

University of
Nottingham

School of Psychology

First Year Tutorial
Guide

2011/2012

(C81BIO, C81COG, C81SOC &
C81DEV)

C81BIO Introduction to Cognitive Neuroscience and Biological Psychology

This module is a 20 credit module taught in the second semester. It is assessed by one 1500 word essay marked by your personal tutor and a two hour multiple choice examination at the end of semester 2. The 120 questions in the examination will cover topics from the entire module.

The module will introduce a number of critical topics: - the structure and functioning of the brain - the neuroscientific basis of cognitive and psychological processes - genetics and evolution in relation to psychology. The overall aim of the module is to provide an introduction to the neural and biological bases of cognitive and other behaviour.

Your lectures for this module are taught in semester 2. You will have one hour lecture on Tuesdays at 12-1 in Physics building lecture hall B1 and Fridays 2-3 in Physics building lecture hall B1. Handouts will be available on webCT. WebCT is an online environment where we will make course materials, lecture notes, practice questions, exam guidelines, reading lists etc. available. The login page for webCT is **webct.nottingham.ac.uk** there is also a link from the Intranet portal under the course tab.

Learning Outcomes: At the end of the module the student should; (1) know the gross structure and evolution of the brain and understand the main functions of the different parts. (2) know how the brain receives, transmits and processes information at the neural level (3) have a basic understanding of the normal basis of cognitive function and the biological basis of behaviour (4) understand the main scientific methods for investigating brain and behaviour.

Essays on this Module

Possible tutorial essay questions

1. Describe the mechanisms of neural communication, explaining how they allow effective information processing.
2. What is fear conditioning and what are the neural mechanisms underlying it?
3. How do receptive fields represent visual information at different levels of the visual pathway? How might excitatory and inhibitory connections contribute to selectivity?
4. Discuss the evidence that implicates a biological dysfunction as a cause for either schizophrenia depression or obesity.
5. How has the Wernicke-Lichtheim model from 1885 survived the test of time?

Reading

There follows a list of the lectures for this module which will give you a brief description of each and appropriate textbook chapters to start your reading on each topic. There are many good textbooks for this kind of material but the ones below are good ones to start with. You will need to read outside these recommendations for your essay but they are good places to start.

Reading

The Physiology of Behaviour, by N.R. Carlson, Allyn & Bacon, is the main course for both 1st and 2nd year biological psychology courses. A 2009 edition is available but earlier editions are also acceptable.

Kalat JW. *Biological Psychology*, Wadsworth, 2007.

Pinel JPJ. *BioPsychology*, Allyn & Bacon, 2009.

Bears, Connors & Paradiso, *Neuroscience Exploring the brain*, Lippincott Williams & Wilkins, 2006;

Kandel, Schwartz and Jessel, *Principles of Neural Science*, McGraw-Hill, 2000 (very comprehensive);

Kolb and Whishaw, *Fundamentals of Human Neuropsychology*, Worth Publishers, 2008;

M.W. Dubin, *How the brain works*. Blackwell Science, 2002.

C81BIO List of Lectures – Academic Year 2011/2012

How to study the brain.

Dr. Tobias Bast.

This lecture gives a broad introduction to the variety of approaches that are used to study the brain such as fMRI, electrophysiology and patient studies. The merits and limitations of the different methods of the different approaches are discussed. Carlson chapter 5.

Transmission within a neuron (action potentials)

Transmission between neurons (synapses)

Dr. Antonia Hamilton

These series of lectures introduce the basic principles of how information is conveyed between neurons and within neurons. The basic principles underlying electrical and chemical neural transmission are introduced. Carlson chapter 2 &3.

Brain anatomy and organisation

Dr. Antonia Hamilton

This lecture introduces the brain, its anatomical features and the functions of different brain regions. Carlson chapter 3.

