

Seminar: Allgemeine Psychologie, SS10

(Dozenten: Engl/Heine)

Struktur des Seminars:

- Alle Studenten kennen zu jeder Sitzung die mit Sternchen gekennzeichneten Artikel.
- Zu den allgemeinen Inhalten werden pro Sitzung zwei vertiefende Themen in Form von Referaten aufbereitet.

Scheinvoraussetzung:

- regelmäßige Anwesenheit,
- aktive Teilnahme am Seminar:
 - Referat, d.h. ppt-Präsentation und Vortrag sowie
 - Regelmäßige Vorbereitung der relevanten Literatur

Prüfung (Inhalte: Vorlesungsinhalte, Lehrbuchinhalte, relevante Artikel[]):*

- Termin Klausur: Fr 23.7.2010, 10-12 Uhr, Hörsaal 1a;
- Termin Nachklausur: Di 14.9.2010, 10-12 Uhr, Hörsaal 1a;

Sprechzeiten

(Wichtig: Alle Referatsgruppen kommen eine Woche vor ihrem Vortragstermin in die Sprechstunde zur Vorbesprechung!):

- Engl/Heine: Di, 14.30-15.15 (jeweilige Referatsgruppe 1),
15.15-16 Uhr (jeweilige Referatsgruppe 2)

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|-----|--------------|---|
| 1. | 13.4./14.4.: | Organisatorische und inhaltliche Fragen |
| 2. | 20.4./21.4.: | Einführung |
| 3. | 27.4./28.4.: | Wahrnehmung |
| 4. | 4.5./5.5.: | Gehirn und Bewusstsein |
| 5. | 11.5./12.5.: | Aufmerksamkeit 1 |
| 6. | 18.5./19.5.: | Aufmerksamkeit 2 |
| 7. | 25.5./26.5.: | Gedächtnis 1 |
| 8. | 1.6./2.6.: | Gedächtnis 2 |
| 9. | 8.6./9.6.: | Lernen 1 |
| 10. | 15.6./16.6.: | Lernen 2 |
| 11. | 22.6./23.6.: | Sprache 1 |
| 12. | 29.6./30.6.: | Sprache 2 |
| 13. | 6.7./7.7.: | Emotion |
| 14. | 13.7./14.7.: | Handlung |

Themen der Sitzungen im SS 09

Nr.	Termin	Dozent	Thema	Inhalt
1	13.4./14.4.	VE+AH		Klärung inhaltlicher und organisatorischer Fragen
2	20.4./21.4.	AH	Einführung	<p>1) Introduction to cognitive psychology</p> <p>*a) Kapitel 1 aus: Smith, E. E., & Kosslyn, S. M. (2009). <i>Cognitive Psychology: Mind and Brain</i>. New Jersey: Pearson Education.</p> <p>2) The neuroimaging of deception</p> <p>*a) Sip, K.E., Roepstorff, A., McGregor, W., & Frith, C.D. (2008). Detecting deception: the scope and limits. <i>Trends Cognitive Sciences</i>, 12, 48–53.</p> <p>b) Spence, S. A., Hunter, M. D., Farrow, T. F. D., Green, R. D., Leung, D. H., Hughes, C. J., & Ganesan, V. (2004). A cognitive neurobiological account of deception: evidence from functional Neuroimaging. <i>Philos. Trans. R. Soc. Lond. B Biol. Sci.</i>, 359, 1755-62.</p> <p>c) Ganis, G., Kosslyn, S.M., Stose, S., Thompson, W.L., & Yurgelun-Todd, D.A. (2003). Neural Correlates of Different Types of Deception: An fMRI Investigation. <i>Cerebral Cortex</i>, 13, 830-836.</p>
3	27.4./28.4.	AH	Wahrnehmung	<p>1) Sensation: Acoustic processing – speech vs. music</p> <p>*a) Zatorre, R. J., Belin, P., & Penhune, V. B. (2002). Structure and function of auditory cortex: music and speech. <i>Trends in Cognitive Sciences</i>, 6, 37-46.</p> <p>b) Robin, D.A., Tranel, D., & Damasio, H. (1990). Auditory perception of temporal and spectral events in patients with focal left and right cerebral lesions. <i>Brain and Language</i>, 39, 539-55.</p> <p>c) Nicholson, K. G., Baum, S., Kilgour, A., Koh, C. K., Munhall, K. G., & Cuddy, L. L. (2003). Impaired processing of prosodic and musical patterns after right hemisphere damage. <i>Brain and Cognition</i>, 52, 382-9.</p>

