The University of Edinburgh

SCHOOL *of* PHILOSOPHY, PSYCHOLOGY
and LANGUAGE SCIENCES

Psychology 4 Course Handbook 2011/2012

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COURSE DETAILS

General Information for Honours Students

First Class Meeting
There will be an introductory class meeting on **Thursday 15 September** at 1-2pm in room F21.

Careers Talk
Dr Elizabeth Mortimer from the University Careers Service will be giving a Careers Talk on **Tuesday 20 September** at 1-2pm in room F21.

Courses
Psychology 4 will consist of a number of research-related courses from which candidates take a prescribed number. In addition, candidates complete an empirically-based project, written up as a dissertation, which will contribute to the final honours degree.

See the **Timetable** (page 10) for list of courses, times and lecture rooms.

Tutorials
The Tutorial Course (PSYL10090) is compulsory for single honours students and optional for combined honours and intercalated medical students - see page 71 for a description of the course. Students take two blocks of tutorials, each with a different tutor, across the two semesters (Blocks 2 & 3).

Final Honours Project
A research project has to be carried out and an individually written-up thesis submitted as part of the degree examination. Supervisors outside the department may be approached for help and advice, but a primary supervisor from the academic teaching staff in the department must be found to act with them. Students may work in pairs on a research project, but it is important to remember that the write-up of this project must be their own individual work.

ALL students submit a formal request for ethical approval for their project to the department Ethical Committee (download forms here: http://www.psy.ed.ac.uk/psy_research/research_ethics.php). You should submit the requests as early as possible once your study has been designed and you know the materials/stimuli you will be using. Be prepared for substantial delays when external bodies are involved.

Combined Honours students in AI, Business Studies, and Linguistics, may have a primary supervisor in either department, but **must** have one supervisor in the Psychology department. It is your responsibility to ensure that a member of the psychology teaching staff is fully conversant with your topic and plays an active role in the supervision.

Combined honours students in Sociology have the option of doing their thesis either in Psychology or in Sociology. Students doing their thesis in Psychology have a primary supervisor in Psychology, and the standard Psychology deadline; (students aiming for the BPS GBC should take this option). Students doing their thesis in Sociology have a primary supervisor in Sociology, and the earlier Sociology thesis deadline: students who intend to opt for this must have their thesis well under way before October.

In finding a project to carry out, you may propose a project in which you have a particular interest. Before it can proceed, a supervisor needs to be found who is prepared to approve and supervise the project, and who can guarantee that the necessary facilities are available in the department to allow the project to be completed.

As in the past, members of staff also nominate projects which they can supervise. A list of these is available in the Psychology Library and online at:
http://www.psy.ed.ac.uk/psy_students/undergraduate/index.php

Typically, members of staff have indicated topics and provided a preliminary reference which students can consult to get an introductory idea of what might be involved in the project.

Details of the research project - working title, names of internal supervisor (and external supervisor if there is one) - should be submitted to the Teaching Office via a box located in the Psychology Library by **4.00pm on Thursday 6 October 2011.** If any supervisor is employed outwith the department, you should provide a means of contact – address, telephone number and/or email address. On completion of the project, originals or copies of the raw data, analyses and results must be lodged with the supervisor. Details of the format for this material (eg disk files versus original questionnaire response forms) should be negotiated with the supervisor before the thesis is handed in.

This year we will provide an opportunity for feedback on the design of the dissertation. Students will make and present a poster describing the planned dissertation research, and will receive feedback from staff. The date for the poster session will be **Wednesday 30 November 2011**. There will be a short talk in early October describing how to produce posters, details of which will be emailed to you nearer the time. Posters must be submitted in electronic form by **Friday 4 November 2011.** The posters will not count towards the assessment.

TWO bound copies of the thesis must be handed in to the Psychology Teaching Office (room G8) by **4.00pm on Wednesday 14 March 2012**. An electronic copy must also be submitted via Turnitin and a link will be available via WebCT. This is a firm deadline and only under very exceptional circumstances will the course organiser (in consultation with the Convenor of the Board of Examiners) agree to an extension for which permission must be sought in advance. Theses not handed in by the deadline may be treated as a failed paper. You should be aware that for your degree to qualify for accreditation by the BPS, it is essential to obtain a pass mark for your dissertation.

Students should have a draft copy available well before the deadline, in case computer failure delays delivery of their final copy. Sufficient time should be allowed to have the thesis bound and handed in before 4.00 pm. Further instructions about binding and submission will be issued nearer the deadline. See the section **Writing your thesis** for more details on how to structure it.

Students should be aware that it is University policy to deduct 5% from the final mark for each working day that you are late with submitting your dissertation and that after 5 days the work will be awarded a mark of zero.

Assessment
Psychology 4 examinations consist of the following papers:

Single Honours
1. General Paper (3 hours, 2 questions) (10 credits)
2. Six papers, one for each of the six courses taken across the two semesters, each of 1.5 hours in length*. (60 credits) AND
3. Tutorial Course assessment (10 credits)
4. Dissertation (40 credits)

Combined Honours - this will depend on your combined honours degree requirements, but in general:
1. Two, three or four papers – one for each of the courses taken across the two semesters, each of 1.5 hours in length* (20, 30 or 40 credits) AND
2. Dissertation (40 credits)

Intercalated Medical Degree
1. Five papers, one for each of the five Psychology 4 courses taken across the two semesters, each of 1.5 hours in length* (50 credits)
2. Three papers from the Psychology 3 selection (30 credits), including Methodology 1
3. Dissertation (40 credits)

*or other course assessment where applicable

Viva Voce Examinations

The Board of Examiners may occasionally find it necessary to ask a candidate to attend a *viva voce* examination. In such cases, candidates will be notified in writing several days in advance, but will not usually be told which topics the viva will cover.

Degree classification

Degree class is assigned by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. For single and combined honours degrees, this calculation is applied across Years 3 and 4 (so the two years carry equal weight). Where students have opted to take a Junior Year Abroad, their Year 3 credits will be given a zero weighting in calculating the degree class. For intercalated medical degree students, degree classification is based on the 120 credits taken in their one honours year.

Department Research Seminars

The series of departmental seminars should be regarded as a valuable way to get an overview of areas of psychology not covered in your 4th year options. This will be particularly important for single honours students in the General Paper. Final honours students are expected to attend a reasonable number of seminars each semester – details will be emailed to you in advance of each seminar.

Prizes

The Drever Prize is awarded to the best overall student in any Psychology degree programme. Its value is currently £200.

The Robert Sproat-Birch Prize is awarded to an academically distinguished student ideally with a record of helping others through voluntary activities or other good works at some stage in their degree or immediately thereafter. Its value is currently £80.

The Gillian Birrell Memorial Prize is awarded to the best undergraduate psychology dissertation on a topic which is related to health or to individual well-being. In the event of there being no suitable candidates, it is awarded instead to the best dissertation in the broad field of applied psychology. The value is currently £100.

The BPS Prize is awarded to a student with the highest overall grade on graduation. The student wins the BPS's Book of the Year, a certificate, and one-year's free membership of the society.

British Psychological Society Accreditation

The Single and Combined Honours degree programmes in Psychology which are listed below are accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of a Lower Second Class Honours is achieved, in addition to successfully completing the research project (Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist.

If you intend to practice as a professional psychologist, you first need to obtain an undergraduate degree that confers eligibility for GBC. Then you would need to undertake further training in the form of a relevant postgraduate degree and supervised practice before you would be eligible to become a Chartered Psychologist and to work independently as a psychologist. For further information, see:
http://www.bps.org.uk/what-we-do/benefits-belonging/membership/chartered-member-cpsychol/chartered-member-cpsychol

The following degree programmes are accredited by the BPS as conferring eligibility for GBC:

Single Honours
MA (Hons) Psychology
BSc (Hons) Biological Sciences (Psychology)
BSc (Hons) Psychology

Combined Honours
MA (Hons) Psychology & Business Studies
MA (Hons) Psychology & Linguistics

MA (Hons) Philosophy & Psychology
MA (Hons) Sociology & Psychology
BSc (Hons) Artificial Intelligence & Psychology

For Single Honours degrees, all standard pathways, as specified in the relevant Degree Programme Table (DPT), are accredited. For Combined Honours degrees, accreditation is conditional on students taking the Year 3 Methodology 1 and Methodology 2 courses, Dissertation in Psychology (Year 4) and a selection of 3rd and 4th year courses which cover all 5 of the following core areas of Psychology:

1. Cognitive Psychology
2. Biological Psychology
3. Social Psychology
4. Developmental Psychology
5. Individual Differences

The degrees of students who spend their Junior Honours Year abroad are **not** automatically accredited by the BPS. However, such students may apply to the BPS for GBC on an individual basis, after graduation (on payment of the relevant BPS membership fee). If you are considering doing this, it is important that you select honours level courses covering the 5 core areas and also a course covering similar material to the Year 3 Methodology 1 and 2 courses (as well as taking the Dissertation in Psychology).

The following honours degree programmes are **not** accredited as conferring eligibility for GBC:

Individual Subject Combinations (ie Combined Honours programmes other than those listed above)
BMedSci (Hons) Psychology
MA (Hons) Cognitive Science
MA Cognitive Sciences (Humanities)

General Structures of Year 4 Classes

In 4th year, we offer a set of approx 20 courses which are grouped below under the broad headings of the core curriculum in psychology advocated by the British Psychological Society.

Each course consists of 10 hours of teaching (and individual course may appear under more than one heading). Combined honours students should ensure that they select courses which will enable them to complete the requirements for the Graduate Basis of Registration in their degree by taking at honours level (year 3 or year 4) courses which cover biological, differential, social, developmental and cognitive psychology.

The table below classifies the 4th year courses into the five broad areas above. Combined honours students should consult their Director of Studies or the Course Organiser to ensure that they are taking a set of courses that covers the requirements. Many courses cover more than one core area.

Biological:

1. Clinical Neuropsychology: a cognitive perspective
2. Eye Movements and Visual Cognition
3. Memory, Ageing and the Brain
4. Neuropsychology of Perception and Action
5. Human Working Memory

Cognitive:

1. Eye Movements and Visual Cognition
2. Human Working Memory
3. Memory, Ageing and the Brain
4. Marxist Psychology
5. Psycholinguistics of Language Production
6. Human Cognitive Abilities
7. Social Judgement and Decision Making

Individual Differences:
1. Basic Tendencies of Personality
2. Causes and Consequences of Personality
3. Human Cognitive Abilities
4. Parapsychology
5. Psychological Therapies
6. Marxist Psychology

Social:
1. Critical Social Psychology
2. Mind, Body and Consciousness
3. Social Judgement and Decision Making
4. Parapsychology
5. History of Unorthodox Psychology
6. Psychological Therapies

Developmental:
1. Children with Language Impairments
2. Childhood Autism and Related Neurodevelopmental Disorders
3. Development of Core Domains of Thought
4. Memory, Ageing and the Brain

Course Aims

The general aim of courses offered in Final Year Psychology is to provide students with an opportunity to acquire specialist knowledge and high level academic skills in a research-rich environment across a range of areas within psychology. You should be able to tailor this teaching in relation to your individual interests, academic backgrounds, and preferred ways of working

The lecture course consists of a sizeable number of courses from which final honours candidates select those they wish to study, the number selected being dependent on the degree taken (single or combined honours, etc). These options are specialist courses which are closely related to staff members' current research interests and vary in method of presentation, breadth vs. depth of coverage and in their detailed aims and objectives. Details of these courses can be found later in the handbook. In many courses, there are student presentations and seminars, and it is the expectation that if you have selected a course, you are willing to provide this input as a course requirement.

The tutorial course involves group tutorials, with different members of teaching staff, across two blocks of teaching. The aim of these tutorials is to get students to think critically about psychology in general, to provide practice in presentation, discussion and essay-writing skills, and to provide opportunities for students to explore in depth important issues that arise both from the staff member's fourth year option and other areas of psychology (eg questions that might be set on a general or essay paper). It is intended that tutorial arrangements remain flexible and that each group of students should agree with the member of staff taking their tutorial block what tutorial topics, methods of presentation and assessment, etc, would best suit the needs and wishes of the group at that particular time in the year.

The Honours thesis is based on an original research project, normally undertaken as a member of a pair but written up as individual separate theses. The aim of the research project and thesis is to give students experience of the challenges and practicalities of undertaking a significant piece of research; to give them the opportunity to apply, combine and extend the research skills learned in earlier years; and to provide practice in the written presentation of research material, particularly relevant for those intending to continue in psychology**.**

Skills developed during a degree in Psychology

The skills that students should develop during a degree in Psychology are listed below. This forms part of the programme specifications for Psychology degrees, which are available at http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php

- Knowledge and understanding of psychological theories, concepts, research paradigms and research findings, and the ability to make links to the relevant historical background
- Research skills, including statistical and other data analysis skills, which will equip you to contribute to psychological knowledge
- An awareness of applications and implications of psychological theories and research
- The ability to think critically and creatively about theoretical, empirical and applied issues and their inter-relationships
- An appreciation of the diverse, wide-ranging nature of psychology and an ability to make links between different areas of the discipline
- An understanding of how psychology relates to other disciplines
- Active-learning skills and transferable skills (eg study skills, information retrieval skills, information technology skills, communication skills, groupwork skills).

TIMETABLE

All teaching is held in Room S1, 7 George Square

SEMESTER ONE

WEEKS 1 - 5 (w/b 19 September 2011) **BLOCK ONE**

DAY	TIME	CODE	COURSE	STAFF
Mon	14.00-15.50	PSYL10018	Critical Social Psychology	Dr Sue Widdicombe
Tues	11.10-13.00	PSYL10027	Psycholinguistics of Language Production	Prof Holly Branigan
Tues	14.00-15.50	PSYL10091	Development of Core Domains of Thought	Dr Joanne Williams (Education)
Thurs	14.00-15.50	PSYL10041	Clinical Neuropsychology: a cognitive perspective *	Dr Sharon Abrahams
Thurs	16.10-18.00	PSYL10025	Mind, Body and Consciousness	Dr Billy Lee
Fri	9.00 – 10.50	PSYL10006	Human Working Memory	Prof Robert Logie
Fri	11.10-13.00	PSYL10064	Causes and Consequences of Personality	Prof Tim Bates

*This course will take place in Week 1 and Weeks 3-6 instead of weeks 1-5

WEEK 6 Dissertation preparation and reading

WEEKS 7 - 11 (w/b 31 October 2011) **BLOCK TWO**

DAY	TIME	CODE	COURSE	STAFF
Mon	11.10-13.00	PSYL10026	Parapsychology *	Prof Deborah Delanoy
Tues	9.00-10.50	PSYL10096	Eye Movements and Visual Cognition	Dr Antje Nuthmann
Tues	11.10-13.00	PSYL10095	Memory, Ageing and the Brain	Dr Alexa Morcom
Thurs	11.10-13.00	PSYL10040	Social Judgement and Decision Making	Dr Alison Lenton
Thurs	14.00-15.50	PSYL10060	Neuropsychology of Perception and Action	Dr Rob McIntosh
Fri	9.00-10.50	PSYL10014	Children with language impairments	Dr Morag Donaldson

*This course will take place in Weeks 8-12 instead of weeks 7-11

SEMESTER TWO

WEEKS 1 - 5 (w/b 16 January 2012) **BLOCK THREE**

DAY	TIME	CODE	COURSE	STAFF
Mon	14.00-15.50	PSYL10078	History of Unorthodox Psychology	Dr Peter Lamont
Tues	11.10-13.00	PSYL10092	Marxist Psychology	Dr Richard Shillcock
Thurs	9.00-10.50	PSYL10077	Childhood Autism and Related Neurodevelopmental Disorders	Dr Maggie McGonigle
Thurs	14.00-15.50	PSYL10033	Psychological Therapies	Dr Ethel Quayle (Clinical Psychology)
Fri	9.00-10.50	PSYL10094	Human Cognitive Abilities	Dr Wendy Johnson
Fri	11.10-13.00	PSYL10063	Basic Tendencies of Personality	Dr Alex Weiss

WEEK 6 **INNOVATIVE LEARNING WEEK** (20 -24 February 2012). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, a Gaelic festival and guest lectures. More information will follow nearer the time so please check the School website where details will be available at http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-20-24-february-2012

INFORMATION AND SUPPORT

Any student with academic or personal problems can obtain advice from a variety of sources – Student Support Officer/Director of Studies, Course Organiser, Head of Department, any staff member. Outside the department, there is the Counselling Service, the Health Service, and the Chaplaincy.

If you have a question about course administration, you should **first** check the information in this handbook and on the relevant WebCT site. If your question is not addressed in either, contact the relevant course organiser or the course secretary (Liz Wright, room G8, e.wright@ed.ac.uk, 650 9870).

If you have a specific question about lecture content, you can contact the lecturer by e-mail (you may be able to ask at the end of a lecture, but tight scheduling can make this difficult).

The **Student Support Officer (SSO), Moira Avraam,** should be your **first point of contact** if you have any queries on matters relating to your undergraduate degree. Her email address is Moira.Avraam@ed.ac.uk. In many cases, the SSO will be able to deal with your query. In cases where the SSO is unable to help you, you will be referred to your Director of Studies. Your Director of Studies is also available to support you if you have questions about your course choices and overall progress and direction.

Academic staff office hours

Many staff keep regular office hours, and are available during these periods to provide extra support for students. You may use these periods to consult staff about issues arising from their lectures or for tips for further study in their specialist field. Other staff may offer a variety of alternative ways to support student learning. These may include post lecture sessions, ad hoc meetings, and scheduled learning consolidation time.

Special circumstances

A student experiencing a serious disruption to their studies, which is affecting their coursework or exams due to medical or other unforeseen circumstances, may submit a Special Circumstances form with supporting medical evidence, completed in consultation with their DoS and lodged with the SSO. Students whose degree is in another School and whose DoS is not in PPLS need to be aware that procedures may differ in their School.

Students with a disability: what should they do?

If a student with a disability requires adjustments to be made to ensure access to lectures, tutorials or exams, or assist with any other aspect of their studies, the student should discuss this, in the first instance, with the Student Disability Service (SDS). Students can contact/drop in to the SDS, 3rd floor, Main Library, George Square (tel 0131 650 6828) to make an appointment with a DS Advisor. Students should be advised to make an appointment with the SDS as soon as possible as, for example, there are deadlines if a student requires exam-related adjustments to be in place by the end of the relevant exam block.

The SDS Advisor can discuss possible adjustments and specific examination arrangements (if relevant), assist with an application for Disabled Students' Allowance, give information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile which outlines recommended adjustments. The student will be expected to provide the SDS with evidence of disability – either a letter from a GP or specialist – or evidence of specific learning difficulty. For dyslexia or dyspraxia, this evidence must be a recent Chartered Educational Psychologist's assessment using Adult Tests (for further information, see the SDS website: http://www.ed.ac.uk/schools-departments/student-disability-service).

The SSO and PPLS Coordinator of Adjustments (Dr Sue Widdicombe) are always willing to discuss disability issues with a student prior to contact with the SDS, if required.

Speaking Up Group
A small, informal group meets every Wednesday during semester time (commencing Week 2) at 4.00pm in room S38, 7 George Square. The goal of the group will be to help undergraduates with making verbal contributions in tutorials and other discussion forums. The group will be student-run, but will be informed by a lot of background theory and practice regarding this issue. Speaking up in discussions is a complex issue involving all sorts of cultural and subcultural norms, gender issues, shyness, social phobias, speech impairments, and so on. Edinburgh undergraduates come from a wide variety of social and educational backgrounds with varying access to practice at speaking for different purposes in small and large groups of different kinds. Many undergraduate courses give a mark for tutorial contributions. If you are an undergraduate in any year and are concerned about your own readiness or skills concerning speaking up in different university contexts, then you are encouraged to go along to the group, perhaps just to listen initially. You will get more out of your undergraduate time at Edinburgh, and develop a key skill for later life. (Contact Dr Richard Shillcock for any issues related to this group, and for any out-of-semester meetings.)

Staff-Student Liaison Committee
Three student representatives from each year sit on the SSLC, which normally meets twice per semester. The names and photographs of members are posted on a noticeboard in the main concourse, along with minutes of meetings. Students are strongly encouraged to raise any issues through their reps as soon as possible.

