LONDON SOUTH BANK UNIVERSITY

Introduction to Cognitive and Social Psychology

PSY_M_ICS

Department of Psychology
Faculty of Human Sciences

Semester 1 2008/9

become what you want to be

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1.   UNIT DETAILS

Unit Title:	Introduction to Cognitive and Social Psychology
Unit Level:	Masters Year 1
Unit Reference Number:	PSY_M_ICS
Credit Value:	15
Student Study Hours:	150
Contact Hours:	36
Private Study Hours:	114
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	MSc Investigative Forensic Psychology
Year and Semester	Year 1, Semester 1
Unit Coordinator:	Dr Rachel Wilcock
UC Contact Details (Tel, Email, Room)	Room E341 extension block, wilcockr@lsbu.ac.uk
	Extension Number 5857
	Officer hours Thursday12-2
Teaching Team & Contact Details (If applicable):	Mr Tony Stone, Room E329 extension block, stonea@lsbu.ac.uk
	Dr Jamie Smith-Spark
	smithspj@lsbu.ac.uk
	Dr Daniel Frings
	fringsd@lsbu.ac.uk
Subject Area:	Psychology
Summary of Assessment Method:	Two 2000 word coursework essays

2.   SHORT DESCRIPTION

This unit provides students with the opportunity to explore a selection of the major concepts, theories, models, and methods encountered in key areas of Cognitive and Social Psychology which pertain to Investigative Forensic Psychology. The unit will explore both classic and contemporary themes in Cognitive and Social Psychology but will focus more on contemporary debates. For example in Cognitive Psychology students will consider basic processes and structures involved in human memory. In Social Psychology students will study Social Cognitive accounts of social behaviour and also more critical accounts of Social Psychological processes and interactions. This unit provides the necessary introduction to units such as Witness Psychology, Psychological Aspects of Investigation, Vulnerable Witnesses and Suspects, and Decision Making in the Forensic Context.

3.   AIMS OF THE UNIT

- To introduce students to concepts, theories, and models encountered in Cognitive and Social Psychology.
- To consider how Cognitive and Social Psychological concepts, theories, and models may be helpful in studying Investigative Psychology.

4.   LEARNING OUTCOMES

4.1   Knowledge and Understanding

- Define and characterize the domain of Cognitive Psychology in terms of its major components (e.g. perception and memory) and show an appreciation of the relative strengths and weaknesses of the different empirical methods employed in Cognitive Psychology.
- Describe and critically evaluate the major theoretical concepts and assumptions underpinning contemporary Cognitive Psychology.
- Describe and critically evaluate the major theories in the areas of cognition studied.

- Define and characterize the domain of Social Psychology in terms of its major components (e.g. attitudes, persuasion, attribution processes) and show an appreciation of the relative strengths and weaknesses of the different empirical methods employed in Social Psychology.
- Describe and critically evaluate theories and models that have been or are of current interest for Social Psychologists.
- Critically discuss and evaluate the diverse range of classic and contemporary themes and approaches that characterise Social Psychological investigation.

4.2   Intellectual Skills

- Utilise and integrate information from primary source material effectively and efficiently into work.
- Critically evaluate theory and research in Cognitive and Social Psychology.
- Apply multiple perspectives to Cognitive and Social Psychology.

4.3   Practical Skills

- Apply psychological theories to real life situations

4.4   Transferable Skills

- Handle primary source material efficiently and critically.
- Effective written and verbal communication.
- Can use a full range of learning resources such as Blackboard, web-based search engines and appropriate databases, the library.

5.   ASSESSMENT OF THE UNIT

Two 2000 word essays (one on cognitive and one on social psychology) each worth 50%
The pass mark for this unit is 50%

Students may be required to provide an electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When ECs have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

6.   FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7.   INTRODUCTION TO STUDYING THE UNIT

7.1   Overview of the Main Content

Week	3.00 – 6.00 Thursday
1	**Introduction to the Unit**. Rachel Wilcock **Cognitive Psychology: Historical Foundations and Methodology** Tony Stone
2	**Attention and Perception. Skills: Internet, Blackboard, and e-mail** Jamie Smith-Spark

3	**Human Memory: Basic Structures and Processes** Rachel Wilcock
4	**Human Memory: Autobiographical and Episodic Memory**. **Skills: Essay writing** Rachel Wilcock
5	**Decision Making** Jamie Smith-Spark
6	**Face Recognition** Tony Stone
7	**Introduction to Social Psychology: Historical Foundations and Methodology Skills: Referencing & Plagiarism** Daniel Frings
8	**Social Cognition** Daniel Frings
9	**Attitudes, Persuasion and Attitude Change** Daniel Frings
10	**Attribution Processes** Daniel Frings
11	**Social Perception** Daniel Frings
12	**Social Influence, Group Processes, and Inter-group Relations** Daniel Frings