Occipital and temporal lobe: Visual perception and memory

Dr. Tobias Bast:

This question asks the question how does the brain process visual information beyond V1, and how does such information processing give rise to perception and memory?

The roles of the occipital lobe and temporal lobe (inferior temporal lobe and medial temporal lobe) are discussed. Carlson Chapter 6 & chapter 15.

The Parietal and Frontal lobes

Dr. Lee Hogarth

Vision

Dr. Tobias Bast:

In this lecture the primary Visual pathways of the brain are introduced and explained. Carlson chapter 6. Hubel D, Wiesel T (1998) Early explorations of the visual cortex. Neuron 20:401-420.

The Parietal and Frontal lobes

Dr. Lee Hogarth

The parietal and frontal lobes of the brain are introduced and their roles in a variety of behaviours are discussed. Bear Connors and Paradiso, Chapters 12, 14 and 21.

Introduction to Genetics.

Genetic Disorders

Dr. Paula Moran

These lectures introduce genes and their importance for understanding human behaviour. They explore the following questions : what role do genes play in behaviour? what happens to behaviour when genetic abnormalities occur ?and what can this tell us about the biological basis of behaviour?. Kolb and Whishaw chapter3.

Evolution

Dr. Helen Cassaday

This lecture covers the evolutionary approach to understanding human behaviour. The evolution of the brain and insights the study of evolution can give us into understanding human behaviour.

Sleep

Dr. Mark Haselgrove

This lecture covers the measurement and stages of sleep, theories of sleep, the biological basis of sleep and sleep disorders. Carlson Chapter 9, Pinel 2008 chapter 14, Kalat 2007 chapter 9.

Schizophrenia & Depression

Dr. Mark Haselgrove

This lecture introduces the clinical conditions schizophrenia and the affective disorders. The lecture covers the fundamentals of the biological bases of these very common clinical conditions including petrochemical and genetic bases. Carlson chapter16, Pinel chapter 18, Kalat chapter15

Eating and eating disorders

Dr. Mark Haselgrove

This lecture covers the biological explanations for why we eat, why we eat the food we do, and what biological explanations help to understand disorders in eating such as obesity. Pinel chapter 12, Carlson chapter 12, Kalat chapter 10.

Hormones and Behaviour sex and stress

Dr. Mark Haselgrove

This lecture covers the biological basis of the stress response. The development of the sex organs and sexual maturation are discussed as well as the hormonal control of sexual behaviour. Carlson 10 & 17, Kalat 11& 12, Pinel 13& 17.

Introduction to Learning I and II

Dr. Helen Cassaday

These lectures introduce the basic concepts of learning theory, how does learning occur, what are the main theories underlying the principles that govern learning in humans and animals. Chapter 13 Kolb & Whishaw. Further reading will be allocated at the lecture.

Introduction to cognitive neuropsychology and the cognitive neuropsychology of language

Dr. Mark Haselgrove. This lecture introduces cognitive neuropsychology as a discipline and what the study of the damaged brain can tell us about normal cognitive function. It introduces the brain regions thought underlie the development of language. Kolb & Whishaw chapters 1, 3 and 17.

Introduction to the neuropsychology of memory and perception

Dr. Mark Haselgrove

This lecture outlines what the different types of memory are, what happens to memory in amnesia. In addition the neuropsychology of perception covers different types of agonises and disorders in face recognition. Kolb & Whishaw chapter 3.

C81COG Cognitive Psychology 1

Module guide 2011-12

Overview

This summary relates to the Autumn Semester C81COG module (20 credits).

The module is open to subsidiary students from across the University and is compulsory for psychology students.

Cognitive psychology aims to describe the limitations in our ability to perceive the world, understand language, remember messages, and respond, and to account for the mental processes responsible for these limitations. These are "information processing" limitations. We can process complex arrays of information - and this flexibility must be described in our cognitive models - but the scope of our processing ability is not limitless.