				<p>2) Perception: Synaesthetic experience</p> <p>*a) Mulvenna, C. M., & Walsh, V. (2006). Synaesthesia: supernormal integration? <i>Trends in Cognitive Sciences</i>, 10, 350-2.</p> <p>b) Dixon, M. J., Smilek, D. & Merikle, P. M. (2004). Not all synaesthetes are created equal: Projector versus associator synaesthetes. <i>Cognitive, Affective, & Behavioral Neuroscience</i>, 4, 335-43.</p> <p>c) Rouw, R., & Scholte, H. S. (2007). Increased structural connectivity in grapheme-color synesthesia. <i>Nature Neuroscience</i>, 10, 792-7.</p> <p>d) Cohen Kadosh, R., Henik, A., Catena, A, Walsh, V., & Fuentes, L. J. (2009). Induced cross-modal synaesthetic experience without abnormal neuronal connections. <i>Psychological Science</i>, 20, 258-65.</p>
4	4.5./5.5.	VE	Gehirn und Bewusstsein	<p>1) Neural Correlates of Consciousness</p> <p>Tononi; g., & Koch, C. (2008). The Neural Correlate of Consciousness: An Update. <i>Annals of the New York Academy of Sciences</i>, 1124, 239-261.</p> <p>2) Integration of unconscious and conscious processes of the two hemispheres – Evidence from split-brain</p> <p>Gazzaniga, M.S. (2000). Cerebral specialization and interhemispheric communication: does the corpus callosum enable the human condition? <i>Brain</i>, 123, 1293-326.</p>
5	11.5./12.5.	VE	Aufmerksamkeit 1	<p>1) Attention: early or late filter of perception- an overview</p> <p>* a) Kapitel 5, S. 153-158 aus Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> (6th ed.). New York: Psychology Press.</p> <p>b) Lachter, J., Forster, K. I., & Ruthruff, E. (2004). Forty-Five Years After Broadbent (1958): Still No Identification Without Attention. <i>Psychological Review</i>, 111(4), 880-913.</p>

				<p>2) Visual Attention</p> <p>* Kapitel 5, S. 158-182 aus Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> (6th ed.). New York: Psychology Press.</p>
6	18.5./19.5.	VE	Aufmerksamkeit 2	<p>1) Automatic Processing and Word Recognition</p> <p>*a) Kapitel 5, S. 193-199 aus Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> (6th ed.). New York: Psychology Press.</p> <p>b) Brown, T. L., Gore, C. L., & Carr, T. H. (2002). Visual Attention and Word Recognition in Stroop Color Naming: Is Word Recognition "Automatic"? <i>Journal of Experimental Psychology: General</i>, 131(2), 220-240.</p> <p>2) Divided Attention and Change Blindness</p> <p>a) Kapitel 5, S. 185-190 aus Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> (6th ed.). New York: Psychology Press.</p> <p>* b) Strayer, D. L., & Johnston, W. A. (2001). Driven to Distraction: Dual-Task Studies of Simulated Driving and Conversing on a Cellular Telephone. <i>Psychological Science</i>, 12(6), 462-466</p> <p>c) Rensink, R. A., O'Regan, J. K., & Clark, J. J. (1997). To see or not to see: The Need for Attention to Perceive Changes in Scenes. <i>Psychological Science</i>, 8(5), 368-373.</p>
7	25.5./26.5.	AH	Gedächtnis 1	<p>1) Dual-Process theories of recognition memory</p> <p>*a) Diana, R. A., Yonelinas, A. P., Ranganath, C. (2007). Imaging recollection and familiarity in the MTL: a three-component model. <i>Trends in Cognitive Sciences</i>, 11, 379-86.</p> <p>b) Rugg, M. D., & Yonelinas, A. P. (2003). Human recognition memory: a cognitive neuroscience perspective. <i>Trends in Cognitive Sciences</i>, 7, 313-39.</p> <p>c) Eichenbaum, H., Yonelinas, A. P., & Ranganath, C. (2007). The medial temporal lobe and</p>