7.2 Overview of Types of Classes

The unit will be taught during 12 three hour sessions over the course of twelve weeks. Teaching will comprise large and small group sessions. Some of the large group sessions will be participatory, some will involve demonstrations, and some will involve the imparting of information in standard lecture format to provide students with the core knowledge that they need. Small group sessions will focus on consolidating knowledge via discussion and practical illustrations where possible. In the second week you will be introduced to blackboard, the internet, and e-mail. More generally small group sessions will provide you with an opportunity to critically discuss relevant research and recent scientific journal papers. Lecturers will encourage questions from you and try to foster interaction between students, and students and staff.

7.3 Importance of Student Self-Managed Learning Time

The unit requires 114 hours of private study time. In order to obtain the maximum benefit from the course it is important that you come prepared to teaching sessions by reading relevant chapters in the core texts. After the teaching session it is important that you follow up any references recommended by your lecturer and that you yourself investigate further relevant references that will help you with your understanding of the topic area which will in turn help you with your assessments.

7.4 Employability

This unit will provide students with academic skills such as analytical thinking, problem solving, and good communication skills both written and verbal which are used in many different professions. In order to complete the unit successfully students will use different learning resources such as Blackboard, web-based search engines and appropriate databases, the library, and e-mail all of which may be used in different professions. Additionally students will develop skills in handling primary source material critically, retrieving and organising information effectively, and problem solving and reasoning scientifically. At the end of the unit they should be operating as effective independent and pragmatic learners.

7.5 Equality and Diversity

Equality and diversity is addressed in the teaching of the unit and through the delivery of unit materials. Lectures will highlight issues pertinent to equality and diversity such as attitudes, social influence, and group relations. It is recognised that students enrolled are likely to have different academic backgrounds and some may be more familiar with the material covered in the course and others less so. Those students with less experience will receive as much support as they need whilst students with more experience will be pointed to reading that will stretch and challenge them. Furthermore, students will be encouraged to help each other in discussions and group exercises according to their strengths. Blackboard will be used which will enable students with visual impairments or dyslexia to print out course materials in an appropriate format.

8.   THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The following notes are indicative only and are liable to adjustments during the course of the semester. Where changes occur, updated information will be provided during lectures.

TEACHING PROGRAMME

Week 1. Introduction to Cognitive Psychology: Historical Foundations and Methodology

Synopsis:

In this session students will be introduced to what Cognitive Psychology is, its historical context and foundations, methodologies used in Cognitive Psychology, and key topics within Cognitive Psychology. The dominant paradigm in Cognitive Psychology is information processing where an analogy is drawn between the mind and the computer. However, there are different ways in which Cognitive Psychology can be approached. These include; experimental cognitive psychology, cognitive science, cognitive neuropsychology, and cognitive neuroscience. Key topic areas in Cognitive Psychology include; Perception and attention, Learning, Memory, Problem Solving, and Language. The second half of this session will take place in the library where you will receive a quick tour, introduction to Central Learning Support and Development Services and a session on the databases.

Suggested reading:

Eysenck, M. W. & Keane, M. T. (2005). *Cognitive psychology: A student's handbook* (5th Ed.). Hove. Lawrence Earlbaum Ass. p 1-23.

Parkin, A.J. (2001). *Essential cognitive psychology*. Hove: Psychology Press. p. 1-26.

Week 2. Attention and Perception.

Synopsis:

This session will provide students with a general introduction to perception, attention, and human performance limitations from an information processing perspective. Key theories and models of perception and attention for events and actions will be introduced, discussed, and critically evaluated. These will include; direct and constructivist approaches to perception, selective and divided attention, and dual task performance.

Skills: Also in this week's session you will be introduced to Blackboard (the university's virtual learning environment), the internet, and e-mail.

Suggested reading:

Eysenck, M. W. & Keane, M. T. (2005). *Cognitive psychology: A student's handbook (5th Ed.).* Hove: Lawrence Erlbaum. [Chapters 4 and 5]

Naish, P. (2005). Attention. In N. Braisby & A. Gellatly (Eds.), *Cognitive psychology.* Oxford: Oxford University Press. [pp. 37-70]

Parkin, A.J. (2001). *Essential cognitive psychology*. Hove: Psychology Press. pp. 53-77.

Pike, G., & Edgar, G. (2005). Perception. In N. Braisby & A. Gellatly (Eds.), *Cognitive psychology.* Oxford: Oxford University Press. [pp. 71-112]

Styles, E. A. (2000). *The psychology of attention.* Hove: Psychology Press. pp. 137-152.

