowledge. Part of its point is to reawaken the unfettered curiosity which we all lose, at least temporarily, when we stop being children.

Another part, however, is to achieve a grasp of the sophisticated logical techniques required to answer such questions.

COURSE REQUIREMENTS:

Some very short papers, one examination and a take-home final examination.

PHILOSOPHY 203

EPISTEMOLOGY & METAPHYSICS

FALL SEMESTER 1974

J. TIETZ

REQUIRED TEXTS:

A.J. AYER

PROBLEMS OF KNOWLEDGE

ROTH & GALIS (ED.)

KNOWING

BRUCE WILSHIRE

METAPHYSICS

COURSE DESCRIPTION:

In this course we will examine some important problems about the nature of knowledge. How is knowledge different from belief? Can we ever be certain that we know something & that we do not merely believe it? Is true knowledge ever possible for the human mind?

In addition, we will examine some traditional metaphysical theories about the nature of substance. Is it necessary that our knowledge about the world requires that the world be some one kind of thing? What happens to our conception of the universe if there is no unifying element in our experience? Can we ever talk directly about the universe, or must everything we say about it be relativized to the way in which humans experience?

COURSE REQUIREMENTS:

Two short papers and a final examination. Class participation in discussion will be looked upon with gratitude and favour.

PHILOSOPHY 210

ELEMENTARY FORMAL LOGIC

FALL SEMESTER 1974

S. DAVIS
(OFFERED DAY AND EVENING)

REQUIRED TEXTS:

W.V.O. QUINE

METHODS OF LOGIC

COURSE DESCRIPTION:

The course will describe the syntax and semantics of propositional logic and quantificational logic with identity. In addition it will concern itself with certain metalogical concepts such as validity, soundness, consistency, and completeness which are essential for understanding formal systems. Application of the formal languages will be made to arguments in English and to selected philosophical problems. However, the course will not have as its main focus application of logic to the latter nor to philosophical questions which arise in logic.

COURSE REQUIREMENTS:

There will be weekly exercises, a mid-term and a final.

**The course should be of interest to mathematics and linguistics majors as well as those majoring in philosophy.

PHILOSOPHY 310

FORMAL LOGIC

FALL SEMESTER 1974

R. JENNINGS

REQUIRED TEXT:

HUGHES & CRESSWELL

Introduction to Modal Logic

COURSE DESCRIPTION:

An axiomatic version of the propositional calculus will be presented and various metatheorems proved. Some modal extensions will be examined. Problems of interpretation will be discussed.

COURSE REQUIREMENTS:

There will be no essay requirements. There will be two examinations - one at mid term and one at the conclusion of the course.

PHILOSOPHY 341

PHILOSOPHY OF SCIENCE

SPRING SEMESTER 1974

N. SWARTZ

REQUIRED TEXTS:

HEMPEL, Carl G.	<u>Philosophy of Natural Science</u>
KUHN, Thomas S.	<u>The Structure of Scientific Revolutions</u>
SCHEFFLER, Israel	<u>Science and Subjectivity</u>

FOCUS OF THE COURSE:

Thomas Kuhn's The Structure of Scientific Revolutions, published in 1962, marked a significant departure from orthodoxy in the philosophy of science. Many persons have found his arguments persuasive. But in the more than eleven years that have now elapsed, defenders of orthodoxy have rallied and have tried to rebut Kuhn. In Philosophy 341 we shall examine this dispute. We shall begin with an elaboration of certain aspects (see Calendar Description) of philosophy of science from the orthodox point of view. The principal text for this purpose will be Hempel's. Then, from this base, we shall turn to Kuhn's critique, and finally we shall examine Scheffler's defence of the traditional view.

