

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 text book (Matlin, 2005) and the other half are in a compendium. Be aware that the latter are more difficult reads than the text book. 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].
- Banaji, R.M. & Crowder, R.G. (1989), The Bancruptcy of Everyday Memory. *American Psychologist*, 44(9), 1185-1193. [8 pages]
- Bluck, S. & Alea, N.. (2002). Exploring the functions of autobiographical memory: Why do I remember the autumn? In J. D. Webster & B. K. Haight (Eds.), *Critical advances in reminiscence work: From theory to application* (pp. 61-75). New York: Springer. [15 pages]
- Galotti, K. M. (1999). *Cognitive psychology in and out of the laboratory* (2nd ed.). Belmont, CA: Wadsworth. [Excerpt: Paradigms of cognitive psychology, pp. 28-34 = 7 pages]
- Goldstein, E. B. (2002). *Sensation and perception*. Pacific Grove, CA: Wadsworth. [Excerpts: The functions of hearing / The sound stimulus / Sound as a perceptual response (pp. 331-343), Sound quality: What a stimulus sounds like / Auditory scene analysis (pp. 391-401) = 24 pages]
- Ellermeier, W., Mader, M. & Daniel, P. (2004). Scaling the unpleasantness of sounds according to the BTL Model: Ratio-scale representation and psychoacoustical analysis. *Acta Acustica united with Acustica*, 90(1), 101-107. [7 pages]
- Ellis, A. W. & Young, A. W. (1996). *Human cognitive neuropsychology. A text-book with readings*. UK: Psychology Press. [Excerpt: Chapters 5-6, pp. 113-161 = 49 pages].
- Hyman, I. E., Jr. & Kleinknecht, E. E. (1999). False childhood memories. Research, theory, applications. In L. M. William & V. L. Banyard (Eds.), *Trauma & memory* (pp. 175-188).

- London: Sage. [14 pages]
- Kempen, G. & Huijbers, P. (1983). The lexicalization process in sentence production and naming: Indirect election of words. *Cognition*, 14(2), 185-209. [25 pages]
- Koriat, A. & Goldsmith, M.. (1996). Memory as something that can be counted versus memory as something that can be counted on. In D. J. Herrmann, C. McEvoy, C. Hertzog, P. Hertel & M. K. Johnson (Eds.), *Basic and applied memory research* (Vol. 2. Practical Applications, pp. 3-18). Mahway, NJ: Lawrence Erlbaum. [16 pages]
- Larsen, S. F. (1989). Communication of information as contextualized activity. In N. O. Finnemann (Ed.), *Theories and technologies of the knowledge society* (pp. 11-32). Aarhus: Centre for Cultural Research. [22 pages]
- Matlin, M. W. (2005). *Cognition* (6th ed.). Hoboken, New Jersey: Wiley. [510 pages]
- Miller, G. A. & Keller, J. (2000/2005). Psychology and neuroscience: Making peace. In B. A. Spellman & D. T. Willingham (Eds.), *Current directions in cognitive science* (pp. 155-161). Upper Saddle River, NJ: Pearson. [7 pages]
- Neisser, U. (1986). Nested structure in autobiographical memory. In D. C. Rubin (Ed.), *Autobiographical memory* (pp. 71-81). New York, NY: Cambridge University Press. [11 pages]
- Neisser (1978/2000). Memory: What are the important questions? In U. Neisser & I. Hyman (Eds.), *Memory Observed* (2nd ed., pp. 3-19). New York: Worth. [17 pages]
- Nelson, K. & Fivush, R. (2000). Socialization of memory. In E. Tulving & F. I. M. Craik (Eds.), *The Oxford handbook of memory*. (pp. 283-295). London: Oxford University Press. [13 pages]
- Nickels, L. (1997). *Spoken word production and its breakdown in aphasia*. UK: Psychology Press. [Excerpt: Chapter 1, pp. 5-44 = 40 pages]
- Norenzayan, A. & Nisbett, R. E. (2000/2005). Culture and causal cognition. In B. A. Spellman & D. T. Willingham (Eds.), *Current directions in cognitive science* (pp. 81-88). Upper Saddle River, NJ: Pearson. [7 pages]
- Schooler, J. W. & Eich, E. (2000). Memory for emotional events. In E. Tulving & F. I. M. Craik (Eds.), *The Oxford handbook of memory* (pp. 379-392). New York, NY: Oxford University Press. [14 pages]
- Sternberg, R. J. (1999). *Cognitive psychology* (2nd ed.). Orlando, USA: Harcourt Brace. [Excerpt on methods: Pp. 13-20 = 7 pages]
- Tulving, E. (1985). Memory and consciousness. *Canadian Psychology*, 26(1), 1-12. [12 pages]
- Turing, A. M. (1950): Computing Machinery and Intelligence. *Mind*, 59(236), 433-460. [27 pages]
- Wang, Q. & Ross, M. (2005). What we remember and what we tell: The effects of culture and self-priming on memory representations and narratives. *Memory*, 13(6), 594-606. [14 pages]
- + about 96 more pages on perception

The course in a glance

Theme	By	#	Most relevant literature
Introduction to cognitive psychology: History, approaches, research areas, and utility.	Tia Hansen	1	In Matlin: Chapter 1. Hock. Turing. Galotti. Sternberg. Miller et al. Norenzayan et al.
		2	Matlin (entire book; suggested reading are chapters not covered in remaining lectures).
Perception NB: Lecture 3-4 unconfirmed, pending WE's return to DK	Wolfgang Ellermeier	3	In Matlin: Chapters 2, 3. Goldstein.
		4	Ellermeier. About 96 more pages follow.
Language	Jørn Ry Hansen	5	In Matlin: Chapters 9, 10. Ellis.
		v	Nickels. Kempen.
Memory	Tia Hansen	7	In Matlin: Chapters 4, 5, 6, 8. Tulving. Neisser.
		8	Schooler et al. Hyman et al. Larsen. Nelson et al. Bluck et al. Wang et al.
"-isms" debate substantiated: The laboratory-everyday memory controversy as an example.	Tia Hansen	9	Neisser. Banaji et al. <i>American Psychologist</i> excerpts. Koriat et al. (maybe - depends on amount more pages for # 3-0)