Our task is to explain how we do what we are able to do, and to say what are the sources of limitation. You may be able to remember how difficult it was to coordinate the different sources of information and the different actions you had to make to them from your experiences when learning to drive a car. Your mental resources were stretched by these competing demands, but with practice your performance improved. Why? What was it that changed? When you started to learn to drive your cognitive resources were stretched to the limit, but after a few hours of practice drivers become able to change gear and talk to their passenger, as well as watch events in the roadway. For another example, imagine that you are the operator in the instrument control room of a nuclear power station, and a warning buzzer has started to sound. Where do you look first, and what are the safety procedures that you should remember when that particular buzzer sounds? And what should you do about the two people behind you who are shouting different advice? Imperfect performance follows from a number of basic limitations in our cognitive powers. Early lectures will focus upon our perceptual processes and upon the effects of attention upon the acquisition of perceptual information. They will discuss the mental structures and processes which give us flexibility in perceiving and responding to the world, and will discuss the role of attention in overcoming some of the limitations in our mental resources. Later lectures will focus on the mental processes used in understanding language, the nature of human memory, and the processes that we use in thinking, and the relationship between cognition and emotion.

Teaching Team

The module is taught by a number of people all of whom are experts and active researchers in their field. If you have a question about a particular lecture then you should ask during the question and answer session in each lecture. Alternatively you can contact the lecturer directly.

Each lecturer has drop-in sessions specifically for meeting with students. Lecturers are busy people and have a number of other roles in the school so outside of these times you should make an appointment via email.



Dr Richard Tunney (module convenor)
Room: B9
Email: richard.tunney@nottingham.ac.uk
Field: Thinking



Dr Peter Chapman
Room: B20
Email: peter.chapman@nottingham.ac.uk
Field: Memory



Prof. Geoffrey Underwood
Room: B16
Email: geoff.underwood@nottingham.ac.uk
Field: Attention



Dr Jonathan Stirk
Room: B44
Email: jonathan.stirk@nottingham.ac.uk
Field: Emotion



Dr Alastair Smith
Room: B22
Email: alastair.smith@nottingham.ac.uk
Field: Perception



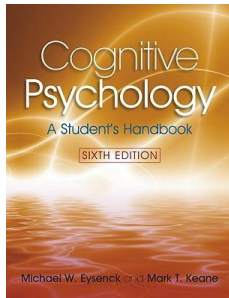
Dr Ruth Filik
Room: B53
Email: ruth.filik@nottingham.ac.uk
Field: Language

Lecture schedule

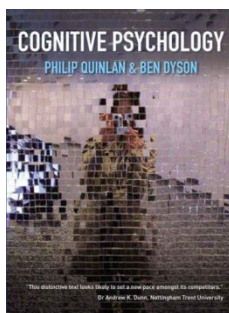
Week	Title	Lecturer	Date	Time	Day	Venue
2	Introduction	Dr Tunney	03/10/2011	9-10	Mon	POPE C14
	Perception 1	Dr Smith	04/10/2011	1-2	Tue	POPE C14
3	Perception 2	Dr Smith	10/10/2011	9-10	Mon	POPE C14
	Perception 3	Dr Smith	11/10/2011	1-2	Tue	POPE C14
4	Perception 4	Dr Smith	17/10/2011	9-10	Mon	POPE C14
	Attention 1	Prof Underwood	18/10/2011	1-2	Tue	POPE C14
5	Attention 2	Prof Underwood	24/10/2011	9-10	Mon	POPE C14
	Attention 3	Prof Underwood	25/10/2011	1-2	Tue	POPE C14
6	Attention 4	Prof Underwood	31/10/2011	9-10	Mon	POPE C14
	Language & Reading 1	Dr Filik	01/11/2011	1-2	Tue	POPE C14
7	Language & Reading 2	Dr Filik	07/11/2011	9-10	Mon	POPE C14
	Language & Reading 3	Dr Filik	08/11/2011	1-2	Tue	POPE C14
8	Memory 1	Dr Chapman	14/11/2011	9-10	Mon	POPE C14
	Memory 2	Dr Chapman	15/11/2011	1-2	Tue	POPE C14
9	Memory 3	Dr Chapman	21/11/2011	9-10	Mon	POPE C14
	Cognition & Emotion 1	Dr Stirk	22/11/2011	1-2	Tue	POPE C14
10	Cognition & Emotion 2	Dr Stirk	28/11/2011	9-10	Mon	POPE C14
	Cognition & Emotion 3	Dr Stirk	29/11/2011	1-2	Tue	POPE C14
11	Thinking 1	Dr Tunney	05/12/2011	9-10	Mon	POPE C14
	Thinking 2	Dr Tunney	06/12/2011	1-2	Tue	POPE C14
12	Thinking 3	Dr Tunney	12/12/2011	9-10	Mon	POPE C14
	Revision	Dr Stirk	13/12/2011	1-2	Tue	POPE C14