Computing help for students
Students who have specialised requirements in connection with their projects should consult their supervisor.

Change of address
Directors of Studies, tutors and the department/School administration often need to write to students. It is therefore essential to send details of any change in either home or Edinburgh address by emailing studentrecords.hss@ed.ac.uk.

Careers Office information - what next after graduation? *(Elizabeth Mortimer, Careers Adviser)*
If you haven't started already, now may be a good time to start thinking about your career options after graduation, to ensure you have enough time to research and gain experience in areas you are interested in. Whether you are interested in a career as a professional psychologist or something unrelated you'll not only need a degree in psychology – employers and postgraduate admissions tutors will be looking for other skills and in some cases relevant work experience too. Making informed decisions about your future takes time and effort so start your research, thinking and planning **now** (if you have not already done so), so your future does not take you unawares.

So what can you do?

- Come along to the careers talk in your department – **1-2pm** on **Tuesday 20 September 2011** in room F21 – to find out how you can prepare for your future after graduation.
- If you are interested in a career as a professional psychologist use the British Psychological Society website to explore the different areas and research relevant postgraduate courses (www.bps.org.uk).
- Use the Careers Information Centre (33 Buccleuch Place) and website (www.careers.ed.ac.uk) to generate and research other career ideas or to explore options for further study.
- Talk through your ideas and plans with a Careers Adviser via the daily drop-in sessions, or book an appointment to discuss options (in person at reception or by phone on 650 4670).
- Check our website (go to Students > What's going on) to find out what's going on including a variety of talks and workshops on job-seeking skills and career insight courses.
- Use Prospects Planner to generate career ideas by reflecting on your skills, interests, abilities and motivators, and how these relate to different occupations. It is available via the web at www.prospects.ac.uk (go to 'what jobs would suit me' in the 'jobs and work' section).
- Attend the **Careers Fair** on **11th** and **12th October 2011** at Adam House, and Employer Presentations in Semester 1 – check website for details

- Work through our online Career Planning Programme, www.careers.ed.ac.uk/cpp to get started with your career planning or talk to a Careers Adviser.
- Use our employer and vacancy database SAGE (www.careers.ed.ac.uk/SAGE) to look for graduate jobs and check the 'job-hunting' section of our website. Many employers will start advertising from September 2011 for people to start in September 2012!

So, explore your options now! Use your time productively to ensure you make informed decisions about *your* future.

Psychology library

Psychology is extremely fortunate in having its own library, in part, supported by the Stirling-Boyd bequest and the Drever Fund and staffed during semester-time, by a full-time librarian, Mrs Karen Fleet. The collection is used extensively by third and fourth year students and by postgraduates and academic staff. All students must register with the librarian before using this facility. Access is by matriculation card. This library space is now shared with Philosophy, as after formation of the School of PPLS, the Haldane and Psychology libraries amalgamated.

Of particular benefit to students is the extensive collection of reprints used in the lecture courses, and multiple copies of key texts. All books in the Psychology library are also housed in the main university library. In addition there are a number of journals which are uniquely located here. There is also a resource room with computing and video facilities.

FEEDBACK AND EXTENSIONS

Feedback Policies and Procedures

Thesis

Your supervisor will be available for guidance and advice on your thesis work, and it is expected that you will hold regular meetings with him/her, at which you will receive informal feedback on progress in your project.

There is an opportunity for feedback on the design of your dissertation at the poster day in Semester 1. You will make and present a poster describing the planned dissertation research, and will receive feedback from staff. The posters will not count towards the assessment.

Your supervisor will also give feedback on **ONE** written draft of your thesis. The feedback will be given in either spoken or written form, and will cover the introduction, methods and results sections of your draft. Feedback will **NOT** be available on the discussion section, and will not be available on more than one draft of the thesis. Please allow two weeks from the submission of your draft to receive the feedback.

The thesis will be marked by two independent markers, the first of whom will be your thesis supervisor. The second marker will mark your thesis anonymously (he/she will not know your identity). Once you have graduated, you will be entitled to receive a summary of the markers' comments.

Lectures

Because of the smaller class sizes, Year 4 lectures are often more interactive than lectures in previous years. Many lecturers arrange for students to give presentations during the lectures, after which feedback will be given. In addition, lecturers welcome the opportunity to discuss the content of the course, and to give informal feedback on the student's ideas. This may occur during the lecture, or the student may wish to set an appointment to see the lecturer at an arranged time. Written feedback on assessments will be provided for those courses which are assessed by coursework. Information on the timing of this feedback is provided in the relevant course description in this handbook.

Tutorials

Tutorials occur in small groups, and are a good opportunity for students to receive advice and guidance from the member of staff. During the tutorials, students will give presentations and/or submit written work, and are encouraged to discuss general ideas arising from the content of the psychology course. These are responded to by the tutor, as well as by the other members of the tutorial group. Written feedback will be provided for the tutorial assessment.

Grades

After the Honours Exam Board meeting in early June, you will receive marks for your dissertation and for each of your assessed courses via MyEd. In combination with the grade descriptors given in the University's Extended Common Marking Scheme (see page 18), these grades give qualitative information about your performance.

Timetable for submission of coursework and return of feedback/provisional marks

Item of work	Student hand-in deadline	Return date*
SEMESTER ONE		
Psychology Tutorial Course essay 1 (PSYL10090)	4pm, Thursday 8 December 2011 (Week 12)	Week beginning Monday 16 January 2012 (week 1)
Parapsychology essay (PSYL10026)	4pm, Thursday 19 January 2012 (week 1)	Thursday 9 February 2012 (week 4)
Eye Movements and Visual Cognition essay (PSYL10096)	4pm, Thursday 19 January 2012 (week 1)	Thursday 9 February 2012 (week 4)
Memory, Ageing and the Brain essay (PSYL10095)	4pm, Thursday 19 January 2012 (week 1)	Thursday 9 February 2012 (week 4)
Semester 1 visiting student course essays	4pm, Friday 16 December 2011	Marks are returned to Registry by the end of January and will become available on MyEd shortly afterwards
SEMESTER TWO		
Psychology Tutorial Course essay 2 (PSYL10090)	4pm, Thursday 1 March 2012	Thursday 22 March 2012
Marxist Psychology essay (PSYL10092)	4pm, Thursday 1 March 2012	Thursday 22 March 2012
Human Cognitive Abilities essay (PSYL10094)	4pm, Thursday 1 March 2012	Thursday 22 March 2012

*Timing may be later for individual students who have submitted work late. Otherwise, work will be returned on or before the date shown; if this date changes the class will be notified. **All the above marks will be provisional until confirmed by the Honours Exam Board in early June.**

Word limits for coursework

Essays should include a stated word count (excluding references) on the front cover. Adherence to the stated word limits for coursework is one factor among a number of factors that are taken into account by examiners in deciding the overall mark. While we do not apply an explicit algorithm to deduct marks for exceeding the word limit, you should assume that there will be consequences for excessive length. Markers use their academic judgement in deciding on the overall mark. Word limits do not include figure and table legends, excerpts, title, abstract or references.

Coursework/Thesis Extensions

Students are expected to monitor their workload, be aware of all deadlines and be able to organise themselves accordingly.

Extension requests should be submitted *before* the submission deadline. They must be submitted to the Teaching Office for approval, and must include details of the assessment(s) affected and length of extension requested, together with supporting evidence if required.

Other than in exceptional circumstances, extensions will *only* be granted in cases of illness or family emergency. If students are seeking extensions for more than one week, they must provide medical evidence and/or discuss the request with the Student Support Officer. **Extension requests due to time mismanagement, personal computing/printing problems or ignorance of deadline will not be accepted.**

The Teaching Office will email the student to tell them whether the extension has been granted. The decision conveyed in this email is final; if students feel that they have been unfairly denied an extension they should make a case to the special circumstances committee for the removal of late submission penalties at the examination board.

Retrospective extensions will not be granted. However, late submission penalties may be waived if a student requests an extension on the day of the submission deadline but cannot get medical evidence until some days later.

Extensions include weekends and University holidays. If an extended deadline falls on a weekend, the work should be submitted by 9:30am on the next working day (i.e., work which would be due at 4pm on Saturday due to an extension should be submitted by 9:30am on the following Monday).

Dissertation Extensions
Requests for extensions for dissertations or long essays *must* be supported by evidence where possible, and must be authorised by the course organiser, Exam Board Convenor, or Student Support Officer.

Students with Adjustment Schedules
Extension requests from students with adjustment schedules that allow 'short notice extensions' will be treated sympathetically where possible. Students should however be prepared to give a reason for the extension request; simply citing an adjustment schedule is not an adequate reason. If students are seeking extensions for more than one week, they must provide medical evidence and/or discuss the request with the Student Support Officer.

ASSESSMENT AND EXAMINATIONS

Examination timetable

Students are responsible for ascertaining their examination times. Examination timetables are published by Academic Registry on their website http://www.registry.ed.ac.uk/Examinations/. It is possible that some examinations will be scheduled on Saturdays. As stated in the University's Degree Examination Regulations, "candidates for degree examinations may not appear for examination at times other than those prescribed, or at a place other than the designated one, except in cases of serious illness, injury or physical handicap, or on grounds of religious scruples or unavoidable overlapping of examination hours, or in other exceptional circumstances". Any students who think they will be affected by exceptional circumstances of this type should notify the Course Organiser at the earliest possible opportunity.

Examination appeals procedure & procedure for notifying extenuating circumstances

The University's appeals procedure regarding examination results is outlined fully in the Undergraduate Assessment Regulations:
http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals
Students should particularly note the following extract from the regulations:

16.1 This Section sets out the mechanism and grounds for appeal. For the purpose of this Section, “examination” is understood to include any written, practical or oral examination, continuously assessed coursework or dissertation which counts towards the final assessment.

16.2 Factors which may adversely affect a student’s performance in an examination or in assessed coursework over the year, such as personal illness or the illness of a close relative or partner, must be drawn to the attention of the Examiners in writing by the student as soon as possible and, in any event, before the meeting of the Board of Examiners. (See 9.11 to 9.13.)

16.3 A student may appeal against an examination result on the grounds of:
(a) substantial information directly relevant to the quality of performance in the examination which for good reason was not available to the examiners when their decision was taken. Ignorance of the requirement mentioned in paragraph (16.2) above to report timeously factors which may have adversely affected a student's performance, or failure to report such factors on the basis that the student did not anticipate an unsatisfactory result in the examination, can never by themselves constitute good reason; and/or

(b) alleged irregular procedure or improper conduct of an examination. For this purpose “conduct of an examination” includes conduct of a meeting of the Board of Examiners.

Students who consider that they may have grounds for appeal are advised to consult their Director of Studies and a student advisor in the EUSA Advice Place in the first instance.

Examination results

As soon as the results for degree examinations are available, they will be issued by Academic Registry to students via MyEd. In addition, lists showing final honours degree classifications will be posted on the Psychology noticeboard immediately after the Exam Boards meet in late May/early June. Please do not telephone Academic Registry or departmental staff to ask for your results. It is not University policy to divulge results over the phone, and phone calls slow down the processing of results. In cases of exceptional difficulty, you should consult your Director of Studies.

NB: There are no resit examinations for honours level courses.

University of Edinburgh Extended Common Marking Scheme from session 2005-6
Passed by SENATUS

Extended Common Marking Scheme			
Letter Grade	Range	Descriptor	Degree Class
A1	90-100	Excellent	1st
A2	80-89		
A3	70-79		
B	60-69	Very Good	2.1
C	50-59	Good	2.2
D	40-49	Pass	3rd
E	30-39	Marginal Fail	
F	20-29	Clear fail	
G	10-19	Bad fail	
H	0-9		

Comments for markers and students
These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. Note that some descriptors will be more appropriate for essay or project assessment than for examination answers.

Notable changes from our old criteria include:

(1) More emphasis on scholarly apparatus – Failure to acknowledge sources properly via in-text references and bibliography can fail an essay.

(2) A view on irrelevant material. - Students are not at liberty to answer exam questions which were not set. Irrelevant answers should normally be assigned a failing mark.

Markers should note that, for those examination scripts with a sticker stating 'specific learning difficulties', no penalties for poor spelling, grammar, and punctuation should be incurred, unless these are being directly assessed and are core to an understanding of the course (see http://www.ed.ac.uk/schools-departments/student-disability-service). This request is a reasonable adjustment under the Disability Discrimination Act and is particularly important in examination situations, where support for spelling/grammar is unavailable or is not assured.

A1 90-100 Excellent
Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It

- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed

- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

A2 80-89 Excellent

Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It

- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing
- Shows a high standard of grammar and spelling

A3 70-79 Excellent

Very good or excellent in most respects, the work is what might be expected of a very competent student. It

- Explores the topic under discussion fully
- Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
- Demonstrates a sound understanding of the subject matter
- Draws in a wide relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a good case by means of clear logically structured argument or debate, supported by evidence
- Shows a competent standard of fluent academic writing
- Has, where appropriate, complete and correct referencing
- Shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It

- Demonstrates a good understanding of the area in question
- Draws on adequate references
- Demonstrates good synthesis, analysis, reflection and evaluation of the literature
- Concentrates on the main issues to be addressed
- Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
- Has, where appropriate, complete and correct referencing of sources
- Shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It

- Shows evidence of sufficient knowledge and understanding of the material
- Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
- Demonstrates limited critical analysis and evaluation of sources of evidence.
- Addresses the area in question clearly and coherently
- Has satisfactory structure, presentation, and expression

- Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes. It

- Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
- Lacks detail, elaboration or explanation of concepts and ideas.
- Displays limited synthesis and analysis of the literature
- Presents a highly descriptive account of the topic with no real critical analysis
- Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
- Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
- Has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It

- Does not demonstrate a sufficient level of knowledge and understanding
- Utilises only limited reference sources and offers poor analysis of them
- May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
- Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
- Has an awkward writing style or poor expression of concepts
- Has incomplete or inadequately presented references
- Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail

The work is very weak or shows a decided lack of effort. It

- Displays very poor or confused knowledge and understanding
- Does not address the area in question.
- Presents no argument or one based on irrelevant and erroneous content
- Displays an unacceptable academic writing style and /or presentation
- Has incomplete or inadequately presented references, if any

G 10-19 Bad fail

The work is extremely weak. It

- Displays no knowledge or understanding of the area in question
- Presents incomplete, muddled, and/or irrelevant material
- Provides no coherent discussion of the area in question
- Has incomplete or inadequately presented references, if any

H 0-9 Bad fail

The work is of very little consequence, if any, to the area in question. It

- Is incomplete in every respect.

Adapted from Lowrey, McQueen and Robertson (2005) by Ellen Gurman Bard, Peter Milne, Martha Whiteman

Lowrey, J., McQueen, A., Robertson, A. (2005, May). College Undergraduate Studies Committee (HSS) Report of Working Group on Extended Common Marking Scheme, Edinburgh: University of Edinburgh CHSS UGSC.

PLAGIARISM

It is very important that all students understand the University's rules about plagiarism. Students sometimes break these rules unintentionally because they do not realise that some of the ways in which they have incorporated other people's work into their own, before they came to this University, may be against the rules here.

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter. The full text of the University's policy, and a statement of the steps which the University may take in cases where a candidate uses or is thought to have used the work of another person or persons in his/her work, are listed in full in the section on Plagiarism and Cheating in the examination regulations which can be found at http://www.aaps.ed.ac.uk/regulations/exam.htm. The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Psychology. This includes the University's regulations, procedures for dealing with different kinds of plagiarism and advice about what to do if you are accused of plagiarism. If you are still unsure about how to avoid plagiarism, having read these guidance notes, then you should approach the relevant Course Organiser for further advice.

Avoiding Plagiarism

This process of referencing may seem rather complicated and arbitrary, if it is new to you, but it should begin to make more sense as you progress through your studies here. In order to assess your work and to give you useful feedback your marker needs to have a clear sense of what ideas you have developed for yourself and what comes from elsewhere. To be fair to all of the students on the course it is important that each student is given grades that accurately reflect their own efforts. As you learn to produce work at a university standard, you are developing the skills that will allow you to participate within wider communities of scholars. In these communities new knowledge and understanding is often developed by building on the work of others. By properly acknowledging earlier work you give credit where it is due and help to maintain the integrity and credibility of academic research in this area. Clear referencing also allows readers to learn about the wider literature through your work. It is often the case that understanding the ways in which particular scholars have contributed to the development of the literature makes it much easier to make sense of the current state of play.

In Psychology there are certain facts which are so well known that it is not necessary to provide references for them in your work. This is what is known as the 'common knowledge' of this subject area. At first it can be difficult to know what is and is not common knowledge and it is better to err on the side of giving references if you are in doubt.

Sometimes, even when students know what plagiarism is, they find it hard to know what to do instead. In other words, it can be hard to understand how to develop and express your own ideas in an appropriate manner for your assessed work. You may wonder, for example, what you can add to the debate on a topic when the authors whose work you are reading seem to know much more than you do. This is something you will be learning to do gradually over the course of your studies. One way to learn about this is to pay close attention to the ways in which your lecturers generate arguments or support their points. You might also want to read about current debates to see how claims and counter-claims are made. To start you off, here are some questions that you could ask yourself to help to develop your own views about a topic –

- Can I learn anything from comparing and contrasting these rival points of view?
- What do I find particularly convincing about this author's argument?
- Could the criticism made by author A of the work of author B also be applied to author C?
- Do I believe the claims made from this study, given the sample with which it was conducted?
- What is the author's purpose in writing this article?
- What has the author focused on and what is left out?
- Does what the author is saying fit with my own experiences?
- Have any claims or predictions been tested?
- Is the evidence given to support the arguments convincing?

- Is the author trying to argue by unfair means, for example, by oversimplifying or misrepresenting an opposing viewpoint?

Students sometimes wonder where to draw the line between discussing their ideas with their peers (which can be an excellent learning experience) and unacceptable collusion. The time to be particularly careful is when you are preparing work for assessment. You need to be certain that the work you submit represents your own process of engagement with the task set. You may get into difficulty if, for example, reading another students' plan for their work influences you, or if you show them your plan. Assisting another student to plagiarise is a cheating offence. You can read more about this issue at: http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism.

As a student, you are part of a community of fellow students, academics and other people. So, we DO want you to talk to one another, to share experiences, and to discuss problems - including the assignments you have been set. If you find a useful source of information in the library or on the World Wide Web, etc., then you SHOULD let other people know about it. That's what being in a community is all about - co-operating and learning together, helping one another to gain the most from your time at university.

BUT the crucial point is that, when you come to producing the piece of work that will be assessed, it must be entirely your own work, written by you in your own words, and containing your own interpretations, ideas, approaches etc. If you use other people's words or major ideas, then you should state clearly where they come from. If you use diagrams or photos from published works (as you should do, when appropriate) then you should state where the diagram or photograph came from, and also add your own caption or footnotes to it, not those of the original source. In other words, it is quite easy to avoid plagiarism, while also being a good friend and neighbour All you need to do is make sure that you put your own effort into the material you submit for assessment, and that you acknowledge the sources on which your work draws. (More detailed guidance on referencing format etc. will be available from staff at relevant points in the course.)

Accidental plagiarism is sometimes a result of a student not yet having fully come to terms with how to study effectively at university. For example, the ways in which students take their notes sometimes makes it difficult for them to later distinguish between verbatim quotes, paraphrased material and their own ideas. A student may also plagiarise unintentionally because they have been feeling daunted by a piece of work and so have put it off for so long that they have had to rush to meet the deadline. If you think these kinds of wider issues may be relevant to you then you should discuss this with your tutor or demonstrator. You may also wish to look at the web site of the University's Centre for Teaching Learning and Assessment which gives details of workshops and resource materials about effective learning at university, some of which are relevant to plagiarism (www.tla.ed.ac.uk under (undergraduates).

