Relative to other areas of psychology, cognitive psychology is a relatively young sub-discipline that emerged in the late 1950’s in response to various problems associated with the behaviorist paradigm. In the research which has followed, a primary goal has been to discover the basic underlying mechanisms mediating the processes of selective attention, perception, learning, remembering, forgetting, and both the representation and use of various types of knowledge systems. More recently, however, the trend has been to investigate various ways in which cognitive behavior manifests itself within everyday life. As illustrated in the syllabus below, this covers a broad range of topics that includes the memory for faces and geographical locations, eyewitness testimony, advertising, decision-making, the use of language, and modifying the environment to make it optimally compatible with cognitive resources. In addition, we will also consider some recent developments in the areas of autobiographical memory, meta-cognition, the biological bases of memory, mood and emotion, and cognitive diversity. The overall intent is to address cognitive behavior from a more ecological perspective and to not only consider some of the practical implications of this endeavor but the subsequent influence on certain theoretical constructs.

The format of this course is one that reflects a lecture/seminar style which means it is important you read the assigned papers for each class. There is no textbook but instead a series of readings that have been posted on Moodle. Your course grade will be weighted by the following factors:

- Discussion & Participation: 10%
- Exam I: 25%
- In Class Presentation: 15%
- Exam II: 25%
- Final Paper: 25%
Lecture Outline

I. The Study of Memory in Naturalistic Contexts
   a. advantages and disadvantages of everyday memory research
   b. methods of research

Reading:

II. Visual Memory and Imagery
   a. Dual code theory of memory representation
   b. cognitive maps and the internal representation of geographical areas:
      typical errors and distortions
      learning stages in map acquisition
      individual differences
   c. memory for faces:
      factors influencing face recognition
      common stereotypes
      cognitive mechanisms of face processing
   d. applications to advertising:
      the use of visual and organizational strategies
      techniques involving the wording of ads
      the impact of background music

Reading:
      • Chapter 2 – Sweet, secret workings of advertising
      • Chapter 10 – Emotion in advertising.


**Presentation Topic:** Television Advertising

**III. Eyewitness Testimony**

a. what perceptual factors contribute to inaccurate testimony?
b. role of memory
c. effects due to the wording of questions
d. what variables predict who will be a good witness and who will not?
e. cognitive processing of jurors
f. repression and false memories - implications for the legal system

**Reading:**


**VI. Autobiographical Memory**

a. concept of a self-schema
b. contents, organization, and retrieval of self-memories
c. development of autobiographical memories
d. childhood amnesia

**Reading:**


**Presentation Topic:** Autobiographical Memory as a Window to Personality

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**V. Emotion and Memory**

  a. effects due to arousal and stress - repression, Yerkes-Dodson Law
  b. mood and memory - state dependent learning, mood congruence, effects of clinical depression on cognition
  c. anxiety, memory, and perception
  d. effects of mood and emotions on social behavior

**Reading:**


**Presentation Topic:** Memory for Trauma

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**VI. Metacognition**

  a. systemic and epistemic awareness
  b. calibration
  c. prospective memory
  d. reality monitoring
  e. implicit memory - unconscious learning?

**Reading:**


**Presentation Topic:** Implicit Memory in Everyday Life

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**VII. Decision Making**

a. heuristics and biases
b. perception of risk

**Reading:**


**Presentation Topic:** Group Decision-Making

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**VIII. Cognitive and Linguistic Diversity**

a. gender differences in cognition - spatial, verbal, and quantitative skills; the role of the environment, hormones, and hemispheric laterality
b. schizophrenic thought and language - cognitive characteristics and neurological differences
c. language capabilities of primates - implications for cognitive evolution
d. relationship between language and thought - Does one’s linguistic system influence perception, memory, and thinking?
e. gender differences in language - what do they reflect?
f. cross-cultural studies in cognition - effects on perception and memory; the impact of schooling and literacy; conceptions of time; collectivism vs. individualism

**Readings:**
IX. Biological Bases of Memory and Cognition

a. neurological tools and techniques
b. structure of brain and biological substrates of cognition
c. hemispheric laterality
d. aphasia and the biological bases of language
e. memory disorders - amnesia; Korsakoff’s Syndrome; Alzheimer’s disease; declines due to aging
f. case studies of Oliver Sacks

Readings:

- Excerpt from textbook chapter on schizophrenia

Presentation Topic: Collective Memory
Presentation Topic: The Evolution of Human Cognition - Neuroecology

X. Human Factor Research

a. driving behavior and highways
b. action slips
c. some applications of circadian timing
d. food psychology

Reading:


Course Requirements

I. Class Presentation

Each of you will assemble in groups of 3-4 and be required to give an in-class presentation on a topic designed to provide greater breadth to an area discussed in class. You should plan on speaking for 30 min. and rely on a Powerpoint presentation (which I will then post on Moodle so that it is available to everyone). Each person in the group is expected to speak and so you should allocate the half hour in an equitable fashion. I’ve provided a set of presentation topics on the syllabus and will try to ensure that everyone receives a topic that is acceptable to them.