Background reading

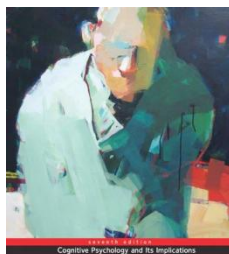
A number of books provide general introductory reading, and although we do not recommend that you buy any particular book we suggest that you consult one or more of the ones listed below. The library contains a number of copies of these and other relevant books that you may find useful. It doesn't matter if you cannot find the most recent edition. You may also be able to obtain a second-hand copy. Please note that A-level books are not appropriate.



Eysenck, M.W. & Keane, M.T. (2010). *Cognitive Psychology: A student's handbook*. Psychology Press: Hove.



Quinlan, P.T. & Dyson, B.J. (2008). *Cognitive Psychology*. Pearson: Harlow.



Anderson, J.R. (2010). *Cognitive Psychology and its implications*. Worth: New York.

Assessment

The module is assessed by one 1500 word essay and one 2 hour formal examination.

You must submit a paper copy of your essay to the school office and an identical electronic copy via Turnitin before the deadline. Failure to do this may result in a mark of zero. Marks are deducted for late submissions. Your essay will be marked by your tutor and you will be given written feedback about your essay.

You can choose from one of the following titles:

- Is there any evidence that some emotions expressed in the face can be detected faster than others? Discuss this with relation to empirical studies.
- What factors influence how we recognise words? Review the evidence and evaluate the methods that have been used to address this question.
- Describe and evaluate the Gestalt laws of perceptual organization.
- Critically evaluate Baddeley's 2000 model of working memory.
- How can we measure the quality of decision-making?

A key requirement for an essay is that it is written in good English. Although we do not assess the quality of spelling and grammar a badly written essay does give the impression of a slovenly mind.

ESSAY DEADLINE: Monday 7th November

The examination consists of 120 multiple choice questions, each with four alternative answers. The examination is not negatively marked and we do not correct for chance.

Sample examination question:

Cognitive neuroscience is...

- ...mere phrenology
- ...an experimental paradigm
- ...dependent upon reductive materialism
- ...all of the above