Plagiarism in student publications

The results from student coursework (projects, literature reviews, dissertations) can sometimes be of high enough quality to be submitted for publication in a peer-reviewed journal and/or presentation at a conference. This is particularly true for 4th year dissertations, but can apply to any work of sufficient quality, and especially where novel data or ideas are generated. Most projects are conceived of (or have their principal methodology designed) by the faculty staff-member supervisor. In such cases, students should not expect to play an authorship role unless the student has been invited to contribute to the writing of the manuscript. For projects that are conceived of (and/or are primarily designed) by the student(s), a discussion between the supervisor and student(s) should take place to clarify each person's level of contribution, and, if a paper is to be written, the order of authorship. Students should note that it is essential that the supervisor's intellectual contribution to the project and intellectual property rights are acknowledged, and that therefore, **the output of a supervised project or review must NOT be submitted to a journal or conference without the supervisor being consulted**. A staff member's supervision of projects **represents intellectual property in its own right, and so must be recognised when authorship is discussed.** For similar reasons, where two or more students collaborate on a project, all potential student authors must also be consulted. Some guidelines for authorship are provided at:
http://www.psy.ed.ac.uk/psy_research/documents/BPS%20Principles%20of%20Publishing%20-%20Authorship,%20Duplicate%20Publication,%20Plagiarism,%20etc.pdf

THESIS GUIDANCE

Choosing a project

Students who enter Final Honours in September 2011 will be required to complete a project during the academic year. Normally, students are expected to work in pairs in the collection of data for their project, though the project write-up is done independently. (Combined Honours Artificial Intelligence and Sociology degree students have alternative arrangements if their thesis is not in Psychology). Combined Honours Sociology students who want to obtain Graduate Membership of the BPS should normally have a first supervisor in Psychology.

Members of staff nominate projects which they can supervise. A list of these was provided in May 2011 and can be found on the Psychology website:
http://www.psy.ed.ac.uk/psy_students/undergraduate/index.php.
Students are also allowed to propose a project which they/they and a partner wish to conduct. However, before it can proceed, a supervisor must be found who is prepared to approve and supervise the project and who can advise on whether the necessary facilities are available in the Department to allow the project to be completed.

Bear in mind the necessity of getting permission to use participants in schools, hospitals, business organisations, etc., and to get ethical approval for your study. If you need approval from an outside body the delays involved in these formal procedures are often considerable, and should be discussed with your supervisor and taken account of in planning. All projects must be approved by the School (PPLS) ethics committee. You will find a copy of the required form on the Psychology website: http://www.psy.ed.ac.uk/psy_research/research_ethics.php.

When you have a project to propose or have identified topic(s) that are of interest, then consult staff who could act as supervisors. Supervisors outside the Department may be approached for help and advice, but a supervisor from the teaching staff in Psychology must be found to be Joint Supervisor. (Joint Honours students may have a supervisor in their other department, but again they must find a Joint Supervisor in the Psychology Department). When your project and supervisor have been arranged, you must submit the title of your project and the name(s) of your supervisor(s) in the box located in the Psychology Library by **Thursday 6 October 2011.**

Submitting your thesis

TWO bound copies of the thesis must be submitted to the Teaching Office (room G8) by the deadline of **4.00pm on Wednesday 14 March 2012.** An electronic copy must also be submitted by the deadline via Turnitin, the plagiarism detection software. A link to Turnitin will be available via WebCT. We may submit a random sample of the project write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submitted thesis is part of the degree examination, and it will contribute to the determination of the degree awarded. This deadline is therefore firm, and only under very exceptional circumstances will the Course Organiser (in consultation with the Convenor of the Board of Examiners) agree to an extension **for which permission must be sought in advance.**

As the second marking of your dissertation will be anonymous, the title page of one copy should not show your name. Instead you should include your exam number, along with the name of your supervisor(s) and a list of any other people who have materially helped in the design, execution and analysis of the work, so that an assessment of aid given can be obtained from them. (Such help will not necessarily count against the project when it is marked: to know when to seek help from others, and who to approach, is an important characteristic of a successful research worker).

The thesis must not normally exceed 8,000 words (approximately 24 pages of single-sided A4, double spaced, 12 point font). This limit does not include the text of the abstract, references, tables or figures. Discourse analysis extracts are also not included in the word limit. Where it is desirable, for completeness, to include full sets of stimulus material, lengthy descriptions of procedure, or computer analyses etc., which would take the thesis above this limit, these should be put in an appendix. Material in the appendix will not necessarily be read by the examiners, and so it should not be used

for evidence which is essential to the argument of the thesis. Your thesis should be your own piece of written work, even in a collaborative project; supervisors may provide comments on a draft of all sections of your thesis except the Discussion. An example of the marking sheet is included below.

In using computers (eg to store data and to word-process your thesis), you are strongly advised to ensure that you back up your work adequately. Also, in case you encounter last minute computer or printer problems, you should have a draft copy of your thesis available well before the deadline. This copy should be **identical in text** to the final copy (ie it may differ only in format or in minor typographical respects). Further details regarding submission criteria will be circulated in due course.

Thesis marking Each section is marked out of 100. The overall mark is the sum of the weighted marks.	Raw mark per section (out of 100)	Weight	Weighted section mark
1. Background and literature review Does this section give an appropriate background to the study? Is it critically argued, presenting important information about methodology and implications of previous studies? How compelling is the rationale for the present study: do the research questions and/or hypotheses follow logically from the literature reviewed?		.20	
2. Methods Is the methodology reasonable given the constraints on student projects? Are the methods similar to other research in the field, or are deviations from the norm clearly justified? (Or indeed, are the methods original and/or an improvement on the norm?) Is the section clearly laid out? Does it describe the selection and recruitment of subjects, the procedures and measures of the investigation, and the strategy for analysis (if the analysis strategy is not here, is it explained in the results section)? Are the planned analyses appropriate to the topic (i.e., will the analyses test the chosen hypotheses or research questions)?		.25	
3. Results Does the presentation of results follow the analysis strategy? Are the results relevant to the hypotheses/research questions? Are the analyses conducted and presented competently, and are the results clearly and logically presented? Do the results strike a good balance between explaining and showing all the necessary and important findings (qualitative or quantitative) with the help of clear tables or figures, without including excess text, unnecessary analyses, or redundant tables or figures?		.25	
4. Discussion Is the section more than just a re-statement of the results section? Is it clear that the implications of the findings are understood? Are the results discussed with reference to other studies in the field? Are the present study's strengths and weaknesses insightfully discussed? Are the conclusions justified, and any recommendations for future research sensible?		.20	
5. **Overall assessment**: style of writing; independence of student Is the thesis well laid out? Is there one standard style of referencing followed, and is it applied consistently throughout? Are claims in the text supported by citations? Is the reference section complete? Is the writing grammatical, with correct paragraph structure, complete sentences, proper spelling and punctuation? How well does the text flow? How original and insightful was the project and the write-up? How independent was this student?		.10	
		Sum of weighted marks:	
		Weighted mark rounded to nearest whole number:	

Writing your thesis

The Psychology Final Honours Thesis should be your own individual piece of work, even if you have done the project collaboratively. Your supervisor can comment on your Abstract, Introduction, Methods and Results sections, but not on your final Discussion - this should be your own unaided work.

Don't hope to earn marks through quantity rather than quality, and remember that the difference between the Final Honours Thesis and your Third Year Literature Review is that in the thesis the important element is *your own research* rather than your evaluation of research by other people. You need to demonstrate that you can move on from summarising the literature to design a study of your own that can answer questions that stem from this literature-survey, that you can conduct the study successfully (dealing with any problems and challenges - including the administrative ones of liaison with a hospital, school or other organisation), that you can analyse the results appropriately and draw appropriate and interesting conclusions and, where relevant, that you can identify what needs to be done as the next step of the investigation and what might be better done in a different way next time.

1. Try to choose a TITLE which is short and to the point, rather than a long one. In March, you can alter the title that you submitted in the autumn term if the new version will fit better or simply be snappier. List on the title page the names of your partner(s) in the project, your supervisor(s) and anyone else who has materially helped in the design, execution and analysis of the work, so that an assessment of aid given can be obtained. (Appropriate help does not necessarily count against you: it is important for successful research to know when to get help from others).

The ABSTRACT should be brief (300 words maximum). Some commentators now believe that asking for structured abstracts (with subheadings, e.g., Objectives / (Design) / Methods / Results / Conclusions) encourages the writer to sharpen up the composition and conveys more information. But this scheme is not yet widely used in journal abstracts, and for the present it is enough to make sure you cover each of these points where appropriate - but be succinct!

2. The INTRODUCTION should be short (say, 1500 to 2000 words) and you should focus on those sections of the literature that are most relevant for your particular project rather than reviewing the whole literature. It usually helps to end the introduction with a paragraph or section on 'The Present Study' (you may even separate this out with a sub-heading) which spells out what you intend to do in your study and why. This section should make clear to the reader the point of your piece of work, and the logic behind the design of your study, and springboard them into the Methods.

3. The METHODS section should not be a slavish transplant of the kind of methods sections you wrote in second year practical reports: look at the range of methods sections in published papers in the area you are working in to see what is essential and what is optional. If procedures are well known or standard, you can get away with a short description or reference, but if you have invented your own techniques describe these succinctly but in full. You may want to write the methods and results in parallel, to see which points about the design and statistics can be explained better in the methods and which can be explained better in the results. If you are collaborating with someone else on your project, do not use a co-written Methods section, even if you will say very much the same things.

4. The RESULTS section is probably the most important, so allocate a due amount of time for writing it up. It helps if you have worked out how you are going to analyse the data before you embark on the study (but the situation can usually be rescued, even if you have not, providing that you have used a straightforward design). Because of the diversity of Honours Thesis topics, it is difficult to lay down firm guidelines for the analysis - the guide must be what would be acceptable in an up-to-date publication in the relevant area. Exploratory data analysis is an important precursor to good statistical analysis. Think about your data before you dive into the analysis, and decide how you can best present or summarise it (e.g., Figures vs. Tables) so that the reader can understand the important features before you get down to hypothesis testing, etc. Different studies will demand different approaches, so be aware that you are trying to demonstrate that you know what would be appropriate in a published piece of work - choose a statistical analysis appropriate in kind and level of complexity (speak to your supervisor), and show that you are aware of the complications of post-hoc and multiple

testing, etc. (For example, many publications now report a Bonferroni adjustment to the critical P-value if they are going to carry out statistical tests across a number of different measures; in the past, some honours students have been so delighted to find that even one comparison, out of 20+ made, "was significant at P=0.05" that they disregarded the possibility that this might be the one in twenty that would reach this level by chance). Remember that analyses of the effect sizes or of the power of your study may be necessary to understand the importance of any significant or non-significant results. If you are collaborating you will want to *discuss* the results with your partner - but you must *write your Results sections independently.*

5. The DISCUSSION can cover: (a) what you have discovered or achieved, and how this relates to results already in the literature, (b) strengths and weaknesses of the current study (and of any that have gone before), and (c) where now? ie it can suggest the next questions to be tackled in research stemming from your work. Always try to be brief and to the point - this is a discussion of what you have achieved, not a free-floating essay. Your supervisor is not allowed to comment on your discussion section, and should not see it until the thesis is being marked.

A good article on how to structure a Discussion is by:

M. Docherty & R. Smith (1999). The case for structuring the discussion of scientific papers. *BMJ*, 318, 1224-5, 8 May 1999

and this can be obtained on the www at: *http://www.bmj.com/cgi/content/full/318/7193/1224*
but remember that what is appropriate for a medical paper may not work as well in a fourth year thesis reporting a project involving discourse analysis or psychophysics, so treat their suggestions as hints rather than stipulations.

Technical Support for Thesis

Technical support is available for your thesis work. In the first instance, please consult with your supervisor about the technical requirements of your chosen project. If you require further information, or you need assistance with any matter relating to labs, equipment or software, please contact the department's technical support team on psych.support@ed.ac.uk .

Procedures for honours projects involving school-children

Where students are seeking to conduct research projects in schools within the City of Edinburgh and the Lothians, there is a formal procedure that should be followed. Students should first discuss their projects with their supervisors after which the supervisor (not the students) should make a first informal approach to the relevant schools by phone or letter. At this stage the supervisor can make it clear that all projects are subject to local ethics vetting and that the students would be following through by sending the school copies of their supporting documents (see below).

If the headteacher is willing to proceed, then the students should send a brief summary of the proposed study, including an estimate of the time required for testing sessions; the age and number of children required for the study; the timescale of the project and an indication of what may be required by way of testing space and tables, electrical sockets, etc. They should also enclose a copy of a letter for gaining parental permission, and a copy of their Disclosure Scotland forms.

Note that the school may also ask students to fill out their own forms for testing approval.

These procedures apart, all students should also consult the guidelines for testing children and vulnerable adults by following the link to “Testing children” in the local-only access from the Psychology Department homepage and comply with all relevant instructions.

Public Availability of Dissertations

From 2005/6, the School of Philosophy, Psychology and Language Sciences at the University of Edinburgh will keep an electronic copy of your Honours dissertation for use in teaching or research in the Philosophy/Psychology Library, 7 George Square. The Freedom of Information (Scotland) Act 2002 requires the University to make available to any enquirer any information held by the University, unless one of the legislation's narrowly defined exemption applies.

Information contained in your dissertation will be made available to any enquirer **unless** you indicate below that it should be withheld.

My dissertation should be withheld because:

- ☐ The dissertation contains information provided in confidence
- ☐ Releasing the dissertation would cause substantial prejudice to commercial interests
- ☐ The dissertation contains research in progress
- ☐ Other

Please give further details, including an indication of how long you think your dissertation should remain closed:

In the event that anyone asks to see your dissertation, we will use this information to determine whether or not it qualifies for a freedom of information exemption and can be withheld.

I wish to opt out of the above scheme and will not provide an electronic version. I understand that all paper copies will be destroyed 4 months after the examination board.

Name:_____ Exam No:_____

Signature:_____

Date:_____/_____/_____

Edinburgh Research Archive (ERA) www.era.lib.ed.ac.uk

ERA is a digital repository which showcases the research output from the University of Edinburgh to the world. This online repository contains full-text PhD Theses, MSc dissertations, book chapters, journal pre-prints and peer-reviewed journal reprints. Most of the content is available to download, and indexed by the major search engines (Google Scholar, Yahoo) which give material from ERA a higher ranking in their search results.

Putting peer-reviewed scientific and scholarly literature on the internet, and making it available free of charge and free of most copyright and licensing restrictions, removes the barriers to serious research. The School of Philosophy, Psychology & Language Sciences has its own closed collection in ERA for dissertations.

To put your research online you can do so by following these instructions:

1. Sign up for an ERA account and log-in
2. Go to the Undergraduate Psychology Thesis and Dissertation collection (http://www.era.lib.ed.ac.uk/handle/1842/1511)
3. Click on the 'Submit to this collection' button below the central grey box
4. Follow the on-screen prompts to describe and upload your dissertation.
5. Once uploaded your work won't appear in the database until it is approved by the ERA administrators.

If you have any questions or need a hand, please send email enquiries to: era.admin@ed.ac.uk

Ethics Committee Submissions

Ethics and student projects

All psychologists doing research involving human subjects are required to ensure their projects conform to British Psychological Society ethical guidelines. Researchers therefore submit their proposals to independent ethics committees for review.

In accordance with this, all staff, postgraduates and final honours students carrying out projects are required to submit information about their research projects to the Psychology Ethics Committee. The Ethics committee will review your proposal and will, usually, either (1) approve it as it stands or (2) ask you to clarify things or make adjustments to your protocol before your study can go ahead. It is important that you submit your protocol as soon as your study design has been agreed by your supervisor, so that your data collection phase is not delayed by not having approval from the Ethics Committee. If your project has already been submitted to an external committee, such as Lothian Health, please indicate on the form that you have gained approval elsewhere, and hand in a copy of your approval letter with your ethics application.

Preparing your project proposal for the Ethics Committee

Ethics applications are to be completed online here - http://www.psy.ed.ac.uk/psy_research/research_ethics.php - either by yourself and/or your supervisor (ask your supervisor what s/he would like you to do). Approval can take as long as 2-3 weeks, so plan accordingly.

Along with your ethics submission, you must include copies of any material you are planning to hand out to your participants - eg questionnaires or information sheets. This is important so that the committee can see exactly what your participants are being told and what they are being asked to do. Once you have completed your form and your materials are ready, hand the form to your supervisor so that approval can be arranged. Your supervisor will tell you when ethics approval has been granted.

Health and Safety

Students are required to follow the Health and Safety rules for the department at all times. This means you are required to design your study so that you are not breaching these rules. See your

Health & Safety handbook for the current guidelines on personal safety and times you are allowed to see participants in the psychology building.

Studies with children
Studies involving children may encounter significant delays because of the additional requirements regarding Disclosure Scotland. Your project supervisor will advise you on this process.

Wider information on Ethics
It is expected that you will be familiar with, at minimum, the BPS ethics guidelines, which can be consulted on the BPS's website: http://www.bps.org.uk/documents/Code.pdf

Ethics Committee Convenor 2011/12 – Dr Alison Lenton

Psychometric Tests
Many students will wish to use psychometric tests in their research projects. Psychology houses a store of tests, and students may borrow some of these tests from the librarian. Some general information about choosing and locating tests, together with some information about specific types of test, e.g. personality, can be found at the following links:

http://www.psy.ed.ac.uk/psy_research/psy_phil_library/test_selection_and_location.php
http://www.psy.ed.ac.uk/psy_research/psy_phil_library/index.php

COURSE OUTLINES

BASIC TENDENCIES OF PERSONALITY

Course Code: PSYL10063
Lecturer: Dr Alex Weiss

The course will be divided into 5 sessions, each lasting for 1 hour and 50 minutes. While the majority of time will be devoted to lectures, students are encouraged to ask questions throughout. The texts used will consist of assigned articles. Each set of readings includes at least one review article and several articles that purport to support countering theories related to the topic. Most articles are available via the main library or psychology library. For those articles that are not, they can be obtained via the WebCT system. Please email me if you have trouble obtaining them.

Learning outcomes:
At the end of the course, students should be able to critically evaluate theory and research into
- Personality in animals
- Personality development and cross-cultural studies of personality
- Genetic and evolutionary factors in personality

Class topics:

1. Traits: Philosophical and scientific thinking, challenges, their importance in daily life, their importance as evolutionary characters

Required:

Aristotle. *On the Parts of Animals* (Book I). http://classics.mit.edu/Aristotle/parts_animals.html

Plato. The Allegory of the Cave. *The Republic*. http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/plato.html

Mischel, W. (1969). Continuity and change in personality. *American Psychologist, 24*, 1012-1018.

Epstein, S. (1979). The stability of behavior: I. On predicting most of the people much of the time. *Journal of Personality and Social Psychology, 7*, 1097-1126.

Kenrick, D. T., & Funder, D. C. (1988). Profiting from controversy: Lessons from the person-situation debate. *American Psychologist, 43*, 23-34.

Costa, P. T., Jr., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences, 13*, 653-665.

Eysenck, H. J. (1992). Four ways five factors are not basic. *Personality and Individual Differences, 13*, 667-673.

Ozer, D. J. & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology, 57*, 401-421.

Mehl, M. R. et al. (2007). Are women really more talkative than men? *Science, 317*, 82.

Nettle, D. The evolution of personality variation in humans and other animals. *American Psychologist, 61*, 622-631.

Optional:

Penke, L. et al. (2007). The evolutionary genetics of personality. *European Journal of Personality, 21*, 549-665.

Roberts, B. W., et al. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science, 2*, 313-345.

Gosling, S. D. et al. (2002). A room with a cue: Personality judgments based on offices and bedrooms. *Journal of Personality and Social Psychology, 82*, 379-398.

2. Genetic and environmental influences on personality

Required:

Bouchard, T. J., Jr., & Loehlin, J. C. (2001). Genes, evolution, and personality. *Behavior Genetics, 31*, 243-273.

Terracciano, A. et al. (2008). Genome-wide association scan for five major dimensions of personality. Molecular Psychiatry, 1-10.

Scarr, S. & McCartney, K. (1983). How people make their own environments: A theory of genotype → environment effects. *Child Development, 54*, 424-435.
Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development, 64*, 1299-1317.
Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review, 102*, 458-489.

Optional:
McCrae, R. R. et al. (2001). Sources of structure: Genetic, environmental, and artifactual influences on the covariation of personality traits. *Journal of Personality, 69*, 511-535.
Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development, 63*, 1-19.
Munafo, M. R. et al. (2003). Genetic polymorphisms and personality in healthy adults: A systematic review and meta-analysis. *Molecular Psychiatry, 8*, 471-484.

