



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7040A-01-7

Course Title: Cognition and Affective Processes

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Fall 2019

Course Credits: 3

Class Meeting Days: Mondays

Class Meeting Hours: 2:30 PM – 5:45 PM

Class Location:

Instructor Name: Robert M. Anderson Jr., Ph.D.

Email: robert.anderson@chaminade.edu

Phone: 808.739.7426

Office Location: Behavioral Sciences Room 109

Office Hours: Tuesday 2:00 PM – 4:00 PM; Thursday 1:00 PM – 4:00 PM; Friday 1:00 PM – 4:00 PM

University Course Catalog Description

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making will be considered. Clinical applications are emphasized throughout the course.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Learning Outcomes

Students will develop a basic understanding of perception, attention, executive functioning, motor functioning, language, affect, decision making, methods of behavioral research, learning, memory, communication, the relation of cultural and gender differences to cognition and emotion, and consciousness. (Competency 4, 5)

Students will utilize problem solving and critical thinking in the context of the scientific investigation and validation of cognition, emotion, and brain-behavior relationships. (Competency 5, 6)

Students will increase their awareness of the relation of ethical, cultural, and situational factors to cognition and emotion. (Competency 1, 4, 5)

Students will present on topics relating to cognitive psychology in both a group and individual formats in class and receive feedback about their presentations. (Competency 2, 3)

Required Learning Materials

Texts:

Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive psychology - mind and brain*. Upper Saddle River, NJ: Pearson. (S & K) ISBN: 9780131825086 (This book focuses on brain imaging studies as a means to experimentally test hypotheses in cognitive psychology. Many of the chapters are coauthored by experts in the subfield covered in the chapter.)

Frankish, K. & Ramsey, W. M. (Eds.). (2012). *The Cambridge handbook of cognitive science*. New York: Cambridge University Press. (F & R) ISBN: 9780521691901 (This book is a compilation of articles written on topics in cognitive science.)

Papers:

Anderson, R. M. (1974). Paradoxes of cosmological self-reference. In G. Maxwell & R. Anderson (Eds.), *Induction, probability, and confirmation* (pp. 530-540). Minneapolis: University of Minnesota.
http://www.mcps.umn.edu/philosophy/6_19Anderson.pdf

Anderson, R. M. (1977). A holographic model of transpersonal consciousness. *Journal of Transpersonal Psychology*, 9, 119-128.

- Anderson, R. M. (2013). How can a stone be conscious? Presented at the 65th Annual Northwest Philosophy Conference at Pacific University, Forest Grove, OR.
- Anderson, R. M., & Leong, D. C. Q. (1983). The placement of experience in the brain. In S. Segalowitz (Ed.), *Language functions and brain organization* (pp. 193-214). New York, NY: Academic Press.
- Anderson, R. M., & Leong, D. C. Q. (1989). A feeling in our bones. In M. L. Maxwell & C. W. Savage (Eds.), *Science, mind, and psychology: Essays in honor of Grover Maxwell*. Lanham, Maryland: University Press of America.
- Anderson, R. M., & Melnik, Y. K. (2013). Cybernetics, genetic engineering, and the future of psychotherapy. *Journal of Interdisciplinary Studies*, 25, 1/2, 39-53. (Available through Proquest)
- Baddeley, A. (2012). Working memory: Theories, models, and controversies. *Annual Review of Psychology*, 63, 1-29. <http://www.annualreviews.org/doi/pdf/10.1146/annrev-psych-120710-100422>
- Barsalou, L. W. (2008). Grounded cognition. *American Review of Psychology*, 59, 617-645. <http://psychology.emory.edu/cognition/barsalouonlinepapers.html>
- Brewer, B. (2007). Bodily awareness and the self. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 170-179). New York, NY: Routledge. http://commonweb.unifr.ch/artsdean/pub/gestens/f/as/files/4610/6167_103507.pdf
- Buss, D. M., Haselton, M. G., Shackelford, T. K., Bleske, A. L., & Wakefield, J. C. (1998). Adaptations, exaptations, and spandrels. *American Psychologist*, 53(5), 533-548. <http://www.sscnet.ucla.edu/comm/haselton/webdocs/spandrels.html>
- Chalmers, D. (2007). The puzzle of conscious experience. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 15-26). New York, NY: Routledge. <http://consc.net/papers/puzzle.html>
- Clark, A., & Chalmers, D. (2007). The extended mind. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 180-191). New York, NY: Routledge. <http://consc.net/papers/extended.html>
- Cornelius, R. R. (2000). Theoretical approaches to emotion. *ISCA Archive*, (September 5-7, 2000), 1-9. <http://www.cs.columbia.edu/~julia/papers/cornelius00.pdf>
- Dennett, D. (2007a). Can machines think? In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 532-547). New York, NY: Routledge. <http://www.nyu.edu/gsas/dept/philo/courses/mindsandmachines/Papers/dennettcanmach.pdf>
- Dennett, D. (2007b). The self as the center of narrative gravity. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 237-247). New York, NY: Routledge. <http://ase.tufts.edu/cogstud/incpages/publctns.shtml>
- Dennett, D. (2007c). Who's on first? Heterophenomenology explained. In Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 81-93). New York, NY: Routledge. <http://ase.tufts.edu/cogstud/incpages/publctns.shtml>