Frequently asked questions

1. How many credits is the module worth?
 - a. 20 credits
2. How do I find a tutor?
 - a. Psychology students will automatically be assigned a tutor. Subsidiary students MUST sign up with a tutor via the notice board located in the School of Psychology.
3. What semester is the module in?
 - a. Autumn
4. Is attendance at lectures compulsory?
 - a. No. But it is strongly recommended
5. Is attendance at tutorials compulsory?
 - a. Yes. Failure to attend can result in suspension from the University.
6. Will the handout/lecture slides be available on the Internet?
 - a. They will be available via WebCT. But these are not a substitute for attending the lectures and do not contain all of the information provided by lecturers.
7. How will I be assessed?
 - a. By an essay that contributes 25% of the module mark and by an examination that contributes 75% of the module mark.
8. When is the examination?
 - a. In the January assessment period.
9. How long is the examination?
 - a. 2 hours.
10. What is the examination like?
 - a. The examination consists of 120 multiple-choice questions.
11. Can I see a past paper?
 - a. Unfortunately we are unable to reveal past papers because the examination is based on a limited set of questions. You will however be given sample examination question in most of the lectures and in the revision lecture at the end of the module.
12. When is the deadline for the essay?
 - a. Monday 7th November
13. What happens if I cannot hand my essay in on time?
 - a. If you have a valid excuse then you must complete an extenuating circumstance form (available here: <http://www.nottingham.ac.uk/quality-manual/forms/assessment-ext-cir-form.doc>) and seek advice from your personal tutor or an examinations officer. He or she may be able to arrange an extension. Please note that this is only advisory until it is formally confirmed by the Examinations Board. If you do not have a valid excuse or do not provide documentary evidence to the board then marks will be deducted from your essay.

14. What do I do if I am ill and cannot sit my examination?
- a. If you have a valid excuse then you must complete an extenuating circumstance (available here: <http://www.nottingham.ac.uk/quality-manual/forms/assessment-ext-cir-form.doc>) and seek advice from your personal tutor or an examinations officer. The examinations board may arrange a first sit at a later date. If you do not have a valid excuse or do not provide sufficient documentary evidence then you will receive a mark of zero for the examination.
15. What happens if I fail the module?
- a. If failure affects your progression into year 2 then you will be offered an opportunity to be re-assessed on the failed components of the module. If you are studying the module as part of a degree in Psychology or Psychology and Cognitive Neuroscience you must pass this module in order to progress into year 2, but this may not be the case for subsidiary students.
16. Is the examination negatively marked?
- a. NO.
17. Do you correct for chance in examination marks?
- a. NO.
18. Does the examination cover only lecture material or will I need to revise topics from textbooks?
- a. The examination covers material from textbooks as well as the lectures. You will not gain good marks by memorizing lecture slides.

C81SOC Social Psychology

**Semester 1: Friday 1400-1500
Coates Road Auditorium(A150)**

Module convenor / Lectures given by Dr Nadja Heym

Why do people do the things they do? What role is played by the various influences in our environment, such as our family, our peers, our physical surroundings, and how do these influence what we do? This module looks closely at the myriad of explanations of human behaviour. It examines the social self: the influences of the social world around us on our behaviour and our influence on the social world. Specifically the module will give an overview of the experimental findings and theoretical positions that inform understanding of how humans operate within their social environment.

Assessment

The 10 credit course (C81 SOC) is assessed by a 1,000 word essay due on **Monday 12th December 2011** and a one hour multiple-choice examination at the end of Semester 1. The examination paper will require students to answer 60 multiple-choice questions, which cover the ENTIRE module.

Tutorial essay questions:

- Are humans innately aggressive or do we learn to be aggressive?
- How do people explain their own and other people's behaviour?
- To what extent may attitudes predict behaviour and how can we change them?

Main References

Lectures 1-10

Hogg, M.A. and Vaughan, G.M. (2011) *Social Psychology, 6th edition*. Pearson. ISBN: 978-0-273-72596-1 (also used in 2nd year Social Psychology module!)

Myers, D.G. (2008) *Social Psychology, 9th (or 10th) edition*. McGraw-Hill. ISBN: 978-0-07-110169-1

Aims

To introduce students to the key concepts in psychology, which strive to understand the role of the individual in the social and physical world. It will introduce the main areas of social psychology and how these define and explain various processes influencing human behaviour.

Learning Objectives

At the end of the module students should be able to:

- Understand the main themes that form the foundations of research into social psychology;
- Know how concepts are measured and tested as well as the relative merits and problems of various methods;
- Get an insight into their Self and how it is influenced by others around us;

- Understand the link between attitudes and behaviour and develop an understanding how attitudes and behaviour can be changed;
- Discuss the nature/ nurture debate and illustrate the arguments with evidence.