3. Life-span development
Required:
Costa P. T., Jr. and McCrae, R. R. (1982). An approach to the attribution of aging, period, and cohort effects. *Psychological Bulletin, 92*, 238-250.
Roberts, B. W., & DelVecchio, W. F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin, 126*, 3-25.
Roberts, B. W. et al. (2006). Patterns of mean-level change in personality traits across the life course: A metaanalysis of longitudinal studies. *Psychological Bulletin, 132*, 3-27.
Costa, P. T., Jr., & McCrae, R. R. (2006). Age changes in personality and their origins: Comment on Roberts, Walton, and Viechtbauer (2006). *Psychological Bulletin, 132*, 28-30.
Roberts, B. W. et al. (2006). Personality traits change in adulthood: Reply to Costa and McCrae. *Psychological Bulletin, 132*, 29-32.
Löckenhoff, C. E., et al. (2008). Longitudinal stability and change in the East Baltimore Epidemiologic Catchment Area Study: The influence of demographic characteristics on five indices of personality plasticity. *Journal of Research in Personality, 42*, 577-598.

Optional:
Terracciano et al. (2005). Hierarchical linear modeling analyses of the NEO-PI–R scales in the Baltimore Longitudinal Study of Aging. *Psychology and Aging, 20*, 493-506.
De Fruyt et al. (2006). Five types of personality continuity in childhood and adolescence. *Journal of Personality and Social Psychology, 91*, 538-552.
Srivastava, S. et al. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change? *Journal of Personality and Social Psychology, 84*, 1041-1053.

4. Personality and culture
Required:
McCrae, R. R., & Terracciano, A. (2005). Universal features of personality traits from the observer's perspective. Data from 50 cultures. *Journal of Personality and Social Psychology, 88*, 547-561.
Saucier, G., & Goldberg, L. R. (2001). Lexical studies of indigenous personality factors: Premises, products, and prospects. *Journal of Personality, 69*, 847-879.
Hofstede, G., & McCrae, R. R. (2004). Personality and culture revisited: Linking traits and dimensions of culture. *Cross-Cultural Research, 38*, 52-88.[2]
McCrae, R. R. (2009). Personality profiles of cultures: Patterns of ethos. *European Journal of Personality, 23*, 205-227.
Lynn, R., & Martin, T. (1995). National differences for thirty-seven nations in extraversion, neuroticism, psychoticism and economic, demographic and other correlates. *Personality and Individual Differences, 19*, 403-406.
Terracciano et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science, 310*, 96-100.

Optional:

Rentfrow, P. J. et al. (2008). A theory of the emergence, persistence, and expression of geographic variation in psychological characteristics. *Perspectives on Psychological Science, 3*, 339-369.

McCrae, R. R., et al. (2007). Climatic warmth and national wealth: Some culture-level determinants of national character stereotypes. *European Journal of Personality, 21*, 953–976.

Schmitt et al. (2007). The geographic distribution of Big Five personality traits: Patterns and profiles of human self-description across 56 nations. *Journal of Cross-Cultural Psychology, 38*, 173-212.

5. Personality in nonhuman animals

Required:

Gosling, S. D. (2001). From mice to men: What can we learn about personality from animal research? *Psychological Bulletin, 127*, 45-86.

Gosling, S. D. & Graybeal, A. (2007). Tree thinking: A new paradigm for integrating comparative data in psychology. *Journal of General Psychology, 134*, 259-277.

King, J. E. & Figueredo, A. J. (1997). The Five-Factor Model plus Dominance in chimpanzee personality. *Journal of Research in Personality, 31*, 257-271.

Uher, J. et al. (2008). Personality in the behaviour of great apes: temporal stability, cross-situational consistency and coherence in response. *Animal Behaviour, 75*, 99-112.

Capitanio, J. P. & Mendoza, S. P. (1999). The relationship of personality dimensions in adult male rhesus macaques to progression of simian immunodeficiency virus disease. *Brain, Behavior, and Immunity, 13*, 138-154.

Biro, P. A. & Stamps, J. A. Are animal personality traits linked to life-history productivity? *Trends in Ecology and Evolution, 23*, 361-368.

Wendland, J. R. et al. (2006). Differential functional variability of serotonin transporter and monoamine oxidase a genes in macaque species displaying contrasting levels of aggression-related behavior. *Behavior Genetics, 36*, 163-172.

Optional:

Uher, J. (2008). Comparative personality research: Methodological approaches. *European Journal of Personality, 22*, 427-496. (includes peer commentary and response)

Weiss, A. et al. (2006). Personality and subjective well-being in orangutans (*Pongo pygmaeus* and *Pongo abelii*). *Journal of Personality and Social Psychology, 90*, 501-511.

Wolf, M. et al. (2007). Life-history trade-offs favour the evolution of animal personalities. *Nature, 447*, 581-585.

Kwan, V. S. Y. et al. (2008). Anthropomorphism as a special case of social perception: A cross-species social relations model analysis of humans and dogs. *Social Cognition, 26*, 129-142.

Sih, A. et al. (2004). Behavioral syndromes: An integrative overview. *The Quarterly Review of Biology*, 79, 241-277.

Assessment

100% examination (April/May diet)

CAUSES AND CONSEQUENCES OF PERSONALITY
Course Code: PSYL10064
Lecturer: Professor Tim Bates

Updated for 2011/12

Objectives

- Understand research on causes and consequences of individual differences.
- Discuss these findings: how does behaviour emerge, how does it change?
- Foster critical appraisal, independent reading and informed judgment.

Learning outcomes

By the end of the course you should be able to:

- discuss, critically and in depth, any findings in individual differences, within an integrative framework of expectations.

Course content

Week 1: **Overview** of personality theory
- You will also choose a presentation to do over the next 4 weeks.
- **Before** attending this lecture, you should download and read the required articles

Week 2: **Facets**: What is buried inside the 5 domains?

Week 3: **Values**: How do values affect on behaviour?

Week 4: **Well-being**: How does being happy differ from living a good life?

Week 5: **Frameworks and applications**: How do use individual differences in understanding the world: education, work, abnormal psychology… up to you

Each session includes a segment of lecture material, but substantial time will be in a discussion format, critically examining issues raised in research papers. You will be asked to give short presentations during the course and are expected to have your own questions and ideas about the material. You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination.

Reading

Required and optional readings will be linked from my university home page or directly from:
http://timbates.wikidot.com/causes-and-consequences
You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination. The readings are complementary to the lectures.

Journals in which a lot of important material is covered are:

- *European Journal of Personality*
- *Journal of Personality and Social Psychology (JPSP)*
- *Personality and Social Psychology Review*
- *Journal of Research in Personality*
- *Personality and Individual Differences (PAID)*
- *Journal of Personality Assessment*
- *Journal of Personality*

Assessment

100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4pm, Friday 16 December 2011

CHILDHOOD AUTISM AND RELATED NEURODEVELOPMENTAL DISORDERS
Course Code: PSYL10077
Lecturer: Dr Maggie McGonigle

Aims and objectives
This course provides an overview of the psychological issues and contemporary psychological research related to Autistic Spectrum Disorders. It provides an introduction to autism from a general diagnostic and neuropsychological perspective, an exploration of the many ways in which autism can present itself (with videotaped examples), and an account of the main prevailing theories as to how and why children with autism have abnormal developmental trajectories.

The course aims are to make students aware of the complexity of this disorder and the issues encountered in trying to understand it better.

Learning outcomes
- to be familiar with the diagnostic definitions of Autism Spectrum Disorders
- to know how autism can affect children at different stages in their development
- to be familiar with the main prevailing theories of autism and their differences
- to be familiar with techniques for assessing cognitive dysfunction during development

Lecture 1
Autism in a general neurodevelopmental context: the diagnostic definitions of ASD; standardised instruments for diagnosis; the heterogeneity of the disorder (with videotaped illustrations)
Reference
Frith, U. (2003) Autism: Explaining the enigma 2nd ed. Malden, Mass

Lecture 2
Autism in infancy: gaze following; speech development; imitation; social interaction and play
Reference
Coch, D., Dawson, G., Fischer, K. W. (2007) Human behavior, learning, and the developing brain: Atypical development. Guilford Press, NY

Lecture 3
Cognitive dysfunction in childhood – global theories: Theory of Mind; Weak Central Coherence; the Male Brain Theory
Reference
Glidden, L. M (2001) Autism: International review of research in mental retardation. Academic press, San Diego

Lecture 4
Cognitive dysfunction in childhood – specific theories: perceptual processing; working memory; executive dysfunction
Reference
Bowler, D.M. (2007) Autism spectrum disorders: psychological theory and research. J. Wiley, Chichester

Lecture 5 Executive dysfunction in autism: can it explain the enigma? Executive control and IQ; executive control and language
Reference
Russell, J (1997) Autism as an executive disorder. OUP, Oxford

Assessment
100% examination (April/May diet)

CHILDREN WITH LANGUAGE IMPAIRMENTS
Course Code: PSYL10014
Lecturer: Dr Morag Donaldson

Aim
To describe and evaluate research that addresses the issue of why some children have difficulty acquiring spoken language.

Learning outcomes
1. To elucidate the nature of the difficulties that some children have in acquiring spoken language.
2. To evaluate a range of theoretical accounts of these difficulties.
3. To consider the educational implications of research on children with language impairments.

Overview
While the vast majority of children acquire spoken language with remarkable speed and facility, some children experience significant difficulties with language development. Such difficulties may either be associated with a more general developmental disability (eg autism, Down's syndrome) or may be specific to language development (usually referred to as "specific language impairment" or "SLI"). Ultimately, an adequate theory of language development must be able to account for different/delayed patterns as well as for more typical developmental patterns. Therefore, research on children with language impairments is pertinent to a number of fundamental theoretical issues (e.g. modularity, nativism), as well as having significant practical implications for the education of these children. In this course, we will focus primarily on children with specific language impairments, but will also draw on comparisons with other groups of children. We will consider three main aspects of linguistic development (lexical, grammatical and discourse level). For each aspect, we will examine some key features of the difficulties encountered by children with language impairments and will evaluate some potential explanatory constructs (eg linguistic module deficits, perceptual deficits, working memory limitations, inferencing problems). In the final session, we will consider the extent to which language impairments persist, how they may impact on literacy and social relationships, and the implications for educational policy and practice, as well as for theoretical accounts.

Lecture	Content
1	What is language impairment and why is it interesting?
2	Lexical development in children with language impairments.
3	Grammatical development in children with language impairments.
4	Development of discourse level skills in children with language impairments.
5	Interventions and outcomes for children with language impairments.

References
Bishop, D.V.M. (1997). *Uncommon Understanding: Development and Disorders of Language Comprehension.* Hove: Psychology Press.
Bishop, D.V.M. and Leonard, L.B. (eds.) (2000). *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome.* Hove: Psychology Press.
Dockrell, J. and Messer, D. (1999). *Children's Language and Communication Difficulties: Understanding, Identification and Intervention*. London: Cassell.
Donaldson, M.L. (1995). *Children with Language Impairments: an Introduction.* London: Jessica Kingsley.
Leonard, L.B. (1998). *Children with Specific Language Impairment*. Cambridge, Mass.: MIT Press.
Norbury, C.F., Tomblin, J.B. and Bishop, D.V.M. (eds.) (2008). *Understanding Developmental Language Disorders*. Hove: Psychology Press.

Selected journal articles from key journals including:
International Journal of Language and Communication Disorders
Journal of Speech, Language and Hearing Research
Applied Psycholinguistics

Specific references for each lecture will be given at the start of the course.

Recommended reading in preparation for Lecture 1:

Before coming to the first lecture, please read the specified chapters from **at least one** of the following books:

Bishop (1997): Chapter 2.
Dockrell & Messer (1999): Chapter 3.
Donaldson (1995): Chapters 1-3.
Leonard (1998): Chapters 1 & 2.

There is a fair amount of overlap between these books but they differ in emphasis and in level of detail, so you may find it helpful to read one thoroughly and then, if time permits, read another one selectively (e.g. focusing on new material or on points that you found difficult to understand in the first book).

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4pm, Friday 16 December 2011

CLINICAL NEUROPSYCHOLOGY: A COGNITIVE PERSPECTIVE
Course Code: PSYL10041
Lecturer: Dr Sharon Abrahams

Aims and objectives
This option introduces the student to Clinical Neuropsychology with teaching on the tools and methods for clinical neuropsychological assessment. This is undertaken through examination of the profile of impairment of a selection of focal neuropsychological disorders. The pattern of cognitive dysfunction in disorders such as semantic dementia, frontal lobe syndromes, amnesia and Alzheimer's Disease will be studied and explained using cognitive models of memory, semantic organisation and behaviour control. In addition the option will examine how the study of focal neurological disorders has helped to develop our understanding of normal cognitive systems and processes.

Learning outcomes
Students will gain knowledge of:

- Clinical neuropsychological assessment and neuropsychological tests used within a clinical setting.
- Neuropsychological presentation of a range of clinical neurological disorders
- Students will be able to apply cognitive models to explain profiles of cognitive and behavioural dysfunction.

Teaching will consist of lectures, video case presentations, workshops and student presentations.

Lecture 1 - Clinical Neuropsychology: The importance of assessment

References
Goldstein, L.H. and McNeil, J.E. (2004). Chapter 1: General Introduction: What is the relevance of neuropsychology for clinical psychology practice? In: *Clinical Neuropsychology: A practical guide to the assessment and management for clinicians.* (Goldstein, L.H. and McNeil, J.E. Eds) John Wiley and Sons, Chichester, West Sussex.

General References on Neuropsychological Tests
Spreen, O. and Strauss, E. (2006). *A compendium of neuropsychological tests: Administration, norms and commentary*. 2nd ed. Oxford University Press, Oxford.
Lezak, M.D. (2004). *Neuropsychological assessment*. 4rd ed. Oxford University Press, Oxford

Lecture 2 - Memory Disorders and Amnesia

References
Evans, J.J. (2004). Chapter 7: Disorders of Memory. In: *Clinical Neuropsychology: A practical guide to the assessment and management for clinicians.* (Goldstein, L.H. and McNeil, J.E. Eds) John Wiley and Sons, Chichester, West Sussex.
Kopelman, M.D. (2002). Disorders of Memory. *Brain*, 2152-2190.

Lecture 3 - Alzheimer's Disease

Reference
Morris, R.G. and Worsley, C.L. (2002). The neuropsychological presentation of Alzheimer's Disease and other neurodegenerative disorders. (In Halligan, P., Kischak, U. and Beaumont, G. eds) Oxford handbook of clinical neuropsychology. Oxford University Press, Oxford.
Clare, L. (2008). Neuropsychological Rehabilitation and People with Dementia. Psychology Press.

Lecture 4 - Semantic Dementia

References
Generalization and differentiation in semantic memory: insights from semantic dementia. Lambon Ralph MA. Patterson K. Annals of the New York Academy of Sciences. 1124:61-76, 2008 Mar.

Where do you know what you know? The representation of semantic knowledge in the human brain. Patterson K. Nestor PJ. Rogers TT. Nature Reviews Neuroscience. 8(12):976-87, 2007 Dec.

Lecture 5 - Behavioural disorders and dysfunction of the orbitofrontal cortex.

References

Burgess, P.W. and Alderman, N. Chapter 9 Executive Dysfunction: A practical Guide to assessment and management for clinicians. Edited by L.H. Goldstein and J.E. McNeil, 2004. John Wiley and Sons Lts

Bathgate, D., Snowden, J.S., Varma, A., Blackshaw, A., and Neary, D. (2001). Behaviour in frontotemporal dementia, Alzheimer's disease and vascular dementia. *Acta Neurologica Scandinavica*, 103, 367-378.

Bechara, A., Damasio, H., and Damasio, A.R. (2000). Emotion, decision making and the orbitofrontal cortex. *Cerebral Cortex*, 10, 295-307.

Assessment

100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4pm, Friday 16 December 2011

CRITICAL SOCIAL PSYCHOLOGY
Course Code: PSYL10018
Lecturer: Dr Sue Widdicombe

Revised for 2011/12

Aims

- To introduce key themes and debates within 'critical social psychology' concerning, for example, social psychology's methods, the nature of social psychological knowledge, its implicit assumptions about the nature of self, and the often hidden values in and politics of research.
- To look at discursive psychology and (critical) discourse analysis as alternatives to experimental social psychology, and how these approaches may lead us to reconceptualise key social psychological concepts.
- To examine self and cognition within social psychology.

Learning outcomes
You should be able to do at least three of the following:

- Describe and assess social psychology's claim to be a science, and evaluate its use of experiments.
- Discuss social psychology's paradigm, conceptual and moral/political crises.
- Apply arguments from science studies, social construction, Foucault's work, and 'the turn to language' to evaluate social psychology's methods.
- Describe psychology's contribution to the 'government of individuals'.
- Discuss and assess discourse analyses as alternative social psychological approaches.
- Describe and assess efforts to reconceptualise self, cognition and other key social psychological concepts.

Overview
Should social psychology be a science and what does it mean to claim that it is? Should social psychologists do experiments? Why do we think scientific knowledge is 'better'? Is social psychology really *social?* Are there hidden values in research? Why does current social psychological theory focus on cognitive processes to explain social phenomena? What are the implications for our understanding of self? This course will address these questions and more! We will use ideas and arguments from other disciplines (such as studies of science, social constructionism, Foucault, and 'the turn to language') to examine the basis and nature of social psychological knowledge, how it affects individuals' lives, the role of language, and assumptions about self that underpin psychological theory and research. Finally, we will ask whether social constructionism or discourse analysis provide an alternative approach. What kind of discourse analysis? Do we need a new 'theory of self'? What would a 'non-cognitive' social psychology be like? Should social psychology be political? This course will include lectures, group discussions and student presentations.

Weeks	**Content**
1	Crises in Social Psychology
2	Critical Tools
3	Deconstructing Social Psychology: practice and knowledge
4	Language and Discourse: Reconstructing Social Psychology
5	Self and Cognition: problems and alternatives

References

Burr, V. (2003). *An Introduction to Social Constructionism, 2nd edition.* London: Routledge. Chs. 1, 2 & 4.

Gough, B. (2004) Psychoanalysis as a resource for understanding emotional ruptures in the text: The case of defensive masculinities. *British Journal of Social Psychology,* 43, 245-267

Gough, B. & McFadden, M. (2001) *Critical Social Psychology: an introduction.* Basingstoke: Palgrave. Ch. 4

Hepburn, A. (2003). *An Introduction to Critical Social Psychology,* Ch. 2, 6, 9. London: Sage.

Jansz, J. and van Drunen, P. (2004) *A social history of psychology.* Oxford: Blackwell. See Introduction and Ch. 1
te Molder, H. and Potter, J. (2005) *Conversation and Cognition,* Cambridge, Cambridge University Press. See Ch. 11.
Parker & Shotter (1990). *Deconstructing Social Psychology.* London: Routledge. Especially Introduction, Chs. 7 & 8.
Potter, J. (2000). Post-cognitive psychology, *Theory and Psychology,* 10, 31-37.
Potter, J. & Wetherell, M. (1987) *Discourse and Social Psychology,* Ch. 1
Tuffin, K. (2005) *Understanding Critical Social Psychology,* London: Sage. Chs. 2, & 3
Willig, C. (1999) (ed.) *Applied discourse analysis: social and psychological interventions.* Open University Press.
Wooffitt, R. (2005) *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction,* London: Sage. Chs. 6, 7 & 9.

Assessment
Marks for this course will be made up as follows: (1) 80% exam (one essay in 1.5 hours) and (2) a choice of two out of the three following course work options (20%): (i) essay plan (max. 300 words); (ii) critical summary of a key article (300 words); and (iii) presentation (in Word or PowerPoint: max. 500 words). The short assessments are designed to be useful learning and thinking exercises, and will provide the opportunity for feedback.

Semester 1 visiting students only:
Essay submission deadline: 4pm, Friday 16 December 2011

DEVELOPMENT OF CORE DOMAINS OF THOUGHT
Course Code: PSYL10091
Lecturer: Dr Joanne Williams

Revised for 2011/12

Aim
To explore the nature and development of different 'domains' of knowledge through infancy and childhood.

