PSYC2113 –
Cognitive Processes and Social Psychology

Unit of Study Code: PSYC2113

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 12 credit points of First Year Psychology including PSYC 1001 and PSYC 1002

University of Sydney - Administrative Guidelines & Syllabus of Intermediate Psychology, 2004 page 12
Assessment:

Classwork (50%):
Cognitive: 1,000 words written assignment based on practical class work (20% of the total mark)
Due Date: Friday 24 September (Week 9)
Class participation (5% of the total mark)

Developmental and Social: Quiz on tutorial material (25% of the total mark)
25 October – 29 October (Week 13)

Examination (50%):
Multiple choice and short-answer questions for Cognitive section (20%) and multiple-choice questions for Developmental and Social sections (30%).

Unit of study general description:

This unit expands the depth and range of topics introduced in the first year lectures on Cognitive Processes, Developmental Psychology and Social Psychology. The first section (11 lectures) on Cognitive Processes focuses on current theories of memory, attention and reasoning and discusses the methods and issues involved in investigating these processes in both healthy individuals and people with cognitive dysfunctions. The second section (4 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children’s social and cognitive development. The final section (11 lectures) on Social Psychology continues an examination of social development across the lifespan from adolescence to late adulthood, followed by an examination of salient social constructs such as prejudice, group processes, altruism, affiliation and attraction.

TEACHING OUTCOMES

Cognitive Processes
(1) Understanding of the major historical, conceptual and empirical issues that have contributed to the development of modern cognitive psychology.
(2) Knowledge of the major theories and critical research evidence in the areas of memory, attention and problem solving
(3) Experience of major methods of investigating cognitive processes and familiarity with critical methodological issues
(4) Capacity to critically evaluate theories and evidence about cognitive processes
(5) Ability to appropriately interpret outcomes of empirical research

Developmental Psychology
(1) Ability to describe, explain and evaluate research studies examining the influence of television and computers upon cognitive and socio-emotional development in early and middle childhood.
(2) Ability to describe the course of development of social cognition, and to describe and evaluate relevant research and theory.
(3) Ability to describe the course of development of social relationships from infancy to middle childhood and to describe and evaluate relevant research and theory.
Social Psychology
(1) To stimulate an interest in the contribution of social psychologists to the understanding of changes in socialization processes and attitudes across the lifespan, group processes (both inter and intra group), and interpersonal processes (viz. helping behaviour and interpersonal affiliation and attraction).
(2) To acquire knowledge of the major theories and research in these areas of social psychology.
(3) To develop a critical understanding of the major methods of research in these areas.
(4) To critically assess the major theories and research findings in these areas.
(5) To develop an awareness of the applications of the theories and research findings in these areas.

EVIDENCE OF LEARNING

Cognitive Processes
Assessment will be based on class activities and participation and a 1000 word written report based on work carried out in practical classes due in Week 9. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture material and recommended reading.

Social and Developmental Psychology
Assessment will take the form of: (1) a class quiz in Week 13 which will employ multiple-choice and short-answer questions and focus primarily on the content of the tutorial programme (2) a written examination consisting of multiple-choice question which will cover the full range of teaching outcomes.

SYLLABUS

Cognitive Processes

Theories and methods of cognition. Overview of major theoretical approaches and methods of investigating cognitive processes; information processing; cognitive science; cognitive neuropsychology; cognitive neuroscience.

Knowledge representation Symbolic vs connectionist approaches to knowledge representation; propositional vs analogue representations; schemas, scripts, mental models

Theories and issues in long-term memory: Multiple vs unitary memory theories; the reconstructive nature of memory: false memory, repression, eyewitness memory; Ageing and memory; Memory and emotion.

Attention Theories of attention; automatic vs attentional processing; selective attention.

Thinking and reasoning: Theories and methods of problem solving; problem-solving heuristics; differences between experts and novices; judgement and decision-making.

