Cognitive Psychology (10 ECTS)

by Tia Hansen with Wolfgang Ellermeier and Jørn Ry Hansen

This introductory level course outlines the history, main approaches (“-isms”), methods and research areas of cognitive psychology. The discipline’s relation to other disciplines will also be discussed, including its relation to sister-courses this semester, to applied psychological sub-disciplines and to cross-disciplinary fields such as cognitive science. We proceed to delve into three main areas of cognitive psychology: perception, language, and memory. Within these themes, vital questions asked, approaches taken to answer them (paradigms), and methods employed to do so will be exemplified and important findings (theoretical and empirical) will be outlined. Furthermore, practical applications will be discussed. The course is concluded by revisiting the question of “-isms”, now based on content knowledge and thus viewable from within the field.

Readings

The course requires 1000 pages of reading, of which about half are in the textbook (Matlin, 2005) and the other half are in a compendium. Be aware that the latter are more difficult reads than the textbook. They are assigned to specific themes within the course, and some are original works that exemplify classics or current research in the field. We recommend reading the sources before the lectures to which they are assigned.

Exams

A mandatory course-specific exam is held at the end of the semester. The following options are available: (1) Ordinary oral examination, (2) synopsis + oral examination, (3) an 8-12 pages report written within one week to describe and discuss a given problem. Optionally, themes, theories and methods from this course can also be included in the problem-based group project next semester.

Reference list

American Psychologist, 46(1) (1991). [Excerpts: Contributions by Loftus; Conway; Ceci & Bronfenbrenner; Neisser; Roediger; Tulving; Bruce; Gruneberg, Morris & Sykes; Bahrick; Aanstoos; Banaji & Crowder; in total about 24 pages].


+ about 96 more pages on perception
<table>
<thead>
<tr>
<th><strong>Theme</strong></th>
<th><strong>By</strong></th>
<th><strong>#</strong></th>
<th><strong>Most relevant literature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Matlin (entire book; suggested reading are chapters not covered in remaining lectures).</td>
</tr>
<tr>
<td>Perception</td>
<td>Wolfgang Ellermeier</td>
<td>3</td>
<td>In Matlin: Chapters 2, 3. Goldstein.</td>
</tr>
<tr>
<td>NB: Lecture 3-4 unconfirmed, pending WE’s return to DK</td>
<td></td>
<td>4</td>
<td>Ellermeier. About 96 more pages follow.</td>
</tr>
<tr>
<td>Language</td>
<td>Jørn Ry Hansen</td>
<td>5</td>
<td>In Matlin: Chapters 9, 10. Ellis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Nickels. Kempen.</td>
</tr>
<tr>
<td>Memory</td>
<td>Tia Hansen</td>
<td>7</td>
<td>In Matlin: Chapters 4, 5, 6, 8. Tulving. Neisser.</td>
</tr>
<tr>
<td>“-isms” debate substantiated: The laboratory-everyday memory controversy as an example.</td>
<td>Tia!Lansen</td>
<td>9</td>
<td>Neisser. Banaji et al. American Psychologist excerpts. Koriat et al. (maybe - depends on amount more pages for # 3-0)</td>
</tr>
</tbody>
</table>