Learning outcomes
1. To interrogate of a variety of contemporary theories that take a domain-specific approach to cognitive development.
2. To review and critique empirical studies on the development of children's naïve concepts in psychology (Theory of Mind), biology (animals, inheritance and illness concepts) and physics (children's understanding of solid objects, motion, and gravity).
3. To consider current trends in research on children's naïve concepts.
4. To discuss the educational implications of domain-specific development for both typically and atypically developing children (e.g. children with autism).

Overview
The first lecture introduces a variety of theoretical perspectives on the organization and acquisition of children's knowledge. The following three lectures examine, in detail, three areas of knowledge that have been highlighted by some theorists as core domains of thought: naïve physics; naïve psychology; and naïve biology. This knowledge is naïve in the sense that it is developed without explicit educational or teaching input. Finally, the fifth lecture explores the educational implications of domain-specific cognitive development by examining training intervention studies and research with children who are developing atypically. All lectures will consider current trends in research and discuss ongoing research projects. Each lecture will include a class discussion of a recent or key research paper. The reading material for these discussions will either be an extension of, or a different perspective on, the topics covered in that week's lecture.

Lectures
1. Domains, modules and theories: Theoretical accounts of the development of naïve knowledge during infancy and childhood.
2. Children as physicists: What do children know about physics?
3. Everyone's a psychologist: How do children understand other people's minds?
4. Animals, germs and genes: Children's understanding of the living things.
5. Naïve knowledge and education: Bridges and barriers to learning.

Key References

Gopnik, A. & Meltzoff, A.N. (1997). *Words, Thoughts, and Theories*. Cambridge, Massachusetts: MIT Press.

Howe, C. (1998). *Conceptual Structure in Childhood and Adolescence: The case of everyday physics*. London: Routledge.

Inagaki, K. & Hatano, G. (2002). *Young children's naïve thinking about the biological world*. Hove: Psychology Press.

Karmiloff-Smith, A. (1992). *Beyond Modularity: A developmental perspective on cognitive science*. Cambridge, Massachusetts: MIT Press.

Wellman, H.M, Cross, D. & Watson, J. (2001). *Meta-analysis of theory-of-mind development: The truth about false belief*. Child Development, 72, 655-684.

Wellman, H.M. & Gelman, S.A. (1992). Cognitive Development: Foundational Theories of Core Domains. *Annual Review of Psychology*, 43, 337-75.

Siegal, M. (2008). *Marvelous Minds: The discovery of what children know*. Oxford: OUP.

Siegal, M. & Peterson, C.C. (1999). *Children's understanding of biology and health.* Cambridge: CUP.

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4pm, Friday 16 December 2011

EYE MOVEMENTS AND VISUAL COGNITION
Course Code: PSYL10096
Lecturer: Dr Antje Nuthmann

New for 2011/12

Aims and objectives
The aim of this course is to develop students' understanding of the role of eye movements in visual cognition. In lecture 1, the concept of visual attention is introduced; topics to be covered include the distinctions between exogenous versus endogenous attention, space- versus object-based attention, and covert versus overt attention. The remaining lectures build on the idea that, most of the time, attention is active and overt and that visual selection typically involves selection via eye movements. The course thus emphasises the use of eye tracking to study visual attention and cognition. In lectures 2 to 5, the role of eye movements and attention in complex visual-cognitive tasks such as (1) reading, (2) scene perception, (3) dynamic image perception, and (4) real-world activity are discussed in depth. For each of these tasks, we will introduce and critically evaluate theoretical proposals made to explain the "Where" and "When" of eye fixations and attentional selection. Specifically, we will discuss factors influencing where and for how long we make fixations (fixation locations and durations), what we are able to process during a fixation, and how we determine where and when to fixate next within a sentence or a visual scene.

Learning outcomes
On completion of the course, students will
1. understand the core theoretical concepts of visual attention, key experimental paradigms, and main sources of evidence associated with these concepts;
2. know the basic characteristics of eye movements;
3. understand the relationship between eye movements and (overt) visual attention;
4. have a good understanding of the field of eye-movement research, and in particular
5. have some depth of knowledge in the areas of reading and scene perception;
6. be able to critically evaluate existing theories and empirical evidence;
7. be able to apply knowledge about eye movements and visual cognition in both written and oral form.

Lectures
Lecture 1 – Eye Movements and Visual Attention: Introduction and Overview
Lecture 2 – Eye Movements in Reading
Lecture 3 – Eye Movements in Static Scene Viewing
Lecture 4 – Eye Movements in Dynamic Scenes
Lecture 5 – Eye Movements in the Real World

Core literature
General overview:

Rayner, K. (2009). The 35th Sir Frederick Bartlett lecture: Eye movements and attention in reading, scene perception, and visual search. *Quarterly Journal of Experimental Psychology, 62*(8), 1457-1506.

Lecture 1:

Findlay, J. M., & Gilchrist, I. D. (2003). *Active vision: The psychology of looking and seeing*. Oxford: University Press. (Chapter 3)

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.

Lecture 2:

Radach, R., & Kennedy, A. (2004). Theoretical perspectives on eye movements in reading: Past controversies, current issues and an agenda for future research. *European Journal of Cognitive Psychology, 16*, 3-26.

Reichle, E. D., Liversedge, S. P., Pollatsek, A., & Rayner, K. (2009). Encoding multiple words simultaneously in reading is implausible. *Trends in Cognitive Sciences, 13*(3), 115-119.

Rayner, K., Liversedge, S. P., White, S. J., & Vergilino-Perez, D. (2003). Reading disappearing text: Cognitive control of eye movements. *Psychological Science, 14*, 385-389.

Rayner, K., White, S. J., Johnson, R. L., & Liversedge, S. P. (2006). Raeding wrods with jubmled lettres - There is a cost. *Psychological Science, 17*(3), 192-193.

Lecture 3:

Findlay, J. M., & Gilchrist, I. D. (2003). *Active vision: The psychology of looking and seeing*. Oxford: University Press. (Chapter 7)

brief overview and pointer to current issues:

Henderson, J. M. (2003). Human gaze control during real-world scene perception. *Trends in Cognitive Sciences, 7*(11), 498-504.

Castelhano, M. S., Wieth, M. S., & Henderson, J. M. (2008). I see what you see: Eye movements in real-world scenes are affected by perceived direction of gaze. In L. Paletta & E. Rome (Eds.), *Attention in Cognitive Systems* (pp. 252-262). Berlin: Springer.

Lecture 4:

Dorr, M., Martinetz, T., Gegenfurtner, K. R., Barth, E. (2010). Variability of eye movements when viewing dynamic natural scenes. *Journal of Vision, 10*(10). 28

Itti, L. (2005). Quantifying the contribution of low-level saliency to human eye movements in dynamic scenes. *Visual Cognition, 12*(6), 1093-1123.

Lecture 5:

Land, M. F. (2007). Fixation strategies during active behaviour: a brief history. In R. P. G. van Gompel, M. H. Fischer, W. S. Murray & R. L. Hill (Eds.), *Eye movements: A window on mind and brain* (pp. 75-95). Oxford: Elsevier.

Land, M., Mennie, N., & Rusted, J. (1999). The roles of vision and eye movements in the control of activities of daily living. *Perception, 28*(11), 1311-1328.

Deubel, H., & Schneider, W. X. (1996). Saccade target selection and object recognition: Evidence for a common attentional mechanism. *Vision Research, 36*, 1827-1837.

Assessment

Essay (3000 words) to be set by the course organiser. Typically, suggested essay topics will require students to contrast and critically evaluate different theoretical or computational approaches on the issue in question. Students may also choose their own topic, subject to approval by the Course Organiser. **Submission deadline: 4.00pm Thursday 19 January 2012** (marks will be returned by Thursday 9 February 2012).

Semester 1 visiting students only:
Essay submission deadline: 4.00pm, Friday 16 December 2011

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted to the Teaching Office by the deadline. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via the course WebCT. We may submit a random sample of the essay write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given

HISTORY OF UNORTHODOX PSYCHOLOGY
Course Code: PSYL10078
Lecturer: Dr Peter Lamont

Aims and objectives
This course explores the history of unorthodox psychological knowledge. Phrenology, mesmerism, spiritualism, psychical research and parapsychology (the so-called 'occult doubles' of psychology) have been controversial areas in the history of psychology. But why were they so controversial, and what were the controversies really about? We will consider key historical and conceptual issues in psychology by examining the disputes over scientific status, the various attempts by both sides to convince the scientific community and the public, and the role of the mesmerists, mediums and mind readers who demonstrated extraordinary psychological abilities.

Learning outcomes
By the end of the course, students will be able to demonstrate knowledge and understanding of: the historical development of (orthodox and unorthodox) psychology; the problem of demarcation in science and the concept of boundary-work; the role of social processes in the construction of psychological and scientific knowledge; the contribution of history to our understanding of psychology.

Lectures:
1. Science, society and the case of phrenology
2. Mesmerism
3. Spiritualism
4. Psychical research
5. Parapsychology

For a *brief* taster, you can read: Lamont, P. (in press). A brief history of extraordinary psychological feats. *The Psychologist.* [copy in Psychology Library]

Reading:
Alvarado, C. (2002). Dissociation in Britain during the late 19th century: the Society for Psychical Research, 1882-1900. *Journal of Trauma and Dissociation*, 3(2), 9-33.
Beloff, J. (1997). *Parapsychology: a concise history*. London: Athlone Press.
Bem, S. & Looren de Jong, H. (2002). *Theoretical issues in psychology: an introduction*. London: Sage Publications.
Coon, D. (1992). Testing the limits of sense and science: American experimental psychologists combat Spiritualism, *American Psychologist*, 47, 2, 143-151.
Cooter, R. (1984). *The cultural meaning of popular science: phrenology and the organization of consent in 19th century Britain*. Cambridge: CUP.
Gauld, A (1968) *The founders of psychical research*. London: Routledge & Kegan Paul.
Gauld, A. (1995). *A history of hypnotism*. Cambridge: CUP.
Gieryn, T. (1995). Boundaries of science. In S. Jasanoff, G. Markle, J. C. Peterson & T. Pinch (eds.), *Handbook of Science and Technology* (pp. 393-443), Thousand Oaks, CA: Sage.
Grim, P. (ed.) (1990). *Philosophy of science and the occult*. New York: SUNY Press.
Kurtz, P. (1978). Is parapsychology a science. *Skeptical Inquirer*, 3, 14-32 AND Truzzi, M. (1980). A sceptical look at Paul Kurtz's analysis of the scientific status of parapsychology. *Journal of Parapsychology*, 44, 35-56.
Lamont, P. (2004). Spiritualism and a mid-Victorian crisis of evidence, *Historical Journal*, 47(4), 897-920.
Lamont, P. (2006). Magician as conjuror: a frame analysis of Victorian mediums. *Early Popular Visual Culture*, 4, 131-142.
Lamont, P. (2007). Discourse analysis as method in the history of psychology. *History and Philosophy of Psychology*, 9(2), 34-44.
Luckhurst, R. (2002). *The invention of telepathy*. Oxford: OUP.
Marshall, M. & Wendt, R. (1980). Wilhelm Wundt, spiritism and the assumptions of science. In W. G. Bringmann & R. D. Tweney (eds.) *Wundt studies: a centennial collection* (pp. 158-175), Toronto: C. J. Hogrefe Inc.

Mauskopf, S. & McVaugh, M. (1980). *The elusive science: origins of experimental psychical research.* Baltimore: John Hopkins University Press.
McLenon, J. (1984). *Deviant science: the case of parapsychology*. Philadelphia: University of Pennsylvania Press.
Oppenheim, J, (1988). *The other world: spiritualism and psychical research in England, 1850-1914*. Cambridge: CUP.
Parssinen, T. (1977). Mesmeric performers. *Victorian Studies*, 21(3), 87-104.
Quinn, S. O. (2007). How Southern New England became Magnetic North: the acceptance of animal magnetism. *History of Psychology*, 10(3), 231-248.
Richards, G. (2001). Edward Cox, the Psychological Society of Great Britain (1875-79) and the meanings of an institutional failure. G. C. Bunn, A. D. Lovie & G. Richards (eds.), *Psychology in Britain: historical essays and personal reflections*. Leicester: BPS Books.
Schmit, D. (2005). Re-visioning antebellum American Psychology: the dissemination of mesmerism, 1836-1854. *History of Psychology*, 8(4), 403-434.
Still, A. & Dryden, W. (2004). The social psychology of "pseudo-science": a brief history. *Journal for the Theory of Social Behaviour*, 34, 265-290.
Van Wyhe, J. (2004). Was phrenology a reform science? Towards a new generalization for phrenology. *History of Science*, 42, 2004, 313-331.
Wallis, R. (ed.) (1979). *On the margins of science: the social construction of rejected knowledge*. Keele: University of Keele.
Winter, A. (1991). Ethereal epidemic: mesmerism and the introduction of inhalation anaesthesia to early Victorian London. *Social History of Medicine*, 4(1), 1-27.
Winter, A. (1994). Mesmerism and popular culture. *History of Science*, 32, 31-343.
Winter, A. (1997). The construction of orthodoxies and heterodoxies in the early Victorian life sciences. In B. Lightman (ed.), *Victorian science in context* (pp. 24-50), Chicago: University of Chicago Press.
Wolffram, H. (2006). Parapsychology on the couch: the psychology of occult belief in Germany, c. 1870-1939. *Journal of the History of the Behavioral Sciences*, 42(3), 237-260.

Assessment
100% examination (April/May diet)

HUMAN COGNITIVE ABILITIES
Course Code: PSYL10094
Lecturer: Dr Wendy Johnson

New for 2011/12

Course aim
To explore the structure, development, and content of human cognitive abilities

Objectives
• To review cognitive ability research and the evidence it provides for theories about the development, structure, and biological basis of human intelligence
• To discuss this evidence and its implications for educational and occupational policy
• To foster critical thinking, independent reading, and ability to integrate theoretical concepts with real-world outcomes and practical applications

Learning Outcomes
By the end of the course you should be able to:
• Evaluate critically and in depth the major theories of the structure of intelligence and its development
• Discuss the state of our understanding of the biological basis of human intelligence
• Demonstrate understanding of how human abilities impact educational, occupational, and other social outcomes
• Discuss how and to what degree these associations and their biological underpinnings could be used to develop better educational programs and to help people find occupations suited to their abilities

Each session will include both lecture and discussion, critically examining issues raised in lecture and readings. You will be expected to bring discussion questions to class and to participate in addressing the discussion questions raised by your classmates. You may be asked to give short presentations of research papers or point-counterpoints on specific issues during class.

Course Content:
Lecture 1: Structure and Content of Cognitive Ability: Theoretical and Historical Perspectives
Lecture 2: Life-Span Development of Cognitive Ability
Lecture 3: Heritability and the Biological Basis of Cognitive Ability
Lecture 4: Education, Social Class, and the Culture of Cognitive Ability
Lecture 5: The Roles of Attention, Emotion, and Motivation in Cognitive Ability

Sample Reading:
Ceci, S. J. (1991). How much does schooling influence general intelligence and its cognitive components? A reassessment of the evidence. *Developmental Psychology*, *27,* 703-722.

Deary, I. J., Johnson, W., & Hoolihan, L. (2009). Genetic foundations of human intelligence. *Human Genetics, 126*, 215-232.

Gottfredson, L. S. (1981). Circumspection and compromise- A developmental theory of occupational aspirations. *Journal of Counseling Psychology, 28*, 545-579.

Gottfredson, L. S. (1997). Why *g* matters: The complexity of everyday life. *Intelligence, 24*, 79-132.

Hart, B., & Risley, T. R. (1992). American parenting of language-learning children – Persisting differences in family child interactions observed in natural home environments. *Developmental Psychology, 28,* 1096-1105.

Johnson, W., Deary, I. J., & Iacono, W. G. (2009). Genetic and environmental transaction processes underlying educational attainment. *Intelligence, 37*, 466-478.

Johnson, W. & Bouchard, T. J., Jr. (2007). Sex differences in mental ability: A proposed means to link them to brain structure and function. *Intelligence, 35,* 197-209.

Johnson, W., McGue, M. & Iacono, W. G. (2007). How parents influence school grades: Hints from a sample of adoptive and biological families. *Learning and Individual Differences, 17,* 201-219.

Johnson, W., McGue, M., & Iacono, W. G. (2006). Genetic and environmental influences on academic achievement trajectories during adolescence. *Developmental Psychology, 42*, 514-532.

Johnson, W. & Bouchard, T. J., Jr. (2005). The structure of human intelligence: It's verbal, perceptual, and image rotation (VPR), not fluid and crystallized. *Intelligence, 33*, 393-416.

Johnson, W., Bouchard, T. J., Jr., Krueger, R. F., McGue, M., & Gottesman, I. I. (2004). Just one *g*: Consistent results from three test batteries. *Intelligence, 34*, 95-107.

Sackett, P. R., Kuncel, N. R., Arneson, J. J., Cooper, S. R., & Waters, S. D. (2009). Does socioeconomic status explain the relations between admissions tests and post-secondary school performance? *Psychological Bulletin, 135*, 1-22.

Schaie, K. W. (1994). The course of adult intellectual development. *American Psychologist, 49,* 304-313.

van der Maas, H. L. J., Dolan, C. V., Grasman, R. P. P. P., Wicherts, J. M., Huizenga, H. M., & Raijmakers, M. E. J. (2006). A dynamical model of general intelligence: the positive model of intelligence by mutualism. *Psychological Review, 113,* 842-861.

Wilk, S. L., & Sackett, P. R. (1995). Longitudinal analysis of ability-job complexity fit and job change. *Personnel Psychology, 49*, 937-967.

Text:
Hunt, E. (2011). *Human Intelligence.* New York: Cambridge University Press.

Assessment
Students will address one essay question from a pool of three. **Submission deadline: 4.00pm Thursday 1 March 2012** (marks will be returned by Thursday 22 March)

TWO copies of the essay (word processed, double spaced, 12 point font) should be submitted to the Teaching Office by the deadline. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via the course WebCT. We may submit a random sample of the essay write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given

HUMAN WORKING MEMORY
Course Code: PSYL10006
Lecturer: Professor Robert Logie

Revised for 2011/12

Aims and objectives
The aim of this course will be to examine the concept of Human Working Memory, viewed as the means by which we hold information on a temporary basis and manipulate and transform that information. The course will cover the major theoretical perspectives, drawing on behavioural studies of healthy adults and children, of adults with impairments of working memory following brain damage, and research using brain imaging techniques. There will also be an examination of the role of working memory in everyday cognition.

Learning outcomes
• To demonstrate a knowledge of current theories of human working memory.
• To be able critically to evaluate the experimental evidence for each of the above theories
• To understand the ways in which different sources and different types of experimental evidence might be used to test and develop theories of human working memory.

Core Text
Baddeley, A.D. (2007). Working memory, thought and action. Oxford: Oxford University Press.

The following references give some background to the material that is planned for each lecture. However, these lists will be updated during the lecture course to reflect recent research on each of the topics.

Lecture 1 – Working with memory moment to moment.
References
Baddeley, A.D., and Hitch, G.J., (1974), Working Memory. In G. Bower (ed.), The Psychology of Learning and Motivation, VIII, (pp 47-90), New York: Academic Press.
Logie, R.H. (2011). The functional organisation and the capacity limits of working memory. *Current Directions in Psychological Science*, 20(4), 240-245.
Miyake, A. & Shah, P. (1999). Models of working memory: An introduction. In A. Miyake & P.Shah (eds.) Models of Working Memory, pp 1-27. New York: Cambridge University Press.
Postle, B. R. (2007). Activated long-term memory? The basis of representation in working memory. In N. Osaka, R.H. Logie and M. D'Esposito (Eds.) The Cognitive Neuroscience of Working Memory. Oxford, UK: Oxford University Press, pp 333-349.
Ruchkin, D. S., Grafman, J., Cameron, K., & Berndt, R. S. (2003). Working memory retention systems: A state of activated long-term memory. Behavioral and Brain Sciences, 26, 709-777.