Week 3. Human Memory: Basic Structures and Processes

Synopsis:

This session will provide a basic introduction to memory. The way in which memory is organised and the component processes operating within human memory will be introduced and discussed. Key models and theories concerning the structure of memory and the various memorial processes will be explained and critically evaluated employing empirical research findings. Topics to be covered will include; i) the various memory systems and how they differ in both storage duration and storage capacity, ii) recall and recognition memory, iii) theories of forgetting, and iv) schemas and scripts.

Suggested reading:

Baddeley, A. (2001). *Human memory theory and practice.* Hove: Psychology Press. p. 293-309.

Eysenck, M. W. & Keane, M. T. (2005). *Cognitive psychology: A student's handbook (5th Ed.).* Hove: Lawrence Earlbaum Ass. Chapter 6.

Parkin, A.J. (2001). *Essential cognitive psychology.* Hove: Psychology Press. p. 133-140.

Tulving, E. & Craik, F. I. M. (2005). *The Oxford handbook of memory.* Oxford: Oxford University Press. p. 33-43.

Week 4. Human Memory: Autobiographical and Episodic memory.

Synopsis:

The first half of this session will introduce students to everyday memory and the different approaches employed by researchers to investigate everyday memorial performance. Two subsystems of long-term memory, namely autobiographical and episodic memory will be introduced. Empirical laboratory research pertaining to the nature of these two systems will be discussed and evaluated. Reference will also be made to research, observations, and case studies concerned with observable memory deficits and how this research has contributed to our understanding of normal everyday memorial processes.

Skills: Also in this week's session we will be talking about essay writing skills and you will take part in an exercise to identify good and bad examples of essays.

Suggested reading:

Baddeley, A. (2001). *Human memory theory and practice.* Hove: Psychology Press. p. 293-310.

Eysenck, M. W. & Keane, M. T. (2005). *Cognitive psychology: A student's handbook (5th Ed.).* Hove: Lawrence Erlbaum Ass. p. 229-247. and p.261-273.

Tulving, E. & Craik, F. I. M. (2005). *The oxford handbook of memory.* Oxford: Oxford University Press. p. 315-324.

Week 5. Decision Making.

Synopsis:

This session will commence by introducing students to key areas of reasoning and decision-making. Fundamental phenomena and theories, relevant to investigative forensic psychology, will be introduced and discussed. For example, normative and descriptive approaches to decision making, errors and biases, and script based reasoning will be explained and defined. Research findings for understanding these theories and phenomena will be presented and evaluated.

Suggested reading:

Ayton, P. (2005). Judgement and decision making. In N. Braisby & A. Gellatly (Eds.), *Cognitive psychology.* Oxford: Oxford University Press. [pp. 382-417]

Bull, R., & Carson, D. (1999). *Handbook of psychology in legal contexts.* Chichester: Wiley. pp. 509-525

Evans, J. B. T. (1994). *Bias in human reasoning: Causes and Consequences.* Hove: Lawrence Erlbaum. [pp. 41-49]

Eysenck, M. W., & Keane, M. T. (2005). *Cognitive psychology: A student's handbook (5th Ed.).* Hove: Lawrence Erlbaum. [Chapter 15]

Kebbell, M., & Davies, G. M. (2006). *Practical psychology for forensic investigators and prosecutors.* West Sussex: Wiley. [Chapter 9]

Manktelow, K. (1999). *Reasoning and thinking.* Hove: Psychology Press. [Chapter 9]

Peck, J., & Coyle, M. (1999). *The student's guide to writing.* Basingstoke: Palgrave. [pp. 97-109]

Week 6. Face Recognition.

Synopsis:

In this session students will first be provided with a description of the Bruce & Young (1986) model of face recognition, and some of the evidence that supports it. There will then follow a detailed review of how the model has been changed over the succeeding quarter century to respond to new evidence and new techniques (such as connectionist modelling). The lecture will end with a consideration of how the model has been further developed to help explain bizarre monothematic delusions - such as the Capgras delusion where a person comes to believe that their spouse has been replaced by an impostor.

Suggested reading:

Introductory

Eysenck, M. W. & Keane, M. T. (2005). Cognitive psychology: A student's handbook (5th Ed.). Hove. Lawrence Earlbaum Ass, pp 92-100.

Ellis, A. & Young, A. (1996) Human Cognitive Neuropsychology: A Textbook with Readings. Hove: Psychology Press, Chapters 1 and 4. plus associated reading on pp 433-456.