- Ekman, P., Davidson, R. J., Ricard, M., & Wallace, B. A. (2007). Buddhist and psychological perspectives on emotions and well-being. *Current Directions in Psychological Science*, 14 (2), 59-63.
<http://www.alanwallace.org/wellbeing.pdf>
- Hess, U., & Thibault, P. (2009). Darwin and emotion expression. *American Psychologist*, 64 (2), 120-128.
<http://www.psychophysiolab.com/uheess/pubs/HT09.pdf>
- Izard, C. E. (2009). Emotion theory and research: Unanswered questions and emerging issues. *Annual Review of Psychology*, 60, 1-25.
<http://www.annualreviews.org/doi/pdf/10.1146/annrev.psych.60.110707.163539>
- Jackson, F. (1986). What Mary didn't know. *The Journal of Philosophy*, 83(5), 291-295.
http://www.stevewatson.info/courses/Mind/resources/readings/Jackson_MaryDidn'tKnow.pdf
- Loftus, E. F. (1997). Creating false memories. *Scientific American*, 277(3), 70-75.
<http://faculty.washington.edu/eloftus/Articles/sciam.htm>
- Mackworth, A. K. (1993). On seeing robots. In A. Basu & X. Li (Eds.), *Computer vision: Systems, theory, and application* (pp. 1-13). Singapore: World Scientific Press.
<http://www.cs.ubc.ca/~mack/Publications/CVSTA93.pdf>
- McClelland, J. A. (2000). Connectionist models of memory. In E. Tulving & F. I. M. Craik (Eds.), *The oxford handbook of memory* (pp. 583-596). New York, NY: Oxford University Press.
http://psychology.stanford.edu/jlm/papers/PublicationFiles/2000_Pres_Articles_Add_to_OnlinePubs/McClelland00ConnectionistModelsOfMemory.pdf
- Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63, 81-97.
<http://www.musanim.com/miller1956/>
- Nagel, T. (2007). Brain bisection and the unity of consciousness. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 214-228). New York, NY: Routledge. <http://phil415.pbworks.com/f/Nagel.pdf>
- Nummenmaa, L., Glerean, E., Hari, R., & Hietanen, J. K. (2014). Bodily maps of emotions. *PNAS*.111(2), 646-651.
<http://www.pnas.org/content/111/2/646.full.pdf>
- Pinker, S. (1991). Rules of language. *Science*, 253(5019), 530-535.
<http://pinker.wjh.harvard.edu/articles/papers/Pinker%20Rules%20of%20Language.pdf>
- Rosch, E. (1999). Principles of categorization. In Margolis, E., & Laurence, S. (Eds.). *Concepts: Core readings* (pp. 189-206). Cambridge, MA: MIT Press. <http://www2.denizyuret.com/bib/rosch/rosch1999principles/QL-75cadM2D.pdf>
- Strawson, G. (2007). Against narrative. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 248-261). New York, NY: Routledge. http://www.lchc.ucsd.edu/mca/Paper/against_narrativity.pdf

