PSYC2013 Cognitive and Social Psychology

Unit of Study Code: PSYC2013

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Format of Unit: 3 x 1 hour lectures/week x 13 weeks
Weekly tutorials, commencing in Week 2

Credit Point Value: 6 Credit Points

Prerequisite: 12 credit points of First Year Psychology including PSYC1001 and PSYC1002
Completion of compulsory components is necessary to pass this unit. Students who fail to do so will receive an Absent Fail regardless of their final overall mark.

It is very important that you read the general administrative guidelines for submission of written work, penalties for late work, assessment criteria, procedures for applying for extensions and special consideration in the Undergraduate Student Guide – available on the e-learning site as well as here:


Also, students who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period. Later dates for replacement assessments may be considered where the application is supported by appropriate documentation and provided that adequate resources are available to accommodate any later date.

Out of class prescribed student workload:
Library research for 1000 word Cognitive critique; library research for 2000 word Social report; 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, Social Psychology, and Developmental Psychology. The first section (17 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 next section (16 lectures) on Social Psychology examines salient social constructs such as impression management and prejudice, and explores how mental processes affect social judgment and behaviour. The final section (6 lectures) on Developmental Psychology presents and evaluates evidence about the early influences on children’s social and cognitive development.
EVIDENCE OF LEARNING

Cognitive Processes
Assessment will be based on a 1000 word critique. 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 Psychology
Assessment will be based on a 2000 word research report based on data collected in tutorial. At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.

Developmental Psychology
At the end of semester, an examination consisting of short-answer and multiple-choice questions will assess knowledge of lecture and tutorial material.

Graduate Attributes in Cognitive and Social Psychology (PSYC2013)
This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally.

Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities:

Graduate Attribute 1: Core Knowledge and Understanding
The course focuses on the following core topics in psychology:

i. cognition, information processing and language
ii. social psychology
iii. lifespan developmental psychology

In addition, the course addresses the following core topics:

i. motivation and emotion
ii. intercultural diversity and indigenous psychology

Knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in the above topics will be assessed in one or more of the following: cognitive report, social and developmental quiz, or final exam.

Graduate Attribute 2: Research Methods
Students will understand, apply and evaluate basic research methods in Cognitive, Social and Developmental Psychology. Student learning outcomes include:

i. describe, apply and evaluate the different research methods used by psychologists (assessed primarily in the cognitive report and social developmental quiz)
ii. design and conduct basic studies to address psychological questions: undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; interpret results; and write research reports (assessed primarily in the cognitive report)
Graduate Attribute 3: Critical Thinking Skills

Students will develop respect for and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour. Student learning outcomes include:

i. apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes (assessed primarily in the cognitive report and tutorial demonstrations and discussion)

ii. question claims that arise from myth, stereotype, pseudoscience or untested assumptions (assessed primarily in the cognitive report and tutorial demonstrations and discussion)

iii. recognise and defend against the major fallacies of human thinking (assessed primarily in the cognitive report and tutorial demonstrations and discussion)

Graduate Attribute 4: Values, Research, and Professional Ethics

Students will value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity. Student learning outcomes include:

i. apply knowledge of the scientific method in thinking about problems related to use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication) (assessed primarily in the cognitive report and tutorial demonstrations and discussion)

Graduate attribute 5: Communication Skills

Students will communicate effectively in a variety of formats and in a variety of contexts. Student learning outcomes include:

i. write a standard research report using American Psychological Association (APA) structure and formatting conventions (assessed in the cognitive report)

ii. demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes (developed in tutorials but not assessed)

Graduate Attribute 6: Learning and Application of Psychology

Students will understand and apply psychological principles to personal and social issues. Student learning outcomes include:

i. apply knowledge of psychology, society and the workplace/influencing systems (assessed primarily in the social and developmental quiz and final exam)

ii. describe major areas of applied psychology (e.g., clinical, organizational) (assessed primarily in the final exam)

iii. demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology (assessed in the cognitive report, social and developmental quiz, and final exam)
SYLLABUS

Cognitive Processes

Investigating cognition: An historical overview of the major theoretical and methodological approaches used to investigate unobservable cognitive processes.