Ellis, H. & Lewis, M (2001) Capgras delusion: A window on face
Recognition. Trends in Cognitive Sciences, 5 (April 2001), 149-156. Electronic copy available via Perry Library.

Further reading

Burton, A., Young, A., Johnson, R., & Ellis, A. (1991) Simulating covert recognition. <u>Cognition</u>, 89, 129-66. Electronic copy available via Perry Library.

Breen, N., Caine, D. & Coltheart, M. (2000) Models of face recognition and delusional misidentification: A critical review. <u>Cognitive Neuropsychology</u>, 17, 55-71. (Available via Blackboard)

Week 7. Introduction to Social Psychology: Historical Foundations and Methodology.

Synopsis:

The first half of this session will introduce Social psychology, what it is, its historical context and foundations, and the methodologies used to conduct Social Psychology research. In addition, the 'crisis' in social psychology will be introduced and discussed. The second part of this session will take the form of a 'workshop' during which referencing and general essay writing skills will be addressed and discussed.

Skills: Also in this week's session we will discuss plagiarism and how to reference research papers. You will take part in two exercises, one assessing whether a piece of text is plagiarised, and one where you will be asked to correct the references in a piece of work.

Suggested reading:

Grauman, C.F. (2001) Introducing social psychology historically. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology.* Third Edition. Oxford: Blackwell. pp. 3-22. Chapter 1.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. Chapter 1.

Peck, J. & Coyle, M. (1999). *The students's guide to writing.* Oxfordshire: Palgrave. P.97-109.

Week 8. Social Cognition.

Synopsis:

Students will be introduced to the social cognition perspective within Social Psychology which is concerned with individuals and how their thoughts and behaviour might be influenced by the presence of others (both actual and/or perceived). Primary themes and concepts associated with the social cognitive perspective will be introduced, discussed, and evaluated. This session will also introduce the concept of schemas; how they develop, how influential they are for internalising and interpreting new information, existing information, and missing information.

Suggested reading:

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. Chapter 2.

Fiedler, K. & Bless, H. (2001) Social cognition. In Hewstone, M. & Stroebe, W. (Eds) *Introduction to Social Psychology.* Third Edition. Oxford: Blackwell. pp. 115-150. Chapter 5.

Week 9. Attitudes, Persuasion and Attitude Change.

This session will introduce the concept of attitudes; their development, function and measurement. The primary cognitive and behavioural accounts of attitude formation and development will be discussed, as will attitudes as a predictor of behaviour. In addition, attitude strength, attitude change, and the effect of persuasive communication will be introduced and considered.

Suggested reading:

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. Chapters 5 and 6.

Aronson, E., Wilson, T. D. & Akert, R. M. (1998). *Social Psychology (3rd Ed.).* Harlow: Longman. p. 235-276.

Week 10. Attribution Processes.

Synopsis:

This session will not only provide students with an understanding of traditional theories of attribution but will also introduce and discuss the key strengths and weaknesses of attribution theory. In addition, the implications of attribution biases, for applied psychology, will be considered and discussed.

Suggested reading:

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. Chapter 3.

Week 11. Social Perception.

Synopsis:

This session will introduce social perception and how we come to understand other people. Key questions to be addressed and discussed in this session will include how do we form impressions of others and how do we combine the diverse information we receive about others to form a coherent overall impression. Non verbal communication, implicit personality theories, and flawed social perceptions will be considered.

Suggested reading:

Aronson, E., Wilson, T. D. & Akert, R. M. (1998). *Social Psychology (3rd Ed.).* Harlow: Longman. p. 105-121.

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. p. 589-607.

Week 12. Social Influence, Group Processes, and Inter-group Relations.

Synopsis:

During this session students will be introduced to social influence. For example, types of social influence, power and influence, and obedience to authority will be discussed referencing classic experimental research. In addition, the nature of groups, group effects on individual performance, and inter-group relations will also be considered, specifically in relation to Juries and gangs.

Suggested reading:

Hogg, M.A. & Vaughan, G.M. (2004) *Social Psychology (Fourth Edition).* London: Prentice Hall. Chapter 8.

Memon, A. Vrij, A. & Bull, R. *Psychology and law (2nd Ed.).* West Sussex: Wiley. Chapter 8.

9. LEARNING RESOURCES

9.1 Core Materials

Eysenck, M. W. & Keane, M. T. (2005). Cognitive psychology: A student's handbook (5th Ed.). Hove. Lawrence Earlbaum Ass.

Hogg, M. A. & Vaughan, G.M. (2004). Social Psychology (4th Ed.). London: Prentace Hall.

9.2 Optional Materials

Your lecturer will give you any additional references for each lecture at the appropriate time.

NOTES