RATIONALE:

"Very recently . . . the public decided that it wanted to know 'all about' science. The publishers, docile creatures, have therefore brought out books by the barrelful, books ranging from the layman's encyclopedia in four volumes (a solid and good looking dust gatherer for the gentlemen's shelf) to the paperback on Magnets (sixty-five cents...a real bargain, but what do I do with this valuable information?). And from other quarters we have had equally numerous discussions of science in relation to our culture, such as C.P. Snow's on the intellectual cleavage between scientists and everybody else, and Bertrand Russell's on the moral issues raised by the kind of work that modern science sets its hand to: no longer the improvement of man's understanding or man's comfort but the increasingly confident assurance of his self-destruction.

"Around these curiosities and contentions, usually ill-defined, seldom consistently pursued, stretches the large and dark domain of public ignorance. We all dwell within it. True, a good many people know something of science: they take 'an intelligent interest' and read about atoms and ocean cores and chromosomes and the craters on the moon. Some are practising scientists: they toil at discovery in their subject, following the method and the literature of their speciality with an exclusive, all-absorbing devotion. Of the rest of science they have not the time to learn much. They do not even try, being sure

that the only knowledge worth having is that of the professional, who adds new knowledge.

"Meantime, the schools enforce upon all above the elementary grades a 'science requirement', which turns out to be largely wasted on three-quarters of those subjected to it. They leave school and college remembering of science only tedium and difficulty. The sole advantage of the compulsion to study an elementary science or two is that it starts the young would-be scientist on his way and perhaps entices a few recruits who did not earlier think of themselves as fit for this career.

"In short, Western society today may be said to harbour science like a foreign god, powerful and mysterious. Our lives are changed by its handiwork, but the population of the West is as far from understanding the nature of this strange power as a remote peasant of the Middle Ages may have been from understanding the theology of Thomas Aquinas. What is worse, the gap is visibly greater now than it was a hundred years ago, when educated men could master the main conclusions and simple principles that governed physics, chemistry, and biology. The difficulty today is not that science has uncovered more facts than one mind can retain, but that science has ceased to be, even to scientists, a set of principles and an object of contemplation.

"Do we conclude, then, that the situation is hopeless? Do we accept the prospect of the sciences subdividing indefinitely, each speciality becoming the possession of a few workers, while the public stands outside, gaping at the jargon and, once in a while, at the practical results?

"Some observers . . . believe that there is a way out of ignorance and into a better light. They base themselves on the experience of mankind in other realms of thought and argue that the public (as against the professional) understanding of such subjects as art, ethics, international relations, ancient and modern history, does not depend on being a performer in these fields. One does not have to be an architect to judge intelligently of houses and monuments; to be a politician in order to have sound opinions about world affairs; to be a religious reformer in order to think about morality; to be a scholarly researcher in order to grasp the history of one's country. What is required is that one learns a sufficiency of facts and principles, including the principle that governs the particular enterprise.

"To say this is to say that all the subjects in which the thinking public takes an interest are in effect treated philosophically and historically. The article that informs you about modern painting tells you who did what, when, and according to what theory or intention. The outlook upon the admired project is not the technical outlook of the producer but the critical outlook of the appreciator.

"The same possibility exists for science to be judged and appreciated -- indeed to be enjoyed. And this possibility will have to be realized, with the aid of competent interpreters, if science is ever to become a part of the public consciousness in the same sense as art, history, religion, and philosophy."

- Jacques Barzun, "Foreword" in Foresight and Understanding
by Stephen Toulmin, New York, 1963.

CALENDAR DESCRIPTION:

A study of the nature of scientific enquiry, scientific classificatory systems, laws and theories, the role of observation in science, and the demarcation between science and nonscience. Other topics are included, such as causality, the status of theoretical constructs, and teleological explanation.

PREREQUISITES:

Philosophy 100 and either Philosophy 110 or Philosophy 210, or permission of the Department.

COURSE REQUIREMENTS:

1 term paper, approximately 15 pages, and a final examination. Students may also be asked to prepare to lead class discussions on the assigned reading.