Lecture 2 – Working memory as a limited resource for thinking and memory.
References
Cowan, N. (1999). An embedded processes model of working memory. In A. Miyake & P. Shah (eds.) Models of Working Memory, pp 62-101. New York: Cambridge University Press.
Cowan, N. (2005). Working memory capacity. New York: Psychology Press.
Kane, M.J. & Engle, R.W. (2002). The role of prefrontal cortex in working memory capacity, executive attention, and general fluid intelligence: An individual differences perspective. Psychonomic Bulletin and Review, 9, 637-671.
Logie, R.H. & Duff, S.C. (2007). Separating processing from storage in working memory operation span. In N. Osaka, R.H. Logie, & M. D'Esposito (Eds.) The cognitive neuroscience of working memory. Oxford, UK: Oxford University Press, pp 119-135.
Lovett M. C., Reder L. M., & Lebiere C. Modelling working memory in a unified architecture: an ACTR perspective. In A. Miyake & P. Shah (Eds.). Models of Working Memory (pp 135 - 182).New York: Cambridge University Press.

Lecture 3 – Working memory as multiple resources

References

Baddeley, A.D. & Larsen, J.D. (2007). The phonological loop: Some answers and some questions. Quarterly Journal of Experimental Psychology, 60, 512-518.

Larsen, J. D. and Baddeley, A. (2003). Disruption of verbal STM by irrelevant speech, articulatory suppression, and manual tapping: Do they have a common source? Quarterly Journal of Experimental Psychology, 56A, 1249-1268.

Baddeley, A.D. & Logie, R.H. (1999). Working memory: The multiple component model. In A. Miyake & P. Shah (eds.) Models of Working Memory, pp 28-61. New York: Cambridge University Press.

Cocchini, G, Logie, R.H., Della Sala, S. & MacPherson, S. (2002). Concurrent performance of two memory tasks: evidence for domain specific working memory systems. Memory and Cognition, 30, 1086-1095.

Jones, D. M., Macken, W. J. and Nicholls, A. P. (2004). The phonological store of working memory: Is it phonological and is it a store? Journal of Experimental Psychology: Learning, Memory, and Cognition, 30, 3, 656-674.

Jones, D.M, Hughes, R.W. & Macken, W.J. (2007). The phonological store abandoned. Quarterly Journal of Experimental Psychology, 60, 505-511

Lecture 4 – Working memory in the brain

References

Baddeley, A. D., Baddeley, H., Bucks, R., & Wilcock, G. (2001). Attentional control in Alzheimer's disease. Brain, 124, 1492 - 1508.

Della Sala, S., Logie, R.H., Beschin, N. & Denis, M. (2004). Preserved visuo-spatial transformations in representational neglect. Neuropsychologia, 42, 1358-1364.

Fletcher, P.C. & Henson, R.N.A. (2001). Frontal Lobes and Human Memory. Insights from functional brain imaging. Brain, 124, 849- 881.

Funahashi, S. (2007). The general-purpose working memory system and functions of the dorso-lateral pre-frontal cortex. In N. Osaka, R.H. Logie and M. D'Esposito (Eds.) The Cognitive Neuroscience of Working Memory. Oxford, UK: Oxford University Press, pp 213-229.

Logie, R.H., Cocchini, G., Della Sala, S. & Baddeley, A.D. (2004). Is there a specific executive capacity for dual task co-ordination? Evidence from Alzheimer's Disease. Neuropsychology, 18, 504-513.

Logie, R.H., Beschin, N., Della Sala, S. & Denis, M. (2005). Dissociating mental transformations and visuo-spatial storage in working memory. Evidence from representational neglect. Memory, 13, 430-434

Parra, M.A., Abrahams, S., Logie, R.H., Mendez, L.G., Lopera, F. & Della Sala, S. (2010) Visual short-term memory binding deficits in Familial Alzheimer's Disease. *Brain* 133, 2702-2713.

Postle, B.R., Druzgal, J. & D'Esposito, M. (2003). Seeking the neural substrates of visual working memory storage. Cortex, 39, 927-946.

Lecture 5 – Visual Working Memory and Mental Imagery

References

Allen, R. J., Baddeley, A. D., & Hitch, G. J. (2006). Is the binding of visual features in working memory resource-demanding? Journal of Experimental Psychology: General, 135, 298-313.

Andrade, J., Kemps, E., Werniers, Y., May, J., & Szmalec, A. (2002). Insensitivity of visual short-term memory to irrelevant visual information. The Quarterly Journal of Experimental Psychology, 55A(3), 753-774.

Kosslyn, S. M. (2005). Mental images and the brain. Cognitive Neuropsychology, 22(3/4), 333-347.

Logie, R.H. (2003). Spatial and Visual Working Memory: A Mental Workspace. In D. Irwin and B Ross (Eds.) Cognitive Vision: The Psychology of Learning and Motivation, Vol 42, pp 37-78. Elsevier Science (USA).

Logie, R.H., Brockmole, J. & Jaswal, S. (2011). Feature binding in visual working memory is unaffected by task-irrelevant changes of location, shape and color. *Memory and Cognition*, 39, 24-36.

Logie, R.H., Brockmole, J.R. & Vandenbroucke, A. (2009). Bound feature combinations in visual short-term memory are fragile but influence long-term learning. *Visual Cognition,* 17, 160-179.

Luck, S. J., & Vogel, E. W. (1997). The capacity of visual working memory for features and conjunctions. Nature, 390, 279-281.

Quinn, J. G., & McConnell, J. (1996). Irrelevant pictures in visual working memory. Quarterly Journal of Experimental Psychology, 49A, 200-215.

Rudkin, S., Pearson,, D.G. & Logie. R.H. (2007). Executive processes in visual and spatial working memory tasks. Quarterly Journal of Experimental Psychology 60, 79-100.
Saito, S., Logie, R.H., Morita, A. & Law, A. (2008). Visual and phonological similarity effects in verbal immediate serial recall: A test with kanji materials. *Journal of Memory and Language*, 59, 1-17.
Van der Meulen, M., Logie, R.H. & Della Sala, S. (2009). Selective interference with image retention and generation: Evidence for the workspace model. *Quarterly Journal of Experimental Psychology, 62,1*

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4.00pm, Friday 16 December 2011

MARXIST PSYCHOLOGY
Course Code: PSYL10092
Lecturer: Dr Richard Shillcock

Revised for 2011/12

We will explore the impact that Marxist philosophy has had on psychological theory and practice.

In 2005, Radio 4 listeners voted Karl Marx "Britain's favourite philosopher." Marxism has been an influential philosophy, not least concerning scientific practice, for the last 150 years (see, for instance, Levins and Lewontin's (1985) *The dialectical biologist*). Marxists see the world as a single totality based in movement and change, and emphasize the interconnectedness, complexity and specificity of that world. They prioritise the role of activity and practice, and the social construction of individual cognition. The human brain is the most complex, physically integrated entity we know; understanding the brain is all about making *abstractions* from all this complexity, and Marxists have a carefully worked-out position on just this issue.

We will look at theoretical positions and empirical research directly influenced by Marxism, studying the contribution of particular psychologists, exploring particular issues, reconstructing particular debates, and studying philosophical dimensions of psychological theories and models. We will predominantly be concerned with the psychology of language and higher cognition, but the intellectual conclusions will apply broadly across Psychology and to areas in which the philosophical and ideological assumptions are less explicit.

There are no course requirements of previous knowledge of philosophy or cognitive modelling.

Learning outcomes
On successful completion of the course, students will:
1. Acquire a working literacy in general philosophical terminology useful for psychologists.
2. Acquire a basic understanding of Marxist theory relevant to understanding natural phenomena, cognition, and the social construction of the individual.
3. Acquire an understanding of the implications of the Marxist outlook in the study of language and cognition.
4. Develop critical powers concerning the philosophical assumptions present in research.

Topics and readings
Each week will begin with a 50-minute lecture. Depending on the size of the group, the second part of each weekly session may contain elements of seminar work, small-group work, and discussion of the assessment topics. This course was first run in 2010-11, and has evolved somewhat for 2011-12. A book based on the course is in preparation and draft chapters will be available along with the set readings. All readings will be available on the WebCT pages for this course.

Week 1: Introduction to dialectical materialism and the implications for Psychology

Levins, R. (2006). Strategies of abstraction. *Biology and Philosophy*, *21*, 741–755.
Ollman, B. (2003). *Dance of the Dialectic: Steps in Marx's Method*. University of Illinois Press. Chapter 1.

Week 2: Philosophical issues in cognitive modelling

Shillcock, et al. (2011). Universals in cognition. (*ms.*)

Week 3: The materialist program for language research, from Vygotsky onwards
Bakhurst, D. (1991). *Consciousness and Revolution in Soviet Philosophy: From the Bolsheviks to Evald Ilyenkov*. Modern European Philosophy. Cambridge: Cambridge University Press. Chapter 3.
Shillcock, R. (2011). The schwa sound, materialist abstraction, the concrete universal, and the study of language use. (*ms.*)

Week 4: The Meshcheryakov Experiment: Soviet work on the education of blind-deaf children
30-minute film, in class, on the education of blind-deaf children, in Russia in the 1990s.
Bakhurst, D. & Padden, C. (1991). The Meshcheryakov experiment. *Learning and Instruction, 1*, 201–215.
Meshcheryakov, A.I. (1979). *Awakening to life: forming behaviour and the mind in deaf-blind children*. Progress Publishers. Selected chapter.

Week 5: The history of the IQ debate
Montagu, A. (1999). *Race and IQ*. Oxford University Press. Selected chapter(s).
A further selection (TBA) of readings will be available, sampling the history of this debate.

Assessment
Students will take a psychological phenomenon of their own choosing and, during the course, produce (a) a short (e.g. 10-20 articles) annotated bibliography of research papers on that topic, (b) a 2000-word exploration of the assumptions embedded in that research (relevant to the dialectical approach developed in the course), (c) a 1000-word discussion of how that research topic might be advanced. **Submission deadline: 4.00pm Thursday 1 March 2012** (marks will be returned by Thursday 22 March.

TWO copies of the essay (word processed, double spaced, 12 point font) should be submitted to the Teaching Office by the deadline. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via the course WebCT. We may submit a random sample of the essay write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given

MEMORY, AGEING AND THE BRAIN
Course Code: PSYL10095
Lecturer: Dr Alexa Morcom

New for 2011/12

This course will provide an overview of how brain changes lead to memory problems as people get old. The focus will be on episodic memory in normal (non-demented) ageing. A central consideration will be to what extent "it all goes together when it goes": is cognitive decline in ageing usefully seen as selective, or does it reflect underlying, generalised changes? The possibility of compensatory responses in the brain, that offset the loss of function, will also be discussed. The case of episodic memory will be used to illustrate the changes involved and the mechanisms that may be affected. There will be a special emphasis on cognitive neuroimaging methods, including functional and structural magnetic resonance imaging (fMRI/MRI), and event-related potentials (ERPs). No prior knowledge of brain imaging is assumed, and the course does not cover technical details of imaging but provides some introduction. This will involve discussion of theoretical issues concerned with what neuroimaging tells us about memory and ageing, and how it is combined with behavioural approaches.

Each session will include a lecture. The course will also include group discussions and student-led presentations of research papers. Students are expected to read each week's key references beforehand. Additional readings and resources will be posted on WebCT.

Learning outcomes
After following this course, students should be able:

- To understand the principal brain changes that occur in ageing, and how they may be linked to the typical pattern of memory decline
- To discuss how episodic memory encoding and retrieval and the underlying brain processes may change with ageing
- To demonstrate knowledge of the theoretical issues raised by neuroimaging studies of cognitive function in ageing

Reading for the course as a whole
Davachi, L. & Dobbins, I. G. (2008) Declarative Memory. Curr Dir Psychol Sci 17(2): 112-118.
Luo L., Craik F.I. (2008) Aging and memory: a cognitive approach. *Can J Psychiatry*. 53(6):346-53.
Shing YL, Werkle-Bergner M, Brehmer Y, Muller V, Li SC, Lindenberger U (2009) Episodic memory across the lifespan: The contributions of associative and strategic components. *Neurosci Biobehav Rev.* 34: 1080-1091.
Park, D.C., Gutchess, A.H. (2005). *Long-term memory and aging.* In Cabeza R, Nyberg L, Park DC. (Eds.) *The Cognitive Neuroscience of Aging* (pp.218-245). New York: Oxford University Press.

Week 1. Ageing and the brain
This week will introduce the age-related changes that occur in the brain and the functional brain imaging methods (EEG & fMRI).
Key references
Raz N, Rodrigue KM. (2006). Differential aging of the brain: patterns, cognitive correlates and modifiers. *Neurosci Biobehav Rev*. 30(6):730-48.
Chapters 1-4 of Ward, J. (2006). The Student's Guide to Cognitive Neuroscience. Hove: Psychology Press. Chapter 3 is available online as a sample chapter at
http://www.psypress.com/common/sample-chapters/9781848720039.pdf
Other references
Head, D., Rodrigue, K. M., Kennedy, K. M., & Raz, N. (2008). Neuroanatomical and cognitive mediators of age-related differences in episodic memory. *Neuropsychology, 22*(4), 491-507. (Also relevant for Week 2).
For fMRI see Chapters 1 and 2 in Cabeza, R & Kingstone, A (Eds) (2006). *Handbook of functional neuroimaging of cognition.* 2nd ed. MIT Press.
For ERPs (EEG) see Chapter 1 of Luck, S. (2005). *An introduction to the event-related potential technique.* MIT Press. Available online as a sample chapter at:
http://mitpress.mit.edu/books/chapters/0262621967chap1.pdf.

Week 2. Ageing, memory and performance: what are the questions?
We will consider the questions that need to be asked to understand how and why memory declines with age. This will involve some revision of ideas about episodic memory and how it declines in old age, and the introduction of some concepts about what questions functional brain imaging can address.

Key references

Mitchell, K. J., & Johnson, M. K. (2009). Source monitoring 15 years later: what have we learned from fMRI about the neural mechanisms of source memory? P*sychol Bull, 135(*4), 638-677.
Rugg M.D., Morcom A.M. (2005). The Relationship between Brain Activity, Cognitive Performance and Aging: The Case of Memory. In Cabeza R, Nyberg L, Park DC. (Eds.) *The Cognitive Neuroscience of Aging* (pp.132-154). New York: Oxford University Press.

Other references

Siedlecki, K. L., Salthouse, T. A., & Berish, D. E. (2005). Is there anything special about the aging of source memory? *Psychol Aging*, 20(1), 19-32.
Salthouse, T.A. **(**1996). The processing speed theory of adult age differences in cognition. *Psychol Rev.* 103(3), 403-428.

Week 2. Stages and processes in episodic memory: encoding
What is the evidence for impairment of memory encoding in older adults? Evidence for changes will be considered in the context of theories about how this works in young adults.

Key references

Blumenfeld, R. S. & Ranganath, C. (2007) Prefrontal cortex and long-term memory encoding: an integrative review of findings from neuropsychology and neuroimaging. *Neuroscientist* 13(3): 280-291.
Rugg, M. D., Otten, L. J. & Henson, R. N. (2002) The neural basis of episodic memory: evidence from functional neuroimaging. *Phil Trans Roy Soc London* 357(1424): 1097-1110.
Logan J.M., Sanders A.L., Snyder A.Z., Morris J.C., Buckner R.L. (2002). Under-recruitment and nonselective recruitment: dissociable neural mechanisms associated with aging. *Neuron* 2002; 33: 827-840.
Morcom A.M., Good C.D., Frackowiak R.S., Rugg M.D. (2003). Age effects on the neural correlates of successful memory encoding. *Brain*. 126(Pt 1):213-29.

Week 3. Stages and processes in episodic memory: retrieval
What is the evidence for impairment of memory retrieval in older adults? Evidence for changes will be considered in the context of theories about how this works in young adults and with a focus on the processing of retrieval cues.

Key references

Rugg, M. D. & Wilding, E. L. (2000) Retrieval processing and episodic memory. *Trends Cogn Sci* 4(3): 108-115.
Dobbins, I. G., Rice, H. J., Wagner, A. D. & Schacter, D. L. (2003) Memory orientation and success: separable neurocognitive components underlying episodic recognition. *Neuropsychologia* 41(3): 318-333.
Duverne, S., Motamedinia, S. & Rugg, M. D. (2009) Effects of age on the neural correlates of retrieval cue processing are modulated by task demands. *J Cogn Neurosci* 21(1): 1-17.
Jacoby, L. L., Shimizu, Y., Velanova, K. & Rhodes, M. G. (2005) Age differences in depth of retrieval: Memory for foils. *J Mem Lang* 52(4): 493-504.
Luo, L. & Craik, F. I. M. (2009) Age differences in recollection: Specificity effects at retrieval. *J Mem Lang* 60(4): 421-436.

Week 4. False memory: retrieval and encoding?
Older adults often show higher rates of false memory than the young. This week we will consider two theories that explain this in terms of frontal lobe, or medial temporal lobe impairment. This integrates concepts already introduced, and evidence from behavioural and imaging research.

Key references

Glisky, E. L., Rubin, S. R., & Davidson, P. S. (2001). Source memory in older adults: an encoding or retrieval problem? *J Exp Psychol Learn Mem Cogn*, *27*(5), 1131-1146.
Chan, J. C. & McDermott, K. B. (2007) The effects of frontal lobe functioning and age on veridical and false recall. *Psychon Bull Rev* 14(4): 606-611.

Aizpurua, A., & Koutstaal, W. (2010). Aging and flexible remembering: contributions of conceptual span, fluid intelligence, and frontal functioning. *Psychol Aging*, 25(1), 193-207.
Yassa, M. A., Lacy, J. W., Stark, S. M., Albert, M. S., Gallagher, M. & Stark, C. E. (2010) Pattern separation deficits associated with increased hippocampal CA3 and dentate gyrus activity in nondemented older adults. *Hippocampus.*

Week 4. Decline and compensation in ageing: Good news?
Perhaps the most striking finding in the cognitive neuroscience of ageing is 'over-recruitment' – the tendency of older adults to recruit brain regions during task performance that are not engaged in the young. It is also one of the more controversial issues. We will consider the main accounts of over-recruitment and ask whether it is really good news for cognitive ageing.

Key references

Duverne S., Motamedinia S., Rugg M.D. (2009). The Relationship between Aging, Performance, and the Neural Correlates of Successful Memory Encoding. *Cereb Cortex*. 19(3): 733-744.
Eyler, L. T., Sherzai, A., Kaup, A. R., & Jeste, D. V. (2011). A Review of Functional Brain Imaging Correlates of Successful Cognitive Aging. *Biol Psychiatry,* 2011 Society of Biological Psychiatry. Published by Elsevier Inc.
Reuter-Lorenz, P. A. & Lustig, C. (2005) Brain aging: reorganizing discoveries about the aging mind. *Current Opinion Neurobiol* 15(2): 245-251.
Rajah MN, D'Esposito M. Region-specific changes in prefrontal function with age: a review of PET and fMRI studies on working and episodic memory. *Brain*. 2005 128(9):1964-83.

Other references

Daselaar S., Cabeza R. Age-related changes in hemispheric organization. In Cabeza R, Nyberg L, Park DC. (Eds.) *The Cognitive Neuroscience of Aging* (pp.325-353). New York: Oxford University Press.
Nyberg, L., Salami, A., Andersson, M., Eriksson, J., Kalpouzos, G., Kauppi, K., Lind, J., Pudas, S., Persson, J. & Nilsson, L. G. (2010) Longitudinal evidence for diminished frontal cortex function in aging. *Proc Natl Acad Sci U S A.* 107: 22682-22686.

Assessment
Students will write a 2500-word essay in the style and format of a review in Current Directions in Psychological Science, along with a 3-5 bullet-point summary suitable for an electronic format journal's website. This essay will present a selective review of an important issue raised in the course. **Submission deadline: 4.00pm Thursday 19 January 2012** (marks will be returned by Thursday 9 February).

Semester 1 visiting students only:
Essay submission deadline: 4pm Friday 16 December 2011

TWO copies of the essay (word processed, double spaced, 12 point font) should be submitted to the Teaching Office by the deadline. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via the course WebCT. We may submit a random sample of the essay write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days late, 5 marks per working day will be deducted
- More than 5 working days late, a mark of zero will be given

MIND, BODY, AND CONSCIOUSNESS
Course Code: PSYL10025
Lecturer: Dr Billy Lee

Revised for 2011/12

Course description
The course introduces the hard problem of human consciousness and its context within contemporary psychology. It examines the role of the 'ghost in the machine' and related concepts including the Homunculus Fallacy, Cartesian Theatre, Chinese Room, and Inverted Spectrum. Participants will have the opportunity to engage with phenomenological psychology and to debate and explore its ramifications. The course provides the opportunity to explore literature on embodiment, lived experience, intersubjectivity, the unconscious, and authenticity. Each two hour lecture consists of a practical and a theoretical period. In the practicum participants work together in small groups on structured tasks that offer the opportunity to experience the phenomenon under examination. In the theoretical period the course leader will introduce and summarise the topic, and some designated students will present short summaries of their readings.

