

Seminar: Allgemeine Psychologie, SS09

(Dozenten: Jacobs/Engl/Heine)

Basisliteratur

- Kapitel 1 bis 10 aus:
Psychological Science: The Mind, Brain, and Behavior – 2nd ed.
von Michael S. Gazzaniga, Todd F. Heatherton,
Verlag: Norton & Company, 2006
ISBN: 0393924971
- Kapitel 7, 9, 11 sowie 12 (Teil: “Goal oriented Behavior”) aus:
Cognitive Neuroscience – 2nd ed.
von Michael S. Gazzaniga, Richard B. Ivry, George R. Mangun,
Verlag: Norton & Company, 2002
ISBN: 0393977773

Struktur des Seminars:

- Alle Studenten kennen zu jeder Sitzung das jeweils relevante Lehrbuchkapitel sowie die mit Sternchen gekennzeichneten Artikel.
- Zu diesen 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: Mi 15. 07. 2009, 12.00 – 14.00 Uhr, Hörsaal 1a;
- Termin Nachklausur: Mi 23. 09. 2009, 10.00 – 12.00 Uhr, Hörsaal 2

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)

Themen der Sitzungen im SS 09

Nr.	Termin	Dozent	Thema	Inhalt	Referenten
1	14.4./15.4.	VE+AH		Klärung inhaltlicher und organisatorischer Fragen	
2	21.4./22.4.	AH	Genetische/ biologische Grundlagen	<p><u>Basisliteratur:</u></p> <p>Kapitel 3 (<i>Genetic and Biological Foundations</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Genetic foundations of behaviour: The role of FOXP2 in language development</i></p> <p>*a) Marcus, G. F., & Fisher, S. E. (2003). FOXP2 in focus: what can genes tell us about speech and language? <i>Trends in Cognitive Sciences</i>, 7, 257-62.</p> <p>b) Watkins, K. E., Dronkers, N. F., & Vargha-Khadem, F. (2002). Behavioural analysis of an inherited speech and language disorder: comparison with acquired aphasia. <i>Brain</i>, 125, 452-64.</p> <p>c) Liégeois, F., Baldeweg, T., Connelly, A., Gadian, D.G., Mishkin, M., & Vargha-Khadem, F. (2003). Language fMRI abnormalities associated with FOXP2 gene mutation. <i>Nature Neuroscience</i>, 6, 1230-7.</p> <p>2) <i>Biological foundations of behaviour: The somatic marker hypothesis</i></p> <p>*a) Rahman, S., Sahakian, B. J., Cardinal, R. N., Rogers, R. D., & Robbins, T. W. (2001). Decision making and neuropsychiatry. <i>Trends in Cognitive Sciences</i>, 5, 271-5.</p> <p>b) Bechara, A., Damasio, H., & Damasio, A. R. (2000). Emotion, Decision Making and the Orbitofrontal Cortex. <i>Cerebral Cortex</i>, 10, 295-307.</p> <p>c) Maia, T.V., & McClelland, J. L. (2004). A re-examination of the evidence for the somatic marker hypothesis: What participants really know in the Iowa</p>	<p>1)</p> <p>2)</p> <p>1)</p> <p>2)</p>

				gambling task. <i>Proceedings of the National Academy of Sciences</i> , 101, 16075-80. d) Fellows, L.K., & Farah, M.J. (2003). Ventromedial frontal cortex mediates affective shifting in humans: Evidence from a reversal learning paradigm. <i>Brain</i> , 126, 1830-37.	
3	28.4./29.5.	AH	Wahrnehmung	<p><u>Basisliteratur:</u></p> <p>Kapitel 5 (Teil 1) (<i>Sensation and Perception</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Sensation: Acoustic processing – speech vs. music</i></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>d) Tervaniemi, M., & Hugdahl, K. (2003). Lateralization of auditory cortex functions. <i>Brain Research Reviews</i>, 43, 231-46.</p> <p>2) <i>Perception: Synaesthetic experience</i></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>1)</p> <p>2)</p> <p>1)</p> <p>2)</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	5.5./6.5.	VE	Gehirn und Bewusstsein	<p><u>Basisliteratur:</u> Kapitel 4 (<i>The Brain and Consciousness</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u> 1) <i>Integration of unconscious and conscious processes of the two hemispheres – Evidence from split-brain</i> Gazzaniga, M.S. (2000). Cerebral specialization and interhemispheric communication: does the corpus callosum enable the human condition? <i>Brain</i>, 123, 1293-326.</p> <p>2) <i>Blindsight: Processing visual information without conscious awareness</i> Ro, T., & Rafal, R. (2006). Visual restoration in cortical blindness: Insights from natural and TMS-induced blindsight. <i>Neuropsychological Rehabilitation</i>, 16, 377-396.</p>	1) 1)
5	12.5./13.5.	VE	Aufmerksamkeit	<p><u>Basisliteratur:</u> Kapitel 7 (Teil 2) (<i>Attention</i>), Gazzaniga, Ivry, Mangun, 2002</p> <p><u>Vertiefende Literatur:</u> 1) <i>Attention: early or late filter of perception- an overview</i> * Driver, J. (2001). A selective review of selective attention research from the past century. <i>British Journal of Psychology</i>, 92, 53-78.</p>	1)