PHILOSOPHY 343

PHILOSOPHY OF MIND

FALL SEMESTER 1973

A. HERSCHORN

REQUIRED TEXTS:

MALCOLM, Norman	<u>Problems of Mind</u>
O'CONNOR, John	<u>Modern Materialism</u>
ROSENTHAL, David	<u>Materialism and the Mind-Body Problem</u>
DENNETT, D.C.	<u>Content and Consciousness</u>

COURSE DESCRIPTION:

We shall be studying variations on the theme that mental states and events are identical with physical states and events. The headings in the list of topics are labels for these variations, and point to our central problem: how is the physicalist position to be formulated?

COURSE REQUIREMENTS:

Four short papers (four pages each)

PHILOSOPHY 344

PHILOSOPHY OF LANGUAGE I

SUMMER SEMESTER 1974

S. DAVIS

REQUIRED TEXTS:

J. Rosenberg and

Readings in the Philosophy

C. Travis

of Language

COURSE DESCRIPTION:

The course will cover standard topics in the philosophy of language such as, meaning, reference, speech acts and propositions.

The course should be of interest not only to those interested in philosophy, but to those interested in linguistics as well.

COURSE REQUIREMENTS:

To be discussed.

PHILOSOPHY 350

ANCIENT PHILOSOPHY

FALL SEMESTER 1974

J. TIETZ

REQUIRED TEXTS:

SESONSKE & FLEMING (ED.)

ARISTOTLE

SESONSKE (ED.)

PLATO

PLATO - CORNFORD

PLATO'S MENO

ETHICS

ARISTOTLE'S ETHICS

PHAEDO

REPUBLIC

COURSE DESCRIPTION:

The course will be divided into two parts, the first having to do with the connection between Plato's ethics and his epistemology and metaphysics; and the second part having to do with Aristotle's views of substance. If time permits, Aristotle's ethics will be studied as well.

COURSE REQUIREMENTS:

Two short papers and a final examination.

PHILOSOPHY 353

LOCKE AND BERKELEY

REQUIRED TEXTS:

LOCKE, John	<u>An Essay Concerning Human Understanding, Vols. 1 and 2</u>
BERKELEY, G.	<u>Principles, Dialogues and Correspondence</u>
BENNETT, Jonathan	<u>Locke, Berkeley, Hume: Central Themes</u>
MARTIN, C.B. and ARMSTRONG, D.M.	<u>Locke and Berkeley</u>

COURSE DESCRIPTION:

We will be trying to define the central tenets of British Empiricism, with reference to Locke and Berkeley. Their theories of the external world, knowledge and meaning will be examined and compared.

COURSE REQUIREMENTS:

Students will be presenting short papers to the seminar throughout the course on various topics in Locke and Berkeley. Other students will criticize these presentations, to maximize student participation. Students will be graded on their presentations.

PHILOSOPHY 354

DESCARTES AND RATIONALISM

SUMMER SEMESTER 1974

B. SZABADOS

REQUIRED TEXTS:

Willis Doney
(Ed.)

Descartes - A Collection of
Critical Essays

Anscombe and
Geach (Eds.)

Descartes - Philosophical
Writings

COURSE DESCRIPTION:

The following issues are to be discussed:

- (a) 'Cartesian' doubt,
- (b) The 'Cogito',
- (c) Belief and the Will,
- (d) Clear and Distinct Perceptions,
- (e) Mind and Body,
- (f) Sensation

COURSE REQUIREMENTS:

Two brief but pithy papers and a final examination.

PHILOSOPHY 355

HUME AND EMPIRICISM

FALL SEMESTER 1974

R. JENNINGS

REQUIRED TEXT:

HUME, DAVID

TREATISE (FIRST EDITION)

COURSE DESCRIPTION:

A critical examination of the philosophy of David Hume with references to present day approaches to Humean themes.

COURSE REQUIREMENTS:

Two papers and a takeout test.