Strayer, D. L., & Johnston, W. A. (2001). Driven to distraction: Dual-task studies of simulated driving and conversing on a cellular telephone. *Psychological Science*, 12(6), 462-466.
<http://www.psych.utah.edu/AppliedCognitionLab/PS-Reprint.pdf>

Tooby, J., & Cosmides, L. (2006). Toward mapping the evolved functional organization of mind and brain. In E. Sober (Ed.). *Conceptual issues in evolutionary biology* (3rd ed.) (pp. 175-196). Cambridge, MA: MIT Press.
<https://pdfs.semanticscholar.org/0838/72f28332bf3454b818b5a54c17a20e7a6c99.pdf>

Tsuchiya, N., & Adolphs, R. Emotion and consciousness. *Trends in the Cognitive Sciences*, 11, 156-167.
<http://emotion.caltech.edu/papers/tsuchiyaadolphs2007emotion.pdf>

Turing, A. M. (2007). Computing machinery and intelligence. In B. Gertler & L. Shapiro (Eds.), *Arguing about the mind* (pp. 471-494). New York, NY: Routledge. <http://www.cs.umbc.edu/courses/471/papers/turing.pdf>

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Course Policies and Requirements

Exams and evaluations:

Grading will be based on attendance, class participation, mid-term examinations, and special interest paper and presentations.

Attendance/Participation (10%) – Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Points will be determined on the impression gained of the depth and diligence of your reading and thinking on the subject matter. No more than two absences are permitted. A third absence will require extra work. More than three absences may result in loss of credit for the course. Students should be in class on time and chronic tardiness will also result in a reduction of the attendance grade. Assignments must be submitted on time. Late assignments may lose 10 percent of their grade per day late.

Mid-terms (20% each) – Two exams may consist of multiple choice, short answer and/or essay questions. The second mid-term exam is cumulative as new material must be integrated with previously learned material for accurate and complete synthesis of essay responses; however, the second exam emphasizes material covered after Mid-Term Exam I. Material on exams will come from both lectures and reading. It is highly recommended that students form groups to review notes and discuss concepts for more in-depth understanding. Both exams will be given in class.

Special Interest Paper (20%) Special interest papers should be approximately 12 pages in length, APA format including cover page, abstract, appropriate citation and references. Topic should reflect the student’s interest area directly related to cognitive psychology and should include **at least 7 scientific journal article** references from respected journals in the area of cognitive science or related fields. (Papers on mental disorders are not recommended.) The student should begin the assignment by asking a question related to their topic of interest (i.e., What is consciousness? How do we develop affect-regulation?, How might cognitive and affective process theories support professional development in therapists? etc.). Unless prior arrangements have been made with the instructor, 10% of the total earned points may be deducted for each day the assignment is late.

Group Presentation (20%) Group size will be determined on class size. Each group will have approximately 50 minutes to present their topic and lead a class discussion on an area of cognitive and affective science. Your grade will be determined through your group contribution.

1. Your presentation may but does not need to include:
 - a. An overview of the topic
 - b. Key theories
 - c. Methods used to support ideas
 - d. Critical analysis of the topic (multiple perspectives, pros and cons, gaps in knowledge/theories)
 - e. Take-home idea of how this topic informs our clinical practice (if any)
2. All group members must take an active and relatively equal role in the presentation and preparation.