Lecture 1 Me, myself and I

As human beings we have the capacity for reflexive thought. This enables us to think about who we are and how others may perceive us. Our notion that we have a unique *self* which is distinct from all other *selves* is deeply engrained in Western culture. But is this notion just an illusion?

In this lecture we will go on a scientific journey of *self* discovery by looking at the major psychological theories of the *self*, at self awareness and knowledge, social identity and self-esteem.

Reading: *Hogg & Vaughan - Chapter 4*

Lecture 2 Everyone is a psychologist: Social Cognition and Biases

We spend a lot of our time processing social information, particularly trying to understand people and social situations. We look for causes of our own and others' behaviour (e.g. personality, environment, etc.) in a process called *attribution*. These attributions are not always error free, we are often biased to explain others' behaviour as the result of their personality or other stable factors ("She was rude to me because she is a rude, unpleasant person") but our own as the result of a situation ("I may have been a little bit rude because I was having a really bad day. I'm not normally like that."). How we attribute success and failure in our lives may have a big impact on our psychological well-being (Did you fail the exam because you were not smart enough? Or did you fail because the questions were unreasonably difficult?).

In this lecture we will try to uncover how we go about our business of being everyday psychologists, and particularly, how we often get it wrong.

Reading: *Hogg & Vaughan - Chapter 2 (Background) and 3 (Focus)*

Lecture 3 Attitudes and Attitude Change

What is your attitude to the environment? Do you think recycling is a great idea? If so, does that mean you always recycle everything? The concept of attitudes is central to social psychology. We evaluate entities with a degree of favour or disfavour, and this evaluation guides our behaviour to some extent. This lecture looks closely at the formation of attitudes held by individuals and examines their influence on perception, thinking and behaviour at an individual, interpersonal and intergroup level. If attitudes and behaviour are linked, then a change in one should effect a change in the other. Can a change in attitude, for example through persuasion, lead to a lasting change in behaviour? Conversely, can a change in behaviour lead to a change in attitude?

This lecture examines the link between attitudes and behaviour and investigates whether attitudes are a useful and reliable predictor of behaviour. And what are the tricks people use to persuade us – will you be immune to sales patter once you know how you are being manipulated?

Reading: *Hogg & Vaughan – Chapters 5 and 6 - The reading for this lecture is spread over two chapters. You can read them both as background; the selective focus will become clear in the lecture.*

Lecture 4 Group Processes

"Groups are made of personalities, and the interesting thing about them is chemistry."

All of us are members of a multitude of groups, whether these are families, religions, sports teams, people in your hall or friends on Facebook. What happens

in these groups? Do they change how we think, feel or act? Do 'many hands make light work?' or do 'too many cooks spoil the broth?' Can one person alone generate more and better ideas than the same individual working as part of a group? Or is it true that "The intelligence of the creature known as *a crowd* is the square root of the number of people in it."?

This lecture discusses the ways in which individual and group performance can differ. What are the dynamics that influence group performance – and what are the problems that arise from group work?

Reading: *Hogg & Vaughan – Chapters 8 and 9* The reading for this lecture is spread over two chapters. You can read them both as background; the selective focus will become clear in the lecture.

Lecture 5 Social Influence

"They made me do it." "I was only following orders." "Everyone else is doing it." Are people doing bad things necessarily bad people? Or do we all have the potential to do bad things when we are influenced by others? It is a perhaps uncomfortable truth that we all have the potential to obey commands, even those that inflict harm on others. What is the effect of authority, obedience and group norms on our behaviour? Is it always the majority which rules a minority or can a minority exert influence?

This lecture discusses issues of social influence and norms, conformity, compliance and obedience (including Milgram's experiment) and how social influence may impact on attitudes and decision making in groups.