Memory: Multiple vs. unitary memory theories; encoding, storage and retrieval of short and long-term memories; semantic vs. episodic memory: cognitive and neuropsychological perspectives; applications of theories of memory.

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

Thinking and reasoning: Theories and methods of problem solving, judgement and decision-making; heuristics in thinking.

Social Psychology

Social Cognition: An overview of the field of social cognition, a branch of social psychology that deals with how social and environmental factors influence how we attend to, encode, and process information and how these mental processes affect subsequent judgments and behaviour.

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.

Social Influence: An overview of the compliance, manipulation, and deception literature that is designed to demonstrate; a) how the thoughts, feelings, and behaviours of others can be changed/ manipulated in accordance with the goals of others; b) how one’s own words and actions can be monitored and modified in order to create a particular impression or to attain a particular goal.

Developmental Psychology

Social cognitive development and Theory of Mind: We will examine evidence that the human infant enters the world ready for social communication, and consider how children come to know that other people have subjective psychological experiences; how they acquire a Theory of Mind.

Emotional development in infancy and early childhood: We will consider emotional development from an evolutionary point of view (i.e., emotion allows the communication of motivationally salient internal states) and consider how children’s emotion understanding develops in conjunction with other cognitive systems.

TEXTS

Cognitive Processes:

Developmental and Social Psychology:
### TIMETABLE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tr>
<td>1. July 27</td>
<td><strong>Cognitive Processes</strong>&lt;br&gt;<strong>Lecture 1:</strong> Early and late selection and models of attention (DA)&lt;br&gt;<strong>Lecture 2:</strong> Attentional capacity and automaticity (DA)&lt;br&gt;<strong>Lecture 3:</strong> Control over attention and preattentive processes (DA)</td>
<td>No tutorials</td>
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<td>2. Aug 3</td>
<td><strong>Lecture 4:</strong> Divided attention, inattentional blindness and change blindness (DA)&lt;br&gt;<strong>Lecture 5:</strong> The reason for attention and applications of attention research (DA)&lt;br&gt;<strong>Lecture 6:</strong> Theories and methods in memory research (SA)</td>
<td><strong>Info session about course &amp; assessment</strong>&lt;br&gt;Data collection for Social report (major assessment)</td>
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<td>3. Aug 10</td>
<td><strong>Lecture 7:</strong> Memory systems and processes I (SA)&lt;br&gt;<strong>Lecture 8:</strong> Memory systems and processes II (SA)&lt;br&gt;<strong>Lecture 9:</strong> Long-term memory I (SA)</td>
<td><strong>Attention:</strong> Demonstrations and discussion</td>
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<td>4. Aug 17</td>
<td><strong>Lecture 10:</strong> Long-term memory II (SA)&lt;br&gt;<strong>Lecture 11:</strong> Applications of theories of memory (SA)&lt;br&gt;<strong>Lecture 12:</strong> Thinking and problem solving (CO)</td>
<td><strong>Working Memory:</strong> discussion</td>
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<td>5. Aug 24</td>
<td><strong>Lecture 13:</strong> Problem solving heuristics (CO)&lt;br&gt;<strong>Lecture 14:</strong> Representation and problem solving (CO)&lt;br&gt;<strong>Lecture 15:</strong> Decision making phenomena (CO)</td>
<td><strong>Long-term memory:</strong> Demonstrations and discussion</td>
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<td>6. Aug 31</td>
<td><strong>Lecture 16:</strong> Heuristics and biases (CO)&lt;br&gt;<strong>Lecture 17:</strong> Adaptive approaches (CO)&lt;br&gt;<strong>Social Psychology</strong>&lt;br&gt;<strong>Lecture 18:</strong> Automatic and nonconscious influences on social judgment and behaviour I (IDN)</td>
<td><strong>Problem solving:</strong> Experiment and discussion</td>
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<td>WEEK</td>
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<td>Sept 7</td>
