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)

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	***1) Introduction to cognitive psychology*** *a) Kapitel 1 aus: Smith, E. E., & Kosslyn, S. M. (2009). *Cognitive Psychology: Mind and Brain*. New Jersey: Pearson Education. ***2) The neuroimaging of deception*** *a) Sip, K.E., Roepstorff, A., McGregor, W., & Frith, C.D. (2008). Detecting deception: the scope and limits. *Trends Cognitive Sciences, 12,* 48–53. 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. *Philos. Trans. R. Soc. Lond. B Biol. Sci., 359*, 1755-62. 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. *Cerebral Cortex, 13,* 830-836.
3	27.4./28.4.	AH	Wahrnehmung	***1) Sensation: Acoustic processing – speech vs. music*** *a) Zatorre, R. J., Belin, P., & Penhune, V. B. (2002). Structure and function of auditory cortex: music and speech. *Trends in Cognitive Sciences*, *6*, 37-46. 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. *Brain and Language*, *39*, 539-55. 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. *Brain and Cognition*, *52*, 382-9.

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

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

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

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

				Memory and Language, 37, 58-93.
12	29.6./30.6.	AH	Sprache 2	***1) The dual-route model of reading*** *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. *Psychological Review, 108,* 204-256. 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. *PLoS ONE,* 4, e6675. doi:10.1371/journal.pone.0006675. ***2) Impaired reading processes*** a) Gabrieli, J.D.E. (2009). Dyslexia: A new synergy between education and cognitive. *Science, 325*, 280-3. 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. *Cognition, 107,* 151-78.
13	6.7./7.7.	AH	Emotion	***1) Defining Emotion(s)*** *a) Kapitel 8 aus: Smith, E. E., & Kosslyn, S. M. (2009). *Cognitive Psychology: Mind and Brain*. New Jersey: Pearson Education. b) Ekman, P., & Friesen, W. V. (1971). Constants Across Cultures In The Face And Emotion. *Journal of Personality and Social Psychology, 17,* 124-29. ***2) Russell's circumplex model: emotional valence vs. arousal*** *a) Hamann, S. (2003). Nosing in on the emotional brain. *Nature Neuroscience, 6,* 106-8. b) Russell, J.A. & Feldman-Barrett, L. (1999). Core affect, prototypical episodes, and other things called emotion: Dissecting the elephant. *Journal of Personality and Social Psychology, 76,* 805-19.

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