Reading: *Hogg & Vaughan – Chapter 7*

Lecture 6 Social Categorisation, Stereotyping and Prejudice

"A great many people think they are thinking when they are merely rearranging their prejudices." (William James)

We see stereotypes as harmful, however, it is a far more common feature of everyday thought and something that, most of the time, we do without even realising. Stereotypes are part of the social categorisation process. Even the fair-minded egalitarians among us employ stereotypic views, beliefs, and attitudes in evaluating others. However, prejudice as an extension of stereotyped beliefs is a fundamental and wide-spread problem, which can be manifested in different ways. In a more egalitarian society overt prejudice on the grounds of race, gender, religion or sexual orientation is less common, but it continues to exist in a more covert form.

In this lecture we will look at the nature and social function of stereotypes on one hand as well as the effects prejudice has on the targets of negative attitudes on the other. We will explore the way in which prejudice is formed and spread, and whether and how negative stereotypes may be changed.

Reading: *Hogg & Vaughan – Chapter 10*

Lecture 7 Inter-group Relations (and Conflict)

When groups are formed, is conflict inevitable? When conflict does occur, what can be done to create harmony again? This lecture examines the nature of inter-group conflict and cooperation and discusses the ways in which groups can generate different individual perceptions of those within the group and those outside it. Theoretical explanations for conflict are offered and discussed in the light of contemporary group conflicts.

Reading: *Hogg & Vaughan – Chapter 11*

Lecture 8 Aggression

Aggression is any verbal or physical act intended to cause harm to people or property. There is no need to give examples of aggression: just look at any newspaper or internet news service. But why are we aggressive? Is it in our nature? Does society make us aggressive? And what can we do to reduce aggression?

This lecture introduces different theories and explanations of aggression and discusses personal and environmental factors that may increase aggression.

Reading: *Hogg & Vaughan – Chapter 12*

Lecture 9 Pro-Social Behaviour: Acting for the Greater Good

We are often confronted by examples of despicable human behaviour, but aggression and violence is not the full spectrum of human behaviour. We are also capable of acts of *altruism* and helping behaviour; some of these acts seem incomprehensible in their heroic selflessness, when someone gives their own life to save that of others.

In this lecture we will try and understand why people sometimes help and sometimes don't, for example, why no one in a group of people may help someone in trouble, but a single person does. What can we do to encourage people to act pro-socially, rather than anti-socially?

Reading: *Hogg & Vaughan – Chapter 14*

Lecture 10 All you need is Love (and Friendship)

What makes you want to be friends with some people, but not with others? Do people want to be friends with you? Why? What makes someone attractive? How do we fall in love? And how do we fall out of love? How can you maintain a happy relationship? And what's the best way to break up an unhappy one?

This lecture explores theories of friendship and attraction and discusses factors that are important in maintaining relationships.

Reading: *Hogg & Vaughan – Chapter 13*

C81DEV Developmental Psychology

**Semester 2: Monday 1500-1600
Coates Road Auditorium(A150)**

Module convenor / Lectures given by Dr Danielle Ropar

What influences our development? Are we the product of our biology (nature) or our upbringing (nurture)? What role is played by the various influences in our environment, such as our family and our physical surroundings? This module looks closely at the theories on cognitive and emotional development from children into adults (ontogeny). Specifically the module will give an overview of the experimental findings and theoretical positions that inform understanding of how humans develop and operate within their social environment.

Assessment

The 10 credit course (C81DEV) is assessed by a 1,000 word essay due **Monday 26th March 2012** and a one hour multiple-choice examination at the end of Semester 2. The examination paper will require students to answer 60 multiple-choice questions, which cover the ENTIRE module.

Main References

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7.

Slater, A. & Bremner, J.G. (2003) *Introduction to Developmental Psychology*. Blackwell Publishing Ltd. ISBN: 0-631-21396-1.

Gillibrand, R., Lam, V., and O'Donnell, V. (2011). *Developmental Psychology*. Pearson.

