PSYC2013 – Cognitive and Social Psychology

Revised on 27/9

Unit of Study Code: PSYC2013

Coordinator: Dr Karen Croot
Office: Room 443 Brennan MacCallum Building
Phone: 9351 2647
E-mail: karenc@psych.usyd.edu.au

LECTURING STAFF

Cognitive Processes: Dr Karen Croot
Contact details as above

Dr Caleb Owens
Office: Room 339 Brennan MacCallum Building
Phone: 9351 7523
E-mail: caleb0@psych.usyd.edu.au

Dr Bruce Burns
Office: Room 512 Griffith Taylor Building
Phone: 9351 8286
E-mail: bburns@psych.usyd.edu.au

Developmental psychology: Dr Pauline Howie
Office: Room 423 Brennan MacCallum Building
Phone: 9351 2001
E-mail: paulineh@psych.usyd.edu.au

Social Psychology: Dr Michael Walker
Office: Room 442 Brennan MacCallum Building
Phone: 93512199
E-mail: michaelw@psych.usyd.edu.au

Dr Fiona White
Office: Room 426 Brennan MacCallum Building
Phone: 9351 3246
E-mail: fionaw@psych.usyd.edu.au

Dr Lisa Zadro
Office: Room 455 Brennan MacCallum Building
Phone: 9356 7059
E-mail: lisaz@psych.usyd.edu.au

Format of Unit: 3 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: 6 Credit Points

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

Assessment:

Classwork (50%):

Cognitive Psychology
1500 word essay/report (25% of the total mark),
Due Date: Week 9, Friday 22 September

Development and Social Psychology
1000 word report (20% of the total mark),
Due Date: Week 11, Thursday 12 October

5 Online Self-Directed Quizzes (5% of the total mark)
Weeks 8-12

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

Out of class prescribed student workload:
12 x 2hr library/field research – for 1500 word essay/report,
1000 word report and practical, tutorial and lecture preparation/readings

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. Following an introductory lecture, the first section (16 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 (6 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children's social and cognitive development. The final section (16 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
(i) 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.
(ii) Ability to describe the course of development of social cognition, and to describe and evaluate relevant research and theory.
(iii) 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
(i) 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).
(ii) To acquire knowledge of the major theories and research in these areas of social psychology.
(iii) To develop a critical understanding of the major methods of research in these areas.
(iv) To critically assess the major theories and research findings in these areas.
(v) 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 a 1500 word written essay/report due in Week 9. At the end of semester, an examination consisting of multiple choice and short-answer questions will assess knowledge of lecture and practical material and recommended reading.

Social and Developmental Psychology
Assessment will take the form of: (i) a 1000-word written research report based on data collected by students, (ii) continuous assessment in the form of five on-line self-directed class quizzes run weekly which will focus primarily on the tutorial program, and (iii) a written examination consisting of multiple-choice questions 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 analogical 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; 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

Impact of television and computers on development
Influences 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

Socialisation
Socialisation 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.

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 and Intergroup processes
Relationships within small groups, particularly factors influencing group performance (task and maintenance); Leadership; group polarisation; and social facilitation.
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<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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| 1    | Cognitive Processes  
Lecture 1: Theories and methods of cognitive psychology (KC)  
Lectures 2-3 2: Memory structures and processes (KC) | No Tutorials |
| 2    | Lecture 4: Knowledge representation: networks, schemas and scripts (KC)  
Lecture 5: Constructive influences in memory, memorable memories and emotional memories (KC)  
Lecture 6: Attention (CO) | Working memory |
| 3    | Lectures 7-9: Attention (CO) | Memory Illusions |
| 4    | Lecture 10: Attention (CO)  
Lecture 11: The nature of problem solving (BB)  
Lecture 12: Problem-solving heuristics (BB) | Attention |
| 5    | Lecture 13: Analogical problem solving (BB)  
Lecture 14: Decision-making phenomena (BB)  
Lecture 15: Heuristics and biases (BB) | Problem solving |
| 6    | Lecture 16: Adaptive approaches (BB)  
Developmental Psychology  
Lecture 17: Influence of television and computers on social and cognitive development (i) (PH)  
Lecture 18: Influence of television and computers on social and cognitive development (ii) (PH) | Decision making |
| 7    | Lecture 19: Development of self concept and self esteem (PH)  
Lecture 20: Development of perspective taking & theory of mind (PH)  
Lecture 21: Development of friendships and social relationships in infancy and childhood (i) (PH) | Data collection  
Media influences on development: Video and discussion |
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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Content</th>
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<tbody>
<tr>
<td>8</td>
<td>Lecture 22: Development of friendships and social relationships in infancy and childhood (II) (PH)</td>
<td>Results returned. Early social development: Video and discussion</td>
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<td>Social Psychology</td>
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<td>Lecture 23: Socialization in childhood (MW)</td>
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<td>Lecture 24: Social relations in adolescence (MW)</td>
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<td>9</td>
<td>Lecture 25: Development of same and cross sex relations from adolescence to adulthood (MW)</td>
<td>Courtship Behaviour discussion; How to write report</td>
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<td>Lecture 26: Courtship and sexual strategies in early adulthood (MW)</td>
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<td>Lecture 27: Intragroup processes (FW)</td>
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<td>10</td>
<td>Lecture 28: Monday Oct 2 Public holiday</td>
<td>Group processes: demonstration and discussion</td>
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<td>Lecture 29: Intergroup processes (FW)</td>
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<td>Lecture 30: Changing form of racial prejudice (FW)</td>
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<td>11</td>
<td>Lecture 31: Measuring implicit and explicit prejudice</td>
<td>Cultural stereotypes: Video and discussion.</td>
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<td>Lecture 32: Causes and effects of racial prejudice (FW)</td>
<td>*Report Due</td>
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<td>Lecture 33: Reducing racial prejudice (FW)</td>
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<td>12</td>
<td>Lecture 34: Prosocial behaviour (LZ)</td>
<td>“When will people help?” Video and discussion</td>
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<td>Lecture 35: Tactics of Manipulation (LZ)</td>
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<td>Lecture 36: Tactics of Manipulation II (LZ)</td>
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<td>13</td>
<td>Lecture 37: Recognising and Resisting Manipulation (LZ)</td>
<td>Impression management: Demonstration and discussion</td>
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<td>Lecture 38: Recognising and Resisting Manipulation II (LZ)</td>
<td>Unit of Study Evaluation (USE)</td>
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<td>Lecture 39: Deception (LZ)</td>
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**TEXTS**


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