				<p>recognition memory. <i>Annual Review of Neuroscience</i>, 30, 123-52.</p> <p>2) Sleep and memory consolidation</p> <p>*a) Diekelmann, S., Wilhelm, I. & Born, J. (2009). The whats and whens of sleep-dependent memory consolidation. <i>Sleep Medicine Reviews</i>, 13, 309-21.</p> <p>b) Plihal, W., & Born, J. (1997). Effects of early and late nocturnal sleep on declarative and procedural memory. <i>Journal of Cognitive Neuroscience</i>, 9, 534–47.</p>
8	1.6./2.6.	AH	Gedächtnis 2	<p>1) WM: Baddeley's multi-modal approach</p> <p>*a) Baddeley, A.D. (2010) Working memory. <i>Current Biology</i>, 20, 136-40.</p> <p>b) Smith, E. E., Jonides, J., & Koeppel, R. A. (1996). Dissociating verbal and spatial working memory using PET. <i>Cerebral Cortex</i>, 6, 11-20.</p> <p>c) Bruyer, R., & Scailquin, J.-Ch. (1998). The visuospatial sketchpad for mental images: Testing the multicomponent model of working memory. <i>Acta Psychologica</i>, 98, 17-36.</p> <p>2) WM: Cowan's dynamic model</p> <p>*a) Ricker, T., AuBuchon, A.M., & Cowan, N. (in press). Working memory. In L. Nadel (Ed.), <i>Wiley interdisciplinary reviews: cognitive science</i>.</p> <p>b) Cowan, N. (1999). An embedded-processes model of working memory. In A. Miyake & P. Shah (Eds.), <i>Models of Working Memory: Mechanisms of active maintenance and executive control</i> (pp. 62-101). Cambridge, U.K.: Cambridge University Press.</p>
9	8.6./9.6.	VE	Lernen 1	<p>1) Classical Conditioning</p> <p>* a) Domjan, M. (2005). Pavlovian Conditioning: A Functional Perspective. <i>Annual Review of Psychology</i>, 56, 179-206.</p> <p>b) Siegel, S. (2005). Drug Tolerance, Drug addiction, and Drug Anticipation. <i>Current Directions in Psychological Science</i>, 14(6), 296-300.</p>