Aims

To introduce students to the key concepts and theories in developmental psychology, which strive to understand the development of the individual in the social and physical world. It will introduce the areas of developmental psychology, and integrate these areas to highlight the main developmental processes.

Learning Objectives

At the end of the module students should be able to:

- Understand the main themes that form the foundations of research into developmental psychology;
- Know how concepts are measured and tested and the relative merits and problems of various methods;
- Appreciate how developmental processes shape the cognitive, emotional, social and intellectual abilities of the individual;
- Acquire an understanding of the Piagetian concept that cognitive development entails a shift away from a state of egocentrism and discuss evidence for egocentrism as well as counter-evidence;
- Discuss the evidence relating to stages in cognitive development;
- Debate what kind of evidence implies that children understand that people possess minds.

Tutorial essay questions

- Does knowledge progress through a succession of stages?
- Is there an age at which children become able to understand the concept of other people having a unique mind?
- Are perceptual abilities innate?

Lecture 1 Introduction to developmental psychology

This lecture will give an overview of various research traditions and theories of development. It will discuss their viewpoints on stage-like versus continuous development and what role nature and nurture may play.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 1

Lecture 2 The Nature / Nurture Debate

What influences the way people think and behave? This lecture will examine the influences of hereditary forces and our environment on development, and asks whether environment and genetics interact – and how they might interact. This lecture will focus here specifically on the example of intelligence and how we can examine the roles of nature and nurture in intelligence.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 8

Lecture 3. Perception, knowledge and action

How do infants and children come to perceive and understand the world around them? This lecture explores learned and innate influences on infant perception. Limitations due to a lack of motor and verbal skills are discussed in terms of the techniques used to investigate infant cognitive abilities.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 6

Lectures 4. Perception and developing an ability to draw.

Why do children draw what they know not what they see? This lecture examines the possibility that the way we see the world is influenced by our knowledge and past experiences. These processes work in different ways during childhood and into adulthood.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 7

Lecture 5. Acquiring a theory of mind

'Theory of mind' refers to our understanding of our own mind and the minds of others around us. This lecture asks, is there an age at which children become able to understand the concept of other people having a unique mind? The lecture investigates the methods which have been used to answer this question, and the alternative explanations for the findings of experimental studies.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 4

Lecture 6 & 7. Cognitive Development

As children move from early to middle childhood, they learn more about the world around them. These two lectures examine how and when the child begins to understand how the world operates. They look especially at the work of Jean Piaget, and the challenges to his work.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapters 2 and 3

Lecture 8. Early attachment relationships

How does the child become attached to parent or carer? How is parenting style linked to the child's attachment? What effect has maternal deprivation? This lecture looks at the function and phases of attachment. It explores different child and parent attachment types and discusses the consequences of those.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapter 11

Lecture 9. Development of moral reasoning and pro-social tendencies

How do we reason with moral dilemmas? How does this change during development? What contributes to the development of pro-social behaviour? The development of a sense of moral reasoning and the exhibition of pro-social behaviours are complex processes. This lecture examines the main theories and approaches to moral reasoning, and factors that cause changes in moral judgements and social behaviour.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapters 13

Lecture 10. Development of anti-social behaviour and aggression

Are we born good or bad? What are the factors influencing anti-social behaviour? Does watching violent TV programmes make us more aggressive? This lecture examines the influences of nature and nurture on aggression and antisocial-behaviour. It will discuss Freud's notion of catharsis and contrast this account with the social learning theory of aggression. The lecture examines the role of various factors in contributing towards aggressive and anti-social behaviour.

Mitchell, P. and Ziegler, F. (2007) *Fundamentals of Development: The Psychology of Childhood*. Psychology Press. ISBN: 978-1-84169-644-7. Chapters 14

Lecture 11 Course Revision Lecture

An opportunity to revisit the topics covered over the semester and ask questions.