Learning outcomes
By the end of the course participants will have both a theoretical and an experiential understanding of some distinctive features of human consciousness and be able to:

- identify the distinctive features of phenomenological psychology and to critique experimental psychology and the cognitive neurosciences.
- evaluate notions of embodiment, lived experience, intersubjectivity, the unconscious, and authenticity in human experience.
- formulate applications of phenomenological psychology and be able to give a coherent account of psychological phenomena in phenomenological terms.

Lectures

Week 1: The Hard Problem
What is special about 'I' ? Why 'I' is not just another 'object' in the world.

Week 2: Lived Experience
What is first personal givenness of experience? Is it physical, metaphysical?

Week 3: The Lived Body
Phenomenology. Difference between the body–subject and body–object.

Week 4: Self and Other
Intersubjectivity. The being for itself, being for others, and being with others.

Week 5: Authenticity
What is consciousness of self? Why is the unconscious unconscious?

References

The Hard Problem
Blackmore, S. (2001). State of the art: Consciousness. The Psychologist, 14, 522-525.

Kenny, A. (1989). Abilities, Faculties, Powers and Dispositions. In The Metaphysics of Mind. Oxford University Press.

Lee, B. (2007). Nonverbal intimacy as a benchmark for human–robot interaction. Interaction Studies, 8, 411-422.

Storr, A. (1987). Why Psychoanalysis Is Not a Science. In Mindwaves: Thoughts on Intelligence, Identity and Consciousness. (Eds. C. Blakemore and S. Greenfield). Blackwell.

Bladerunner: A film about a future with runaway replicants. Scenes of Deckard's empathy test and Roy dying. Question: Are Rachel and Roy 'persons', ontologically speaking?

Lived Experience

Butt, T. (2004). Interpretive Understanding (pp. 88-99, 103-107) and The Sense of Self. In Understanding People. Palgrave.

Langdridge, D. (2007). Phenomenological Psychology. Pearson Education Ltd. (pp. 8-40).

Cole. J. (1999). On Being Faceless. In Models of The Self. Eds. S. Gallagher and J. Shear. Imprint Academic.

Sass, L. A. (1999). Schizophrenia, Self-consciousness, and The Modern Mind. In Models of The Self. Eds. S. Gallagher and J. Shear. Imprint Academic.

The Lived Body

Butt, T (2004). The Unconscious. In Understanding People. Palgrave Macmillan.

Crossley, N. (2001). Meaning, action and desire: A preliminary sketch of embodied agency. In The Social Body: Habit, Identity, Desire. Sage. (pp. 63-90).

Findlay, L (2006). The body's disclosure in phenomenological research. Qualitative Research in Psychology, 3, 19-30.

Gendlin, E. (2003). Beyond Postmodernism: From concepts through experiencing. In Understanding Experience: Psychotherapy and Postmodernism (Ed. R Frie). Routledge.

Merleau-Ponty, M. (1962). The theory of the body is already a theory of perception. In Phenomenology of Perception. Routledge. (pp. 203-206).

Sartre, J.P. (1958). The Body. In Being and Nothingness. Routledge. (pp. 327-329).

Self and Other

Gomez, J. C. (1998). Do concepts of intersubjectivity apply to non-human primates? In Intersubjective Communication and Emotion in Early Ontogeny. (Ed. S. Braten). CUP.

Meltzoff, A. N. and Moore, M. K (1998). Infant intersubjectivity: broadening the dialogue to include imitation, identity and intention. In Intersubjective Communication and Emotion in Early Ontogeny. (Ed. S. Braten). CUP.

Miller, R. S. (2004). Emotion as adaptive interpersonal communication: the case of embarrassment. In The Social Life of Emotions. (Eds. LZ Tiedens & CW Leach). CUP.

Reupert, A. (2008). A trans-disciplinary study of the therapist's use of self. European Journal of Psychotherapy and Counselling, 10, 369-383.

Sartre, J. P. (1958). The Encounter with the Other. In Basic Writings of Existentialism (Ed. G Marino), pp 391-409. New York: The Modern Library Classics.

Spinelli, E. (2005). The perception of self. In The interpreted World: An introduction to phenomenological psychology. Sage.

Authenticity

Butt, T (2004). Psychological Reconstruction. In Understanding People. Palgrave Macmillan.

Cannon, B. (2003). Sartre's contribution to psychoanalysis. In Understanding Experience: Psychotherapy and Postmodernism (Ed. R Frie). Routledge.

Flynn, T. R. (2006). Chapter on Authenticity. In Existentialism: A Very Short Introduction. Oxford University Press.

Mills, J. (2003). A phenomenology of becoming: reflections on authenticity. In Understanding Experience: Psychotherapy and Postmodernism (Ed. R Frie). Routledge.

Sartre, J. P. (1958). Existential Psychoanalysis. In Being and Nothingness. Routledge. pp. 589-596.

Assessment
Assessment is by a final examination (75%) and five coursework assignments (25%). To pass the final examination students will need to identify the key features of phenomenological psychology, and formulate a phenomenological account of an everyday experience selected at the examination. A coursework assignment based on each lecture must be submitted within two weeks of that lecture. This will be a 500 word reflection on the participant's lived experience, relating this to their learning from the lecture and practicum.

Semester 1 visiting students only:
Essay submission deadline: 4pm Friday 16 December 2011

NEUROPSYCHOLOGY OF PERCEPTION AND ACTION
Course Code: PSYL10060
Lecturer: Dr Rob McIntosh

Course description
This course will provide an overview of the brain systems supporting perception of the spatial world, and controlling the movements of our bodies in space. The visual system will be used to illustrate the core principle of modularity, by which complex tasks are broken down into independent sub-tasks that can proceed in parallel. Some basic requirements for the control of skilled actions such as reaching-and-grasping will then be considered. There will be discussion of evidence that the brain systems supporting the visual guidance of action are separate from those giving rise to visual awareness, so that the view of the world available to our mind's eye is not that which guides our movements. This course will draw on evidence from a wide range of research methods, with special emphasis given to the study of brain-damaged individuals with abnormalities of visual perception, attention or action (e.g. visual agnosia, visual neglect, optic ataxia).

Learning outcomes
- To understand the core concept of modularity, and to be able to provide examples of modular processing in human vision.
- To understand the special role of the neuropsychological double dissociation in inferring modularity, and to be able to cite examples from the research literature.
- To appreciate the sensory cues available to the nervous system for representing the spatial world, and to understand how these cues are exploited.
- To understand the basic properties of feedforward and feedback control systems, and to be able to relate these to the control of human actions.

Lecture 1: Seeing & being in a spatial world
This lecture will consider the utility of vision from an evolutionary standpoint. Ecological and computational approaches to the study of spatial vision will be discussed, and the range of depth cues available to the brain in constructing a representation of 3D space will be reviewed. It will be argued that the brain has evolved to utilise multiple cues in a flexible, task-dependent manner.

Bruce, Green & Georgeson. (1996) *Visual perception (3rd edition)*. Psychology Press.
Eysenck MW & Keane MT. (2005). *Cognitive psychology (5th edition)*. Psychology Press. Chapter 2.
Landy MS, Maloney LT, Johnston EB & Young M. (1995) Measurement and modeling of depth cue combination: in defence of weak fusion. *Vision Research* 35: 389-412.
Palmer SE (1999). *Vision science: photons to phenomenology*. Bradford Books. Chapter 5.
Pinker, S. (1997) *How the mind works*. WW Norton & Co. Chapter 4.
Tresilian JR (1999). Visually-timed action: time out for 'tau'?. *Trends in Cognitive Sciences* 3: 301-310.

Lecture 2: The active observer
This lecture will consider spatial perception more broadly from the point of view of the whole organism, considering what the brain needs to know in order to control behaviour. We will discuss the representation of one's own body in space, and the importance of spatial reference frames in representing visual information in a task-appropriate manner. The experimental study of goal-directed actions will be introduced and feed-forward and feedback control processes discussed.

Desmurget M & Grafton S. (2000). Forward modelling allows feedback control for fast reaching movements. *Trends in Cognitive Sciences* 4: 423-431.
Jeannerod M. (1988) *The neural and behavioural organization of goal-directed movements.* Clarendon Press.
Jeannerod M. (1997) *The cognitive neuroscience of action.* Blackwell. Chapters 2 & 3.

Lecture 3: Modularity of vision I: vision for perception
Cortical and subcortical routes from eye to brain will be reviewed. The idea that different pathways may operate in parallel, having complementary functions, will be considered. The rest of the lecture will focus on the concept of modularity, illustrated by the bizarre, selective deficits that can follow

damage to visual areas of the brain (e.g. achromatopsia, akinetopsia and the visual agnosias). A detailed case history of DF, a patient with visual form agnosia, will be presented.

Eysenck MW & Keane MT. (2005). *Cognitive psychology (5th edition)*. Psychology Press. Chapters 2 & 5.
Gazzaniga MS, Ivry RB & Mangun GR. (2002) *Cognitive Neuroscience: the biology of the mind (2nd Edition)*. WW Norton & Co. Chapters 5 & 7.
Goodale MA, Milner AD, Jakobnson LS & Carey DP (1991). A neurological dissociation between perceiving objects and grasping them. *Nature* 349: 154-156.
Goodale MA & Milner AD. (2004) *Sight unseen*. Oxford University Press.
Milner AD & Goodale MA (1995) *The visual brain in action*. Oxford University Press.
Milner AD, Perret DI, Johnston RS, Benson PJ, Jordan TR, Heeley DW *et al* (1991). Perception and action in visual form agnosia. *Brain* 114: 405-428.
Ramachandran & Blakeslee (1998). *Phantoms in the brain*. Fourth Estate. Chapter 4.

Lecture 4: Modularity of vision II: vision for action
As a counterpart to the previous lecture, selective deficits of vision for action will be considered, focusing on patients with optic ataxia, a disorder of visually-guided movement. The second part of the lecture will address the role of awareness in the control of behaviour. It will be argued that certain types of visually-guided action may not require any awareness of the visual information that guides them. This will be supported by evidence from blindsight and the neglect syndrome.

Jeannerod M, Decety J & Michel F. (1994) Impairment of grasping movements following bilateral posterior parietal lesion. *Neuropsychologia* 32: 369–380.
Khan AZ, Pisella L, Vighetto A, Cotton F, Luauté L, Bopisson D, Salemme R, Crawford JD & Rossetti Y. (2005) Optic ataxic errors depend on remapped, not viewed, target location. *Nature Neuroscience* 8: 418-420.
McIntosh RD, McClements KI, Schindler I, Cassidy TP, Birchall A & Milner AD (2004). Avoidance of obstacles in the absence of visual awareness. *Proceedings of the Royal Society of London B.* 271: 15-20.
Perenin MT & Vighetto A. (1988) Optic ataxia: a specific disruption in visuomotor mechanisms, I. Different aspects of the deficit in reaching for objects. *Brain* 111: 643–674.
Pisella L, Gréa H, Tilikete C, Vighetto A, Desmurget M, Rode G, Boisson D & Rossetti Y. (2000) An 'automatic pilot' for the hand in human posterior parietal cortex: toward reinterpreting optic ataxia. *Nature Neuroscience* 3: 729-736.
Weiskrantz L. (1990) *Blindsight.* Oxford University Press.

Lecture 5: Visual routes to action
This final session will draw together material from Lectures 1-4 to arrive at an integrated model of perception and action, and the various routes by which visual information can influence goal-directed behaviour. The critical role of action in perception will be discussed, as well as the contribution of perception to action. Where previous lectures have emphasised dissociations between processes of perception and action in the damaged brain, this lecture will focus on their collaboration to produce coherent behaviour in the healthy brain.

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4pm Friday 16 December 2011

PARAPSYCHOLOGY
Course Code: PSYL10026
Lecturer: Professor Deborah Delanoy

Revised for 2011/12

General description
The course assumes that most students have had little or no previous exposure to research in parapsychology. Parapsychology is defined as the scientific investigation of *apparent* new means of communication or influence between the organism and its environment, known as 'psi'. The course does not presume that psi exists, but treats this as a scientifically-testable hypothesis and reviews the findings of laboratory psi research. Moving out of the lab, we also examine people's real-life 'paranormal' experiences and beliefs, and the models that have been put forward to understand these. Finally, we consider the wider scientific implications of parapsychology.

Option aims
- To provide an overview of the principal methods, findings, and issues in parapsychology.
- To encourage critical thinking about scientific claims, in parapsychology and beyond.

Learning methods and resources
The course will be primarily taught in lecture format, with students being expected to read each week's key references beforehand. These are listed below. Materials (summary handouts; powerpoint slides; podcasts; list of recommended readings) are posted on Web-CT. Further general background readings, downloads, FAQs, links, etc. are available at:
http://www.koestler-parapsychology.psy.ed.ac.uk/cwatt/
and
http://www.koestler-parapsychology.psy.ed.ac.uk/
The Koestler Parapsychology Library (Room G5) contains parapsychology journals and conference proceedings that cannot be found online, as well as an extensive collection of books, undergraduate dissertations, and postgraduate theses on parapsychological topics. The references below are on reserve with Karen Fleet.

Learning outcomes
Students will become familiar with:
- the main methods used for controlled laboratory testing of claims of anomalous information transfer or influence;
- the findings of meta-analytic reviews of ganzfeld-ESP, PK-RNG, and DMILS research;
- the phenomenology of spontaneous paranormal experiences and the models that have been proposed to explain why people have these experiences;
- the methodological challenges involved in testing claims of anomalous communication or influence;
- factors leading to scientific controversies, and ways to help resolve controversies.

Course content and references
An overview of parapsychology's methods and results can be found in the textbook: Irwin, H.J. & Watt, C. (2007). *An Introduction to Parapsychology. Fifth Edition*. London: McFarland. A list of key weekly references and supplementary reading will be posted on WebCT. Difficult-to-find references will be placed on reserve in the psychology library.

Week 1: What is Parapsychology?
Terminology. Different approaches to research in parapsychology, and their advantages and disadvantages. History of parapsychology and psychical research.

Week 2: Experimental Procedures
ESP research methods. Choices in ESP testing. PK research methods. Methodological considerations – eliminating error, leakage, artefact, fraud.

Week 3: ESP and PK Research Findings

Replication and meta-analysis in parapsychology. ESP research findings: The ganzfeld debate. PK-RNG research findings. EDA-DMILS research findings.

Week 4: Understanding Paranormal Experiences
The phenomenology of paranormal experiences. Measuring and categorising belief in the paranormal. Four theories of belief in the paranormal.

Week 5: Theories and Implications of Parapsychology
The major theories of psi (psychological and physical theories). The implications of parapsychology: methodological; experimenter effects; metaphysical.

Assessment
Assessment is by essay (maximum length 3000 words). A choice of essay topics will be provided. **Submission deadline: 4.00pm Thursday 19 January 2012** (marks will be returned by Thursday 9 February).

Semester 1 visiting students only:
Essay submission deadline: 4.00pm Friday 16 December 2011

TWO copies of the essay (word processed, double spaced, 12 point font) should be submitted to the Teaching Office by the deadline. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via the course WebCT. We may submit a random sample of the essay write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days late, 5 marks per working day will be deducted
- More than 5 working days late, a mark of zero will be given

PSYCHOLINGUISTICS OF LANGUAGE PRODUCTION
Course Code: PSYL10027
Lecturer: Professor Holly Branigan

Aims

- To introduce and guide independent study of current research literature in the psychology of language production, with reference to monologue and dialogue contexts.
- To examine a variety of methods of investigating language production.
- To explore and contrast different theoretical approaches to language production.
- To encourage the making of connections between language production and other aspects of human cognition and behaviour.
- To encourage critical and analytic thinking.

Learning outcomes
By the end of the course you should:

- be familiar with models of language production;
- understand the experimental and other evidence that supports the various models;
- be familiar with major experimental techniques for investigating language production;
- be able to apply your knowledge to wider discussion of how people use language.

Overview
Language production is a deceptively complex task. In this option, we will consider how people are able to rapidly retrieve and combine words to form grammatical utterances, both with and without the presence of a listener. We will begin by considering the fundamental processes that are involved in producing utterances. We then focus on how these processes might be affected by the presence of a listener, by examining current research on language production in dialogue.

Lectures
1. Methodological issues and overview. We will start off by considering why language production is difficult. We then consider some of the methodologies that have been developed to study language production, before discussing the various stages of processing that have been identified, and how they might fit into a model of language production.
Reference
Bock, K., & Huitema, J. (1999). Language production. In S. Garrod & M. Pickering (Eds.), Language Processing (pp. 365-388). Hove: Psychology Press.

2. Lexical processing. We discuss how speakers choose and retrieve the right words, and how this process may sometimes go wrong.
Reference
Levelt, W.J.M., Roelofs, A., & Meyer, A.S. (1999). A theory of lexical access in speech production. *Behavioral and Brain Sciences*, 22, 1-75.

3. Syntactic processing. We consider how speakers put together individual words to make complex sentences, and the factors that may affect this process.
Reference
Bock, K. & Levelt, W.J.M. (1994). Language production: grammatical encoding. In M.Gernsbacher (Ed). *Handbook of Psycholinguistics*, Academic Press, New York.

4 and 5. Production in dialogue. We explore how language production occurs in dialogue, and the extent to which speakers may be cooperative, adapting their utterances to fit their audience, or selfish, focusing primarily on their own needs.
Reference
Garrod, S. (1999). The challenge of dialogue for theories of language processing. In S. Garrod & M. Pickering (Eds.), Language Processing (pp. 389-415). Hove: Psychology Press.

Further detailed references will be provided during the course.

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4.00pm Friday 16 December 2011

PSYCHOLOGICAL THERAPIES
Course Code: PSYL10033
Lecturers: Professor Mick Power, Dr David Gillanders, Dr Ken Laidlaw, Dr Jill Cossar, Dr Adam Burley

Please note lecture details below are subject to change

Lecture	Content	Staff
1	Overview of psychological therapies	Dr David Gillanders
2	Cognitive behavioural therapy	Dr Ken Laidlaw
3	Interpersonal Psychotherapy	Prof Mick Power
4	Psychological therapy with children	Dr Jill Cossar
5	Psychodynamic Psychotherapy	Dr Adam Burley

Learning outcomes
By the end of the course, students will:
- have gained an understanding of the main types of psychotherapy models in use in the UK (Cognitive, Behavioural, Interpersonal and Psychodynamic)
- have gained a comprehensive knowledge of the efficacy of a range of psychological treatment models for emotional disorders.
- have been introduced to recent developments in psychotherapy (older adults, schizophrenia)

References

Bateman, A.,Brown, D. & Pedder (2000). *Introduction to Psychotherapy* (3rd ed). London: Routledge.
Champion, L.A. & Power, M.J. (2000). *Adult Psychological Problems: An Introduction* (2nd ed.) Psychology Press.
Power, M. (2004). *Mood Disorders: a handbook of science and practice*. Wiley.
Roth, A. & Fonagy, P. (2004). *What works for whom? A critical review of psychotherapy research*. (2nd ed. Rev). Guildford Press.
Holmes, J. (2001). *The Search for the Secure Base: Attachment Theory and Psychotherapy*. London: Routledge. Chapter 2.
Bowlby, J. (1988). *A Secure Base: Clinical Applications of Attachment Theory*. London: Routledge. Chapters 7 & 8.
Weissman, M.M., Markowitz, J.C. & Klerman, G.L. (2000). *Comprehensive Guide to Interpersonal Psychotherapy*. New York: Basic Books.
Stuart, S. & Robertson, M. (2003). *Interpersonal Psychotherapy: A clinician's Guide.* London: Arnold. See Theory and clinical applications. Chapter 2 p.13-32.
Elkin, I. et al (1989). NIMH treatment of depression collaborative research program: General effectiveness of treatments. *Archives of General Psychiatry*, 46, 971-982.
Axline, V.M. (1974*). Play Therapy*. Ballantine.
Winnicott, D.W. (1991). *The Child, the Family and the Outside World*. Penguin.