				<p>2) Operant Conditioning and Positive Reinforcement</p> <p>a) Skinner, B. F. (1992). "Superstition" in the Pigeon. <i>Journal of Experimental Psychology: General</i>, 121(3), 273-274.</p> <p>b) Seligman, E. P. & Maier, S. F. (1967). Failure to escape traumatic shock. <i>Journal of Experimental Psychology</i>, 74(1), 1-9.</p> <p>c) Matute, H. (1994). Learned Helplessness and Superstitious Behavior as Opposite Effects of Uncontrollable Reinforcement in Humans. <i>Learning and Motivation</i>, 25, 216-232.</p>
10	15.6./16.6.	VE	Lernen 2	<p>1) The Role of Cognition in Conditioning</p> <p>Kirsch, I., Steven, J. L., Vigorito, M., & Miller, R. R. (2004). The Role of Cognition in Classical and Operant Conditioning. <i>Journal of Clinical Psychology</i>, 60, 369-392.</p> <p>2) Emotional Learning: Panic Disorder</p> <p>Bouton, M. E., Mineka, S., & Barlow, D. H. (2001). A Modern Learning Theory Perspective on the Etiology of Panic Disorder. <i>Psychological Review</i>, 108, 4-32.</p>
11	22.6./23.6.	AH	Sprache 1	<p>1) Introduction to language comprehension</p> <p>*a) Kapitel 10 aus Eysenck, M. W., & Keane, M. T. (2010). <i>Cognitive Psychology: A Student's Handbook</i> (6th ed.). New York: Psychology Press.</p> <p>*b) Friederici, A. D. (2002). Towards a neural basis of auditory sentence processing. <i>Trends in Cognitive Sciences</i>, 6, 78-84.</p> <p>2) Constraint-based models of sentence processing</p> <p>a) Gibson, E. & Pearlmutter, N. J. (1998). Constraints on sentence comprehension. <i>Trends in Cognitive Sciences</i>, 2, 262-8.</p> <p>b) Garnsey, S. M., Pearlmutter, N. J., Myers, E., & Lotocky, M. A. (1997). The contributions of verb bias and plausibility to the comprehension of temporarily ambiguous sentences. <i>Journal of</i></p>

				<i>Memory and Language, 37, 58-93.</i>
12	29.6./30.6.	AH	Sprache 2	<p>1) <i>The dual-route model of reading</i></p> <p>*a) Coltheart, M., Rastle, K., Perry, C., Langdon, R., & Ziegler, J. C. (2001). DRC: A Dual Route Cascaded model of visual word recognition and reading aloud. <i>Psychological Review, 108</i>, 204-256.</p> <p>b) Levy, J., Pernet, C., Treserras, S., Boulanouar, K., Aubry, F., et al. (2009). Testing for the Dual-Route Cascade Reading Model in the Brain: An fMRI Effective Connectivity Account of an Efficient Reading Style. <i>PLoS ONE, 4</i>, e6675. doi:10.1371/journal.pone.0006675.</p> <p>2) <i>Impaired reading processes</i></p> <p>a) Gabrieli, J.D.E. (2009). Dyslexia: A new synergy between education and cognitive. <i>Science, 325</i>, 280-3.</p> <p>b) Ziegler, J. C., Castel, C., Pech-Georgel, C., George, F., Alario, F. X., & Perry, C. (2008). Developmental Dyslexia And The Dual Route Model Of Reading: Simulating Individual Differences and Subtypes. <i>Cognition, 107</i>, 151-78.</p>
13	6.7./7.7.	AH	Emotion	<p>1) <i>Defining Emotion(s)</i></p> <p>*a) Kapitel 8 aus: Smith, E. E., & Kosslyn, S. M. (2009). <i>Cognitive Psychology: Mind and Brain</i>. New Jersey: Pearson Education.</p> <p>b) Ekman, P., & Friesen, W. V. (1971). Constants Across Cultures In The Face And Emotion. <i>Journal of Personality and Social Psychology, 17</i>, 124-29.</p> <p>2) <i>Russell's circumplex model: emotional valence vs. arousal</i></p> <p>*a) Hamann, S. (2003). Nosing in on the emotional brain. <i>Nature Neuroscience, 6</i>, 106-8.</p> <p>b) Russell, J.A. & Feldman-Barrett, L. (1999). Core affect, prototypical episodes, and other things called emotion: Dissecting the elephant. <i>Journal of Personality and Social Psychology, 76</i>, 805-19.</p>

				c) Lang, P. J., Greenwald, M. K., Bradley, M. M., Hamm, A. O. (1988). Looking at pictures: Affective, facial, visceral, and behavioral reactions. <i>Psychophysiology</i> , 30, 261-73.
14	13.7./14.7.	VE	Handlung	<i>1) Control of Action</i> * a) Kapitel 11, S. 452-476 aus: Michael S. Gazzaniga, Richard B. Ivry, George R. Mangun (2002). <i>Cognitive Neuroscience</i> (2nd ed.). Norton & Company.