Developmental Psychology

Social influences on development
Effects of television and computers on cognitive and socio-emotional development
Development of social cognition
Development of self awareness and self concept; development of understanding of others; development of understanding about relationships

Development of social relationships
Developmental changes in the nature of peer relationships; cognitive and social influences on the development of peer relationships; theoretical accounts of the function of peer relationships

Social Psychology

Socialization
Socialization refers to the process whereby an individual's thinking and behaving change as a function of their social interactions in situations that involve other people. Socialization begins in infancy where learning about human relationships, interpersonal skills, and the rules and values of the society in which they live begins. The social behaviours and thoughts acquired in infancy and childhood then provide the foundation upon which adolescence and adults learn to function appropriately within their social group.

Group and Intergroup Relationships
Prejudice
The changing form of racial prejudice from blatant to subtle forms; the limitations and strengths of various explicit and implicit measures of racial prejudice; competing theoretical explanations of racial prejudice; racism reduction strategies and interventions.

Intragroup processes
Relationships within small groups, particularly factors influencing group performance (task and maintenance); Leadership; group polarisation; social facilitation; deindividuation.

Interpersonal Processes
Altruism, helping behaviour and social support
Altruism distinguished from helping behaviour; theories of helping behaviour; bystander intervention in emergencies; determinants of helping behaviour; reactions of the recipients of help.

Affiliation and Attraction
Is there a need for affiliation? Why do we affiliate? Conditions under which we need to be with others is heightened. The nature of social support. Attraction: Measuring attraction. Some determinants of attraction; mere-exposure, proximity, similarity of attitudes, similarity of personality, level of esteem, mood state.
## TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1</td>
<td>Cognitive Processes: Theories and methods of cognitive psychology; how is knowledge represented (KC)</td>
<td>No Tutorials</td>
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<tr>
<td>2</td>
<td>Theories and issues in long-term memory (LTM) (KC)</td>
<td>Encoding and retrieval in LTM</td>
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<tr>
<td>3</td>
<td>The reconstructive nature of memory; memory and ageing; emotion and memory (KC)</td>
<td>Memory illusions</td>
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<td>4</td>
<td>Attention (CO)</td>
<td>Assessing memory</td>
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<tr>
<td>5</td>
<td>Thinking and reasoning (CO)</td>
<td>Attention</td>
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<tr>
<td>6</td>
<td>Inductive reasoning (CO)</td>
<td>Problem solving</td>
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<tr>
<td></td>
<td>Developmental Psychology: Influence of television and computers on social and cognitive development (PH)</td>
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<td>7</td>
<td>Development of self concept and self esteem (PH)</td>
<td>Early social development (Video and discussion)</td>
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<td>Development of perspective taking and theory of mind (PH)</td>
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<td>8</td>
<td>Development of friendships and social relationships in infancy and childhood (PH)</td>
<td>Friendship groups in adolescence: Class demonstration</td>
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<td>Social Psychology: Socialization in childhood (MW)</td>
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<td>9</td>
<td>Social relations in adolescence (MW)</td>
<td>Mate selection</td>
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<td>Courtship and sexual strategies (MW)</td>
<td>Class Demonstration</td>
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<td>10</td>
<td>Milestones: the social life of adults (MW)</td>
<td>Group processes (Video and discussion)</td>
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<td>Social change in old age (MW)</td>
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<td>11</td>
<td>Intergroup processes (FW)</td>
<td>Cultural Stereotypes</td>
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<td></td>
<td>Intragroup processes (FW)</td>
<td>Class Demonstration</td>
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<td>12</td>
<td>Changing form of racial prejudice (FW)</td>
<td>Helping behaviour (Video and discussion)</td>
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<td></td>
<td>Causes, effects and reducing racial prejudice (FW)</td>
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<td>13</td>
<td>Prosocial Behaviour (BC)</td>
<td>Class Quiz on Tutorials 7-12</td>
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<td></td>
<td>Reactions to receiving help (BC)</td>
<td>Unit Evaluation</td>
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## TEXTS

(NB This textbook will also be used for PSYC3205 Cognitive Psychology)