<td>Lecture 19: Automatic and nonconscious influences on social judgment and behaviour II (IDN)</td>
<td>Decision making: Exercises, discussion</td>
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<td>Lecture 20: Controlled influences on social judgment and behaviour (IDN)</td>
<td>*Cognitive critique (15%) due: Monday, Sept 7 before 4pm</td>
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<td></td>
<td>Lecture 21: Motivational influences on social judgment and behaviour (IDN)</td>
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<td>8</td>
<td>Lecture 22: Mood effects on social judgment and behaviour (IDN)</td>
<td>SOCIAL TUTORIALS START</td>
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<td>Sept 14</td>
<td>Lecture 23: The changing form of racial prejudice (FW)</td>
<td>Discuss data for Social report</td>
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<td>Lecture 24: Implicit and explicit measures of racial prejudice (FW)</td>
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<td>9</td>
<td>Lecture 25: Theories of the causes of racial prejudice (FW)</td>
<td>Control and self-regulation: Demonstration and discussion</td>
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<td>Sept 21</td>
<td>Lecture 26: Reducing outgroup bias and racial prejudice I (FW)</td>
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<td></td>
<td>Lecture 27: Reducing outgroup bias and racial prejudice II (FW)</td>
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<td>Sept 28</td>
<td>Mid semester break</td>
<td>No classes</td>
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<td>10.</td>
<td>Lecture 28: Tactics of Manipulation I (KG)</td>
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<td>Oct 6</td>
<td>Lecture 29: Tactics of Manipulation II (KG)</td>
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<td>Lecture 30: Tactics of Manipulation III (KG)</td>
<td>Note: Due to October 5th public holiday, students who normally have their tutorial on a Monday must attend an alternative tutorial this week.</td>
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<td>11.</td>
<td>Lecture 31: Tactics of Manipulation IV (KG)</td>
<td>*Social report (35%) due: 4pm Monday October 12</td>
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<td>Oct 12</td>
<td>Lecture 32: Recognising and Resisting Manipulation I (KG)</td>
<td>Automatic behaviour: Video and discussion</td>
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<td>Lecture 33: Recognising and Resisting Manipulation II (KG)</td>
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<td>12.</td>
<td>Developmental Psychology Lecture 34: Socio-emotional development I: Zero to six months: Primacy of the caregiver (BL)</td>
<td>Tactics of Manipulation: Demonstration and Discussion</td>
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<td>Oct 19</td>
<td>Lecture 35: Socio-emotional development II: Six to 18 months: Social Information gathering  (BL)</td>
<td>Approaching short-answer questions part I</td>
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<td>Lecture 36: Socio-emotional development III: Toddlerhood and early childhood  (BL)</td>
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<td>13. Oct 26</td>
<td><strong>Lecture 37:</strong> Theory of Mind I: Does anything special really happen between 3 and 5 years of age? (BL)</td>
<td>Learning to be scared: social cognition and the development of social fear</td>
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<td><strong>Lecture 38:</strong> Theory of Mind II: Do social processes underpin the child’s understanding of mind and emotion? (BL)</td>
<td>Approaching short-answer questions part II</td>
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<td><strong>Lecture 39:</strong> Empirical methods and special topic (BL)</td>
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<td>14. Nov 2</td>
<td><em>Stuvac</em></td>
<td>No classes</td>
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<td>15. Nov 9</td>
<td><em>Exam period</em></td>
<td>No classes</td>
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<tr>
<td>16. Nov 16</td>
<td><em>Exam period</em></td>
<td>No classes</td>
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NOTE: Lecturer initials in parentheses. The exact content and/or order of the lecture topics may change if necessary.

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