PHILOSOPHY 360

SEMINAR I

SUMMER SEMESTER 1974

J. WHEATLEY

REQUIRED TEXTS:

A.J. Ayer	<u>Theory of Knowledge</u>
J.L. Austin	<u>Sense and Sensibilia</u>
J. Wheatley	<u>Prolegomena to Philosophy</u>

COURSE DESCRIPTION:

This seminar is designated in the Calendar as being a thorough study of a particular philosophical problem. The problem we will tackle this time is *perception*. In particular, we will discuss one very ancient theory of perception (that what, or only what, we perceive are *sense data* or *impressions* or whatever) and the now classic attack on that theory at the hands of J.L. Austin. We will not approach this problem by asking, roughly, did Austin win or lose? but more by asking *where* did Austin win, and where lose? And where he won, *what* did he win, i.e. what philosophical point, whether against the theory or not, did he establish in the area of perception theory?

If anyone wants to do some background reading in advance, he or she could read any of the standard works of Berkeley, or Warnock's book (out in Penguin) on Berkeley, or Ayer's Theory of Knowledge (also out in Penguin).

COURSE REQUIREMENTS:

TO BE DISCUSSED.

PHILOSOPHY 444

PHILOSOPHY OF LANGUAGE II

FALL SEMESTER 1974

S. DAVIS

REQUIRED TEXTS:

J.L. AUSTIN

HOW TO DO THINGS WITH WORDS

N. CHOMSKY

LANGUAGE AND MIND

W.V.O. QUINE

ASPECTS OF THE THEORY OF SYNTAX

WORD AND OBJECT

** In addition, there will be selected articles and books on reserve.

COURSE DESCRIPTION:

The course will consider in some detail three of the most influential figures in contemporary philosophy of language: J.L. Austin, N. Chomsky, and W.V.O. Quine. Special attention will be paid to a comparison and a critical evaluation of Chomsky's mentalism and Quine's behaviourism.

COURSE REQUIREMENTS:

**The course should be of interest to majors in philosophy, psychology, and linguistics.

PHILOSOPHY 451

KANT

FALL SEMESTER 1973

J. TIETZ

REQUIRED TEXTS:

KANT, I.	<u>Critique of Pure Reason</u>
PENELHUM and MACINTOSH	<u>The First Critique</u>
WOLFF (ed.)	<u>Kant</u>

COURSE DESCRIPTION:

We will be wholly concerned with the Critique of Pure Reason. The semester will be divided more or less equally between the two halves of this work. Some contemporary critical work on Kant will be investigated and in the last two weeks of the semester I will give a brief glimpse of what happened after Kant in 19th century Germany.

COURSE REQUIREMENTS:

Two 8 - 10 page papers. Students should have at least one upper level course in the History of Philosophy (not including Ancient Philosophy).

PHILOSOPHY 467

SEMINAR II

SPRING SEMESTER 1974

A. HERSCHORN

REQUIRED TEXTS:

- | | |
|-------------|--|
| QUINE, W.V. | <u>From a Logical Point of View</u> |
| QUINE, W.V. | <u>The Ways of Paradox</u> |
| QUINE, W.V. | <u>Word and Object</u> |
| QUINE, W.V. | <u>Ontological Relativity and Other Essays</u> |
| QUINE, W.V. | <u>Philosophy of Logic</u> |

RECOMMENDED TEXT:

- | | |
|--------------------------|-----------------------------|
| DAVIDSON and
HINTIKKA | <u>Words and Objections</u> |
|--------------------------|-----------------------------|

COURSE DESCRIPTION:

The seminar will be studying the philosophy of W.V. Quine, especially Quine's views on meaning and truth. A considerable background in analytic philosophy will be presupposed.

COURSE REQUIREMENTS:

Students will be presenting short papers to the seminar throughout the course on various topics in Quine. One of these will be expanded into a major paper for the course.