15 Minute Co-Presentation with the Instructor (10%). This assignment will consist of making a maximum 1 page summary of a paper selected from the papers that have been assigned as reading for the course in collaboration with the instructor. Copies of a summary will be distributed to the class and a 15 minute presentation and discussion of the paper will be co-led by the student and the professor. Each paper can be selected by only one student.

Grading Requirements

Project/Assignment	<i>% of Grade or Point Value (instructor to decide this)</i>
2 TESTS	40%
GROUP PRESENTATIONS	20%
CLASS PAPER	20%
Class Participation	10%
Individual Summary and 15 minute presentation	10%

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

Late Work Policy

Late assignments may lose up to 10% per day late.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at [robert.anderson@chaminade.com]. Online, in-person and phone conferences can be arranged. Response time will take place up to [1-2 days].

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should

communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2018-2019 Graduate Academic Catalog (p. 21):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaii School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Assignment Table

<i>Date</i>	<i>Topic/Activities</i>	<i>Reading</i>	<i>Due</i>
8/26	Review Syllabus/Assignments Introduction to Cognitive & Affective Processes; Scientific Method	S & K Ch.1; F & R Ch. 1 [*Anderson (1974); *Anderson & Leong (1989)] Review of basic brain science.	[required and handed out or online] * Talk by Dr. Anderson
9/2	Labor Day – Holiday		
9/9	Perception: Sensory Processing; Attention	S & K: Ch. 2, 3; F & R Ch. 2, 4 [Miller (1956); Strayer & Johnson (2001)]	Form Special Interest Groups
9/16	Motor Cognition; Grounding Symbolic Operations and Integrating Body, Language, & Behavior; Artificial Intelligence, Robotics	S & K: Ch. 11; F & R Ch. 5 [*Clark & Chalmers (2007); Barsalou (2008); Durfee (1992)]	Special Interest Topic Question & Summary
9/23	Short-Term Working Memory & Long-Term Memory	S & K: Ch. 4, 6; F & R Ch. 6 [Baddeley (2012); McClelland (2000)]	
9/30	The Mind-Matter Relationship; Social Cognition: Schemas, Scripts, & General Knowledge	F & R Ch. 8 [*Rosch 1999]]	_____
10/7	Mid-Term Exam I; Consciousness I	F & R Ch. 11 [Chalmers (2007); Dennett (2007c); *Jackson (1986); *Anderson & Leong (1983)]	Midterm Exam
10/14	Memory Strategies/Metacognition Mental Images and Cognitive Maps	S & K: Ch. 5; F & R Ch. 3 [Loftus (1997)]	_____
10/21	Language; Evolutionary Psychology	S & K: Ch. 12; F & R Ch. 9, 13 [*Buss et al. (1998); Pinker (1991); *Tooby & Cosmides (2006)]	_____
10/28	Affect and the Emotional Mind; Executive Functioning; Music Cognition	S & K: Ch. 7, 8; F & R Ch. 10 [Cornelius (2000); Ekman, et al. (2005); Hess & Thibault (2009); Izard (2009); Nummenmaa, et al. (2014)]	_____
11/4	Problem Solving/Creativity Reasoning/Decision Making; Application and Evaluation of	S & K: Ch. 9 & 10; F & R Ch. 7; [Nagel (2007); Dennett	_____

	Cognitive & Affective Processes in Therapy	(2007b); Strawson (2007); Brewer (2007)]	
11/11	Veterans Day - Holiday		
11/18	Consciousness II; Transpersonal Consciousness; Animal Consciousness; Selfhood	F & R Ch. 15 [*Anderson, (1977); *Anderson (2013); Tsuchiya & Adolfs (2007)]	<i>Special Interest Papers Due</i> <hr/>
11/25	Mid-Term Exam II; Intentionality	F & R Ch. 12, 14 Additional Readings TBA	Midterm Exam
12/2	Future of Cognitive Psychology	B 15 [*Anderson & Melnik (2013); Turing (2007); Dennett (2007a); Mackworth (1993)]	
12/9	Summary and Wrap Up		Paper Presentations