II. Paper

In addition to the presentation, you will also be required to write a paper for the course. You are free to choose any topic that interests you as long as it involves some aspect of memory and cognition. It could be a topic that was never discussed (e.g., music cognition; olfactory memory; cases of exceptional memory; problem-solving, the development of memory) or a topic that was addressed in class but explored from a different perspective. In either case, the paper should be around 10-15 pages and rely on the APA style of referencing. Most of the paper should serve as a review of the relevant literature but the last 2-3 pages should provide your own thoughts and evaluation (e.g. critiques of the literature; ideas for future research). Your paper will be due on April 1.

III. Exams

Two exams will be given and both will be “take-home” administered on a Thursday and due the following day (Friday) at noon. In accord with the Haverford Honor Code, one should not consult class notes, readings, or other students when completing the exams. In addition, a time limit will be given for each.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tues Jan. 21</td>
<td>Methodological Issues in Everyday Memory</td>
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<tr>
<td>Thurs Jan. 23</td>
<td>Cognitive Maps</td>
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<tr>
<td>Tues Jan. 28</td>
<td>Encoding and Remembering of Faces</td>
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<td>Thurs Jan. 30</td>
<td>Face Perception</td>
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<td>Tues Feb. 4</td>
<td>Advertising</td>
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<td>Thurs Feb. 6</td>
<td>Advertising; <strong>Presentation on Television Advertising</strong></td>
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<td>Tues Feb. 11</td>
<td>Eyewitness Testimony</td>
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<td>Thurs Feb. 13</td>
<td>False Memories</td>
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<td>Tues Feb. 18</td>
<td>Autobiographical Memory</td>
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<td>Thurs Feb. 20</td>
<td>Autobiographical Memory: <strong>Presentation on AB and Personality</strong></td>
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<td>Tues Feb. 25</td>
<td>Emotion and Memory</td>
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<td>Thurs Feb. 27</td>
<td>Emotion and Memory; <strong>Presentation on Memory and Trauma</strong></td>
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<td><strong>EXAM One distributed</strong></td>
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<tr>
<td>Friday Feb. 28</td>
<td><strong>Exam One due</strong></td>
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<td>Tues March 4</td>
<td>Metacognition</td>
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<td>Thurs March 6</td>
<td><strong>Presentation on Implicit Memory</strong>; Decision Making</td>
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<td>Tues March 11</td>
<td>Fall Break – No Class</td>
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<td>Thurs March 13</td>
<td>Fall Break – No Class</td>
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<td>Tues March 18</td>
<td>Decision Making; <strong>Presentation on Group Decision Making</strong></td>
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<td>Thurs March 20</td>
<td>Gender Differences in Cognition</td>
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<td>Tues March 25</td>
<td>Gender Differences in Language</td>
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<td>Thurs March 27</td>
<td>Schizophrenic Thought and Language</td>
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<td>Tues April 1</td>
<td>Language and Thought – <strong>Paper Due</strong></td>
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<td>Thurs April 3</td>
<td>Primate Cognition</td>
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<td>Tues April 8</td>
<td>Cross-Cultural Cognition</td>
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<td>Thurs April 10</td>
<td>Cross-Cultural Cognition; <strong>Presentation on Social Memory</strong></td>
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<td>Tues April 15</td>
<td>Biological Bases of Cognition</td>
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<td>Thurs April 17</td>
<td>Memory Disorders</td>
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<td>Tues April 22</td>
<td>Memory Disorders; Effects of Aging; <strong>Presentation on Neuroecology</strong></td>
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<td>Thurs April 24</td>
<td>Human Factors</td>
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<td>Tues April 29</td>
<td>Human Factors; <strong>Presentation on Cognition &amp; Technology</strong></td>
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<td>Thurs May 1</td>
<td><strong>EXAM Two distributed</strong></td>
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<tr>
<td>Friday May 2</td>
<td><strong>EXAM Two due</strong></td>
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A few weeks before your presentation, I would like to meet with each group at least once to discuss your particular topic.