READING LIST ADDITIONS 2011

Essential Psychotherapies Theory and Practice, 3rd Edition. Edited by Stanley B. Messer**,** Alan S. Gurman *Published* 7th June 2011 by Guilford Press – 516 pages 978-1-60918-197-0
Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment by Alicia F. Lieberman**,** Patricia Van Horn. *Published* 13th May 2011 by Guilford Press – 366 pages. 978-1-59385-675-5
Interpersonal Psychotherapy for Depressed Adolescents 2nd Edition by Laura Mufson**,** Kristin Pollack Dorta**,** Donna Moreau**,** Myrna M. Weissman. *Published* 25th February 2011 by Guilford Press – 315 pages 978-1-59385-042-5
Relational Theory and the Practice of Psychotherapy by Paul L. Wachtel**.** *Published* 17th December 2010 by Guilford Press – 338 pages. 978-1-59385-614-4
Evidence-Based Psychotherapies for Children and Adolescents 2nd Edition. Edited by John R. Weisz**,** Alan E. Kazdin *Published* 18th February 2010 by Guilford Press – 602 pages. 978-1-59385-974-9.

Cognitive Behavioural Therapy in Mental Health Care by Alec Grant, Michael Townend, Ronan Mulhern and Nigel Short. Published 2010 by Sage. 9781847876058
The Pocket Guide to Therapy by Stephen Weatherhead and Graham Flaherty-Jones. Published 2011 by Sage. 9780857024923.

Assessment
100% examination (April/May diet)

SOCIAL JUDGMENT AND DECISION MAKING
Course Code: PSYL10040
Lecturer: Dr Alison Lenton

Revised for 2011/12

Aims and objectives:
This challenging option examines the field of judgment and decision making (JDM), both from the perspective of the individual judge/decision maker and from the perspective of groups of people making judgments and decisions. In both cases, the course asks the question *are humans any good at JDM*? The course incorporates a variety of demonstrations (requiring student involvement) of JDM theories and concepts in order to facilitate student understanding and to make the lectures more dynamic. The course also includes a "research spotlight" focussing on the course organiser's own JDM-related studies.

Learning outcomes
By the module's end, the students should possess: (1) an appreciation of the major theoretical/conceptual issues in JDM, both individual and collective; (2) experience applying some of these issues to real-world decision making; (3) an in-depth understanding of whether there is such a thing as "too much choice"; and (4) improved critical assessment skills (e.g., of empirical evidence).

Classes
1 Theories and Concepts of Individual JDM I
2 Theories and Concepts of Individual JDM II
3 Application-of-Concepts Activity **+** Research Spotlight on 'Too Much Choice'
4 Theories and Concepts of Group JDM I
5 Theories and Concepts of Group JDM II **+** Application-of-Concepts Activity

References[1]
While you are expected to read all of the below, the asterisks denote readings to which you should pay additional attention (i.e., these are the priority resources/readings).

Individual JDM

Dawes, R. M. (1998). Behavioral decision making and judgment. In S. T. Fiske, D. T. Gilbert, and G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 1, 4th Edition, pp. 497-548). New York, NY: McGraw-Hill.

*Gigerenzer, G., P. M. Todd, and the ABC [Adaptive Behavior and Cognition] Research Group. (2000). *Simple heuristics that make us smart*. Oxford, UK: Oxford University Press.

Hardman, D. (2009). Judgment and decision making: psychological perspectives. Oxford, UK: BPS-Blackwell. {Author's blog: http://judgmentanddecisionmaking.blogspot.com/}

*Haselton, M. G. & Funder, D. (2006). The evolution of accuracy and bias in social judgment. In M. Schaller, D. T. Kenrick, & J. A. Simpson (Eds.), *Evolution and Social Psychology* (pp.15-37). New York: Psychology Press.
[http://www.sscnet.ucla.edu/comm/haselton/webdocs/HaseltonFunder.pdf]

Kahneman, D. & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica, 47*, 263-291. [http://prospect-theory.behaviouralfinance.net/KaTv79.pdf]

*Keys, D. J., & Schwartz, B. (2007). "Leaky" rationality: How research on behavioral decision making challenges normative standards of rationality. *Perspectives on Psychological Science, 2,* 162-180. [http://www.swarthmore.edu/Documents/academics/psychology/keys_schwartz07.pdf]

*Plous, S. (1993). *The psychology of judgment and decision making*. New Orkney: McGraw-Hill.

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, *185*, 1124-1131. [Reprinted in D. Kahneman, P. Slovic, & A. Tversky (Eds.), *Judgment under uncertainty: Heuristics and biases* (pp. 3-20). Cambridge: Cambridge University Press.]

Too much choice

*Chernev, A. (2003). When more is less and less is more: The role of ideal point availability and assortment in consumer choice. *Journal of Consumer Research, 30*, 170-183.

*Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality and Social Psychology, 79*, 995–1006.

Lenton, A. P., Fasolo, B., & Todd, P. M. (2008). 'Shopping' for a mate: Expected vs. experienced preferences in online mate choice. *IEEE Transactions on Professional Communication (Special Section: Darwinian Perspectives on Electronic Communication), 51*, 169-182.
Lenton, A. P., Fasolo, B., & Todd, P. M (2009). The relationship between number of potential mates and mating skew in humans. *Animal Behaviour, 77*, 55-60.
*Lenton, A. P., & Francesconi, M. (2010). How humans cognitively manage an abundance of mates. *Psychological Science, 21,* 528-533.
Lenton, A. P., & Francesconi, M. (2011). Too much of a good thing? Variety is confusing in mate choice. *Biology Letters, 7*, 528-531.
Schwartz, B., Ward, A., Monterosso, J., Lyubomirsky, S., White, K., & Lehman, D. (2002). Maximizing versus satisficing: Happiness is a matter of choice. *Journal of Personality and Social Psychology, 83*, 1178-1197.
*Scheibehenne, B., Greifeneder, R. & Todd, P. M. (2010). Can There Ever be Too Many Options? A Meta-Analytic Review of Choice Overload. *Journal of Consumer Research, 37*, 409-425. [http://www.scheibehenne.de/ScheibehenneGreifenederTodd2010.pdf]
Sela, A., Berger, J., & Liu, W. (2009). Variety, virtue, and vice: How assortment size influences option choice. *Journal of Consumer Research, 35*, 941-951.
*White C. M. & Hoffrage, U. (2009). Testing the tyranny of too much choice against the allure of more choice. *Psychology & Marketing, 26*, 280-298.

Group JDM

*Baron, R. S., Vandello, J., & Brunsman, B. (1996). The forgotten variable in conformity research: Impact of task importance on social influence. *Journal of Personality and Social Psychology, 71*, 915–927.
Bond, R., & Smith, P. B. (1996). Culture and conformity: A meta-analysis of studies using Asch's line judgment task. *Psychological Bulletin, 119*, 111–137. [http://www.radford.edu/~jaspelme/_private/gradsoc_articles/individualism_collectivism/conformity%20and%20culture.pdf]
Diehl, M., & Stroebe, W. (1987). Productivity loss in brainstorming groups: Toward the solution of a riddle. *Journal of Personality and Social Psychology, 53*, 497-509.
*Esser, J.K. (1998). Alive and well after 25 years: A review of groupthink research. Organizational Behavior & Human Decision *Processes, 73*, 116-141. [http://liquidbriefing.com/twiki/pub/Dev/RefEsser1998/alive_and_well_after_25_years.pdf]
*Kerr, N. L. & Tindale, R. S. (2004). Group Performance and Decision Making. *Annual Review of Psychology, 55*, 623-55. [http://users.skynet.be/bs939021/artikels/group%20performance%20and%20decision%20making.pdf]
*Mauro, R., Pierro, A., Mannetti, L., Higgins, E. T., & Kruglanski, A. W. (2009). The perfect mix: Regulatory complementarity and the speed-accuracy balance in group performance. *Psychological Science*, 20, 681-685. [http://www.psychologicalscience.org/emails/twips/mauro.pdf]
*Mesmer-Magnus, J. R., & DeChurch, L. A. (2009). Information sharing and team performance: A meta-analysis. *Journal of Applied Psychology, 94*, 535-546. [http://www.apa.org/pubs/journals/releases/apl942535.pdf]
Stasser, G., & Titus, W. (1985). Pooling of unshared information in group decision making: Biased information sampling during discussion. *Journal of Personality and Social Psychology, 48*, 1467-1478. [http://heatherlench.com/wp-content/uploads/2008/07/stasser-titus.pdf]
Turner, M. E. & Pratkanis, A. R. (1998). Twenty-five years of groupthink theory and research: Lessons from the evaluation of a theory. *Organizational Behavior & Human Decision Processes, 73*, 105-115. [http://carmine.se.edu/cvonbergen/Twenty-Five%20Years%20of%20Groupthink%20Theory%20and%20Research_Lessons%20from%20the%20Evaluation%20of%20a%20Theory.pdf]
*Whyte, G. (1991). Diffusion of responsibility: Effects on the escalation tendency. *Journal of Applied Psychology, 76*, 408-415. [http://www.csub.edu/~mdulcich/documents/diffusion_of_responsibility.pdf]

[1] Most readings can be found in the University and/or PPLS Library. For readings that cannot be found at either library, however, they can either be retrieved online (see urls provided above OR try google-ing!) or the Lecturer will make a copy available to you.

Assessment
100% examination (April/May diet)

Semester 1 visiting students only:
Essay submission deadline: 4.00pm Friday 16 December 2011

TUTORIAL COURSE
Course Code: PSYL10090
Course Organiser: Dr Wendy Johnson

Revised for 2011/12

Short description:
This course is very different from other courses in the curriculum. It does not deal with a specific topic, branch of psychology or methodological approach. Rather, it offers students the opportunity to reflect on what they have learned during their study and to integrate their knowledge across a range of psychological topics. It encourages critical thinking, discussion and creativity. It is intended to raise awareness of the role of psychology in society. Teaching is in small groups, and students are given the opportunity to present their work, and to obtain immediate feedback from their tutors as well as from their peers. While the abilities developed in this course are likely to be helpful when writing the general paper, its scope is meant to go well beyond that and to offer useful transferable skills for future professional development. The course consists of two blocks of 5 tutorials, five in block 2 (semester 1, weeks 7-11) and five in block 3 (semester 2, weeks 1-5), each block with a different tutor. Students will be prompted to select group preferences electronically via MyEd and will be given information about the times and venues of the tutorials nearer the time.

The course is compulsory for single honours and optional for joint honours and intercalated medical students.

Learning outcomes:
The course is intended to enhance the following skills:
1. Critical thinking about psychology and its relations to other sciences
2. Appreciation for the social relevance of psychology
3. Identification of crucial issues in current debates and controversies
4. Construction of arguments based on knowledge from a range of psychological topics.

Assessment:
A piece of written work (maximum 1000 words), a PowerPoint presentation, or a poster. Assessment method will be stated at time of sign-up. One assessment will take place each semester. Assessment through PowerPoint presentation or poster will take place on the last day of the tutorial, unless agreed otherwise with the tutor.

All written assessments must be submitted by **4pm on Thursday 8 December 2011** (Week 12, Semester 1) and **Thursday 1 March 2012** (Week 7, Semester 2).

Submission deadline and extensions:
For assessments through written work, TWO copies (type-written, double spaced, using 12 point font) should be submitted to the Psychology Teaching Office by the deadline. Failure to comply with the deadline without special circumstances will incur marks penalties as follows:
• Up to 5 working days, 5 marks per working day will be deducted.
• More than 5 working days late, a mark of zero will be given.

MISCELLANEOUS

Safety

Fire Routine Procedure

All students should be familiar with the action to be taken in the event of a fire and on hearing the fire alarm and with the contents of notices describing the Building Safety Policy.

1. Familiarise yourself with the fire alarm points in your area (i.e. close to the lecture theatres, tutorial rooms or laboratories). Most alarms operate by breaking the glass to release a button.
2. On seeing a fire, report immediately by using the University emergency telephone Number - 2222 from internal phones - and to any member of staff in the area. Leave the building immediately. The Safety Officer (Mr Ken Vogel) should also be informed.
3. You should also be familiar with the escape routes in the building. These are marked FIRE EXIT with an arrow to indicate the route to take.
4. Routes to Fire Exits must not be obstructed by chairs or the storage of goods.
5. On hearing the fire alarm (a continuous siren) leave the building directly by the nearest fire exit. DO NOT wait to collect bags etc. The last person leaving any room should close the door.
6. The fire assembly point for Psychology is outside the Hugh Robson building next door to 7 George Sq.
7. There is a list of fire stewards and deputies posted on the walls at various points in the building. These members of staff will check (if possible without putting themselves at risk) that an area is clear and report to the safety officer.
8. It is important to remember that safety of people takes complete precedence over tackling outbreaks of fire.

Electrical safety

All portable electrical equipment (i.e. equipment which plugs into a socket) is safety checked every 2 or 4 years, depending on type. All tested equipment should carry a green/white test sticker, and equipment without this sticker should not be used. Obvious damage, particularly to insulation on cables, should be reported to your supervisor and the equipment repaired before further use.

First aid officers

Psychology has several university-trained First Aid officers, whose name and telephone numbers are displayed on notices throughout the building.

First Aid room (G20)

This is based in G20, with a fully stocked First Aid kit.

Other safety considerations

Safety instructions and training for any specialist procedure or equipment will be given before use. If you encounter any circumstances where your or others' safety comes into question, please speak about this to your supervisor or demonstrator. Further information on safety policy and practice can be found on the Psychology website at http://www.psy.ed.ac.uk/HealthSafety and on the University Health and Safety Department website at http://www.safety.ed.ac.uk.

Out of Hours Working (all staff, postgraduates, students)

Normal Working Week (Servitor cover during these hours)
Monday to Friday - 8.00 am to 5.30 pm

After Hours Working (No servitor cover during these hours)
Monday to Friday - 5.30 pm to 9.00 pm
Saturday and Sunday - 9.00 am to 9.00 pm

Vacate the building by 9.30 pm

Front gate locked by university Security at 10.00pm each evening Monday to Sunday

Building entry after hours
Staff and postgraduates holding a university staff card and undergraduates (3rd and 4th years only) holding a valid matriculation card which allows access to the building, may do **normal work** in offices, computer labs and the library out of hours. The Late Working book (kept by the entry door) should **ALWAYS** be signed on entering and leaving the building.

Research work after hours (Non-Participants)
(All staff researchers, postgraduates, students)
Research work, which does not involve especially hazardous activities or the use of participants, may be carried out after hours, provided that explicit permission has been given by a supervisory member of the academic staff, after due consideration of the risks, and adequate supervision is employed.

Research work after hours (Participants)
(All staff researchers, postgraduates, students)
Before any research work using participants is carried out within the department, the relevant ethical permission must be obtained. If the researcher is testing participants out of hours, then the following rules must be followed:

1. No participant may be admitted to the building less than one hour before the end of working hours. Thus, **the last participant access is 8 pm**.
2. Visitors and participants must be signed into the Visitors book on arrival, and signed out on exit.
3. Participants must be escorted from the building by the researcher (i.e. the researcher must witness them leave the building).
4. If participant payment is offered, researchers should keep no more than one payment in the testing room. This is to minimise vulnerability to financial theft.
5. It is strongly recommended that researchers testing participants after hours should not work alone, but should work in pairs or groups, to minimise personal vulnerability.

Security Checks
The University Security Staff have the authority to ask the identity of persons found in the building outside normal working hours and to check this information against entries in the Late Working book**.**

Staff Telephone/Room Numbers

Department of Psychology
School of Philosophy, Psychology & Language Sciences
7 George Square
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Tel: 0131 650 3440 Fax: 0131 650 3461
SECURITY Emergency: 2222

650 3339	**Abrahams,** Dr Sharon	*s.abrahams@ed.ac.uk*	S11
651 1305	**Austin**, Dr Elizabeth	*elizabeth.austin@ed.ac.uk*	S39
650 3441	**Bak**, Dr Thomas	*thomas.bak@ed.ac.uk*	S3
651 1945	**Bates**, Prof Tim	*tim.bates@ed.ac.uk*	F33
651 3187	**Branigan**, Prof Holly	*holly.branigan@ed.ac.uk*	S13
650 6682	**Corley**, Dr Martin	*martin.corley@ed.ac.uk*	G30
650 3452	**Deary**, Prof Ian	*i.deary@ed.ac.uk*	F5
651 3242	**Della Sala**, Prof Sergio	*sergio@ed.ac.uk*	F6
650 3437	**Donaldson**, Dr Morag	*morag.donaldson@ed.ac.uk*	UG41
650 9867	**Foley,** Dr Jennifer	*jfoley@ed.ac.uk*	F17
650 3340	**Gherri**, Dr Elena	*elena.gherri@ed.ac.uk*	S41
651 1304	**Johnson,** Dr Wendy	*wjohnson@ed.ac.uk*	F8
650 3372	**Lamont**, Dr Peter	*peter.lamont@ed.ac.uk*	F34
650 3342	**Lee**, Dr Billy	*b.lee@ed.ac.uk*	S40
651 1328	**Lenton,** Dr Alison	*a.lenton@ed.ac.uk*	S5
651 1394	**Logie**, Prof Robert	*rlogie@ed.ac.uk*	F9
650 9862	**MacPherson**, Dr Sarah	*sarah.macpherson@ed.ac.uk*	S11A
651 3189	**McGonigle**, Dr Maggie	*m.mcgonigle@ed.ac.uk*	F29
650 3444	**McIntosh,** Dr Rob	*r.d.mcintosh@ed.ac.uk*	UF36
650 3955	**McKinlay**, Prof Andy	*andy.mckinlay@ed.ac.uk*	UF40
651 3232	**Morcom,** Dr Alexa	*alexa.morcom@ed.ac.uk*	S30
650 3459	**Nuthmann,** Dr Antje	*antje.nuthmann@ed.ac.uk*	S31
650 8482	**Penke,** Dr Lars	*lars.penke@ed.ac.uk*	B3
650 3447	**Pickering**, Prof Martin	*martin.pickering@ed.ac.uk*	S12
650 2907	**Ritchie**, Dr Louise	*louise.ritchie@ed.ac.uk*	B2
650 4425	**Shillcock**, Dr Richard	*r.shillcock@ed.ac.uk*	4.24 Informatics Forum
650 3450	**Simner**, Dr Julia	*j.simner@ed.ac.uk*	F31
651 1712	**Sturt**, Dr Patrick	*p.sturt@ed.ac.uk*	G29
650 3382	**Watt**, Dr Caroline	*caroline.watt@ed.ac.uk*	S33
650 3456	**Weiss**, Dr Alexander	*alex.weiss@ed.ac.uk*	B18
650 3411	**Widdicombe**, Dr Sue	*s.widdicombe@ed.ac.uk*	UF35

September 2011		Semester dates for academic year 11/12
12-16		Induction Week
19	Semester 1	Start of Teaching Block 1
October 2011		Academic Year 11/12
21		End of Teaching Block 1
24		Start of Teaching Block 2
November 2011		Academic Year 11/12
TBC		Graduations
December 2011		Academic Year 11/12
2		End of Teaching Block 2
5-9		Revision
12-21		Examinations
21		End of Semester 1
22		Winter Teaching Vacation starts
24-31		University closed
January 2012		Academic Year 11/12
1-3		University closed
13		Winter Teaching Vacation ends
16	Semester 2	Start of Teaching Block 3
February 2012		Academic Year 11/12
17		End of Teaching Block 3
20-24		Innovative Learning Week
27		Start of Teaching Block 4
April 2012		Academic Year 11/12
6		End of Teaching Block 4
9		Spring Teaching Vacation starts
20		Spring Teaching Vacation ends
23-27		Revision
30		Examinations start
May 2012		Academic Year 11/12
25		End of Semester 2 / End of Examinations
28		Summer Teaching Vacation starts
June 2012		Academic Year 11/12
TBC		Graduations start
July 2012		Academic Year 11/12
TBC		Graduations end