				<p>2) <i>The Feature-Integration Theory of Attention</i></p> <p>* Treisman, A. M., & Gelade, G. (1980). A Feature-Integration Theory of Attention. <i>Cognitive Psychology</i>, 12, 97-136.</p>	1)
6	19.5./20.5.	AH	Gedächtnis 1: LTM	<p><u>Basisliteratur:</u></p> <p>Kapitel 7 (<i>Memory</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Dual-Process theories of recognition memory</i></p> <p>*a) Rugg, M. D., & Yonelinas, A. P. (2003). Human recognition memory: a cognitive neuroscience perspective. <i>Trends in Cognitive Sciences</i>, 7, 313-9.</p> <p>b) 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>c) Eichenbaum, H., Yonelinas, A. P., & Ranganath, C. (2007). The medial temporal lobe and recognition memory. <i>Annual Review of Neuroscience</i>, 30, 123-52.</p> <p>2) <i>Sleep and memory consolidation</i></p> <p>*a) Marshall, L., & Born, J. (2007). The contributions of sleep to hippocampus-dependent memory consolidation. <i>Trends in Cognitive Sciences</i>, 11, 442-50.</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>	<p>1)</p> <p>2)</p> <p>1)</p> <p>2)</p>

				c) Hornung, O. P., Regen, F., Danker-Hopfe, H., Schredl, M., & Heuser, I. (2007). The relationship between REM sleep and memory consolidation in old age and effects of cholinergic medication. <i>Biological Psychiatry</i> , 61, 750-7.	
7	26.5./27.5.	AH	Gedächtnis 2: STM/WM	<p><u>Basisliteratur:</u> Kapitel 7 (<i>Memory</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u> 1) <i>WM: Baddeley's multi-modal approach</i> *a) Baddeley, A. (2000). The episodic buffer: a new component of working memory? <i>Trends in Cognitive Sciences</i>, 4, 417-23. 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. 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) <i>WM: Engle and Kane's dynamic model</i> *a) Engle, R. W. (2002). Working memory capacity as executive attention. <i>Current Directions in Psychological Science</i>, 11, 19-23. b) Engle, R. W., & Oransky, N. (1999). The evolution from short-term to working memory: Multi-store to dynamic models of temporary storage. In R. Sternberg (Ed.), <i>The Nature of Cognition</i> (pp. 514-555). Cambridge, MA: MIT Press.</p>	1) 2) 1) 2)
8	2.6./3.6.	VE	Lernen 1	<p><u>Basisliteratur:</u> Kapitel 6 (<i>Learning and Reward</i>), Gazzaniga & Heatherton, 2006.</p>	

				<p><u>Vertiefende Literatur:</u></p> <p>1) <i>Classical Conditioning</i></p> <p>* a) Domjan, M. (2005). Pavlovian Conditioning: A Functional Perspective. <i>Annual Review of Psychology</i>, 56, 179-206.</p> <p>2) <i>Operant Conditioning and Positive Reinforcement</i></p> <p>a) Iversen, I. H. (1992). Skinner's Early Research: From Reflexology to Operant Conditioning. <i>American Psychologist</i>, 47, 1318-1328.</p> <p>* b) Premack, D. (1959). Toward empirical behavioural laws: I. Positive Reinforcement. <i>Psychological Review</i>, 66, 219-233.</p>	<p>1)</p> <p>1)</p>
9	9.6./10.6.	VE	Lernen 2	<p><u>Basisliteratur:</u></p> <p>Kapitel 6 (<i>Learning and Reward</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>The Role of Cognition in Conditioning</i></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) <i>Emotional Learning: Panic Disorder</i></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>	<p>1)</p> <p>1)</p>
10	16./17.6.	AH	Sprache	<p><u>Basisliteratur:</u></p> <p>Kapitel 9(<i>Language and the Brain</i>), Gazzaniga, Ivry & Mangun, 2002.</p>	

			<p><u>Vertiefende Literatur:</u></p> <p>1) <i>Modular vs. constraint-based approaches to sentence processing</i></p> <p>*a) Friederici, A. D. (2002). Towards a neural basis of auditory sentence processing. <i>Trends in Cognitive Sciences</i>, 6, 78-84.</p> <p>b) Friederici, A. D., & Weissenborn, J. (2007). Mapping sentence form onto meaning: The syntax–semantic interface. <i>Brain Research</i>, 1146, 50-8.</p> <p>c) Gibson, E. & Pearlmutter, N. J. (1998). Constraints on sentence comprehension. <i>Trends in Cognitive Sciences</i>, 2, 262-8.</p> <p>d) van Herten, M., Kolk, H. H. J., & Chwilla, D. J. (2005). An ERP study of P600 effects elicited by semantic anomalies. <i>Cognitive Brain Research</i>, 22, 241–55.</p> <p>2) <i>Gesture and speech: the motor theory of speech perception</i></p> <p>*a) Liberman, A. M, & Whalen, D. H. (2000) On the relation of speech to language. <i>Trends in Cognitive Science</i>, 4, 187-96.</p> <p>b) Gentilucci, M., & Corballis, M. C. (2006). From manual gesture to speech: a gradual transition. <i>Neuroscience and Biobehavioral Reviews</i>, 30, 949-60.</p> <p>c) Bernardis, P., Gentilucci, M., 2006. Speech and gesture share the same communication system. <i>Neuropsychologia</i>, 44, 178-90.</p> <p>d) Watkins, K. E., Strafella, A. P., & Paus, T. (2003). Seeing and hearing speech excites the motor system involved in speech production. <i>Neuropsychologia</i>, 41, 989-94.</p> <p>e) Pulvermuller, F., Huss, M., Kherif, F., Moscoso del Prado Martin, F., Hauk, O., & Shtyrov, Y. (2006). Motor cortex maps articulatory features of speech sounds. <i>Proceedings of the Natural Academy of Sciences of the USA</i>, 103, 7865-70.</p>	<p>1)</p> <p>2)</p> <p>1)</p> <p>2)</p>
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11	23.6./24.6.	VE	Motivation	<p><u>Basisliteratur:</u> Kapitel 9 (<i>Motivation</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Habit and Drive</i></p> <p>a) Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. <i>Journal of Comparative Neurology and Psychology</i>, 18, 459-482.</p> <p>* b) Miller, N. E. (1992). Studies of Fear as an Acquirable Drive: I. Fear as Motivation and Fear-Reduction as Reinforcement in the Learning of New Responses. <i>Journal of Experimental Psychology: General</i>, 121, 6-11.</p> <p>2) <i>Intrinsic Motivation</i></p> <p>Patall, E.A., Cooper, H., & Robinson, J.C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. <i>Psychological Bulletin</i>, 134, 270-300.</p>	<p>1)</p> <p>1)</p>
12	30.6./1.7.	VE	Emotion	<p><u>Basisliteratur:</u> Kapitel 10 (<i>Emotion and Health</i>), Gazzaniga & Heatherton, 2006.</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Emotion and Cognition</i></p> <p>*a) Olson, A., & Ochsner, K.N. (2007). The role of social cognition in emotion. <i>Trends in Cognitive Neuroscience</i>, 12, 65-71.</p> <p>b) Storbeck, J., & Clore, G.L. (2007). On the interdependence of cognition and emotion. <i>Cognition and Emotion</i>, 21, 1212-37.</p>	<p>1)</p> <p>2)</p>

				<p>2) <i>Emotional valence vs. arousal</i></p> <p>*a) Hamann, S. (2003). Nosing in on the emotional brain. <i>Nature Neuroscience</i>, 6, 106-6.</p> <p>*b) <u>Das Modell aus:</u> Russell, J. A. (1980). A circumplex model of affect. <i>Journal of Personality and Social Psychology</i>, 39, 1161-1178.</p> <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, 261-273.</p> <p>d) Lewis, P. A., Critchley, H. D., Rotshtein, P., & Dolan, R. J. (2007). Neural Correlates of Processing Valence and Arousal in Affective Words. <i>Cerebral Cortex</i>, 17, 742-48.</p>	<p>1)</p> <p>2)</p>
13	7.7./8.7.	AH	Handlung	<p><u>Basisliteratur:</u></p> <p>Kapitel 11 und 12 (Teil: <i>Goal oriented Behavior</i>), Gazzaniga, Ivry & Mangun, 2002</p> <p><u>Vertiefende Literatur:</u></p> <p>1) <i>Understanding the actions and emotions of others</i></p> <p>*a) Gallese, V., Keysers, C., & Rizzolatti, G. (2004). A unifying view of the basis of social cognition. <i>Trends in Cognitive Science</i>, 9, 396-403.</p> <p>b) Rizzolatti, G., Fadiga, L., Gallese, V., & Fogassi, L. (1996). Premotor cortex and the recognition of motor actions. <i>Cognitive Brain Research</i>, 3, 131-41.</p> <p>c) Nummenmaa, L., Hirvonen, J., Parkkola, R., & Hietanen, J. K. (2008). Is emotional contagion special? An fMRI study on neural systems for affective and cognitive empathy. <i>NeuroImage</i>, 43, 571-80.</p>	<p>1)</p> <p>2)</p>