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The Great American Syllabus

## Professor

Dr. Jonathan Flombaum
*he/him/his*
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Ames Hall 200a
410 516 8111
Office Hours: Sign up using Calendly

*Jonathan Flombaum, PhD*

**For In Person Meetings:**
calendly.com/jflombaum/intro-cog-office-hours-in-person

**For Zoom Meetings:**
calendly.com/jflombaum/intro-cog-office-hours-zoom

## TAs

| Akshi Lnu | Caroline Myers | Sydni Nadler | Ziwen Wang |
|---|---|---|---|
| Alnu1@jhu.edu | Cmyers60@jhu.edu | snadler4@jhu.edu | Zwang252@jhu.edu |
| **Thursday 1-2PM** **Ames 200c** | **Tuesday 5:15-6:15PM** **Ames 101** | **Tuesdays 1-2PM** **Ames 132** | **Tuesdays 12-1PM** Ames 108 https://JHUBlueJays.zoom.us/j/7844860640 |
| *Last names: A-F (inclusive)* | *Last names: G-L (inclusive)* | *Last names: M-R (inclusive)* | *Last names: S-Z (inclusive)* |

In the list of TAs above you will see the times when they will hold office hours, and also a Zoom link for joining virtual meetings, and a location for IRL meetings.

For an IRL meeting: You *can just drop in.*

For Zoom meeting: you must **let the TA know in advance** that you want to come to office hours virtually.

Please also note that you have been assigned a *primary* TA based on your last name. *You are more than welcome to contact and/or to meet with any of the TAs*. The assignment by name is just to reduce some choice friction, and hopefully to make you feel a little more comfortable reaching out.

# Answers to your most pressing questions

[**Note that more is said about each of these questions in subsequent sections. Just the basics here.]
[Please, please read the whole document carefully.]

*Will this class meet synchronously?*

- **YES**. This class **is completely synchronous**. You are expected to come to class, and you cannot enroll in another synchronous class simultaneously. I don't take attendance because, well, it's annoying. But I reserve the right to do so.

- Class takes place on **Tuesday and Thursday**, from 10:30-11:45 AM in Hodson 110.

- It's true, because of COVID times, I have a good deal of recorded lectures that we will take advantage of, and I will record at least the audio from IRL sessions. And it's also true that all exams, save for the final, will be taken online. Still, you should really come to class.

*But I heard this class was totally asynchronous?*

- Only for two of the 13 years that I have taught it. I can't remember why we switched to that format… but it was always meant to be temporary.

*Are there exams? Papers? How will we be graded?*

- **Yes, for exams. And yes, for papers.** Much more on this follows. Here are the basics:

(1) There will be **5** mini midterms. These will be taken online, through Canvas, and there are generous windows over which you can take each. But they do have deadlines.

(2) There is a final paper called 'The Blog Post Assignment' that is due by 5PM on Sunday, May 8, @ 10PM. More on that below and especially on Canvas.

(3) There is an in-person final exam, scheduled by the registrar to take place on Tuesday, May 16, 2-5PM.

*I'm really bummed about this. Can you tell us more?*

- Bad news first: ALL EXAMS, including the Final, are *cumulative*, i.e. they can include any prior material in the course.

*Wait, what? F-You Flombaum! I heard this course is really easy.*

- My goal **is** to make it **easy to get an A**, but also to get you to learn stuff. Read on.

- The good news: ALL EXAMS in this course are **100% open book**, **open notes,** and **untimed**. The mini midterms do not need to be completed in one sitting. They are more like quizzes, designed with the hope that regular revisiting of the material will support retention.

*What should I do if I fall behind?*

- If you fall behind, or you are struggling in any way, ***let the professor know as soon as possible.***

- Talk to Jon as soon as it becomes clear that you will not be able to finish some or all of the assigned work by the due dates, and/or as soon as you realize that you might be dissatisfied with your grades. Do this by scheduling an appointment or by email.

- You don't need to share reasons and circumstances (unless you want), you just need to let Jon know that there is trouble brewing, and he will work with you to find accommodation. Be sure to read this section as well. But don't wait. There is some flexibility built into the schedule and there is nothing magical about the due dates assigned for the exams and the paper—so there is room for us to make adjustments. But **there is a hard end to the semester and at some point, the registrar will come after me if I don't submit grades.**

- The University also has a new policy on incomplete grades, including a contract.

- So the point is: it is really critical for us to make plans in advance for any work that won't get done on time.

- In general, it is good to learn to get ahead of your problems. (Ok boomer, good advice.)[1]

*How will you deliver the course material?*

- **All the course content** will be delivered through Canvas. This includes all readings — you do not need to buy any books— as well as all lecture videos, nonreading assigned content, assignments, and announcements.

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[1] Actually, I am right at the edge between GenX and Millenial. I identify more as GenX.

*Is the class curved?*

- I honestly don't know what that means. In any case, everyone can get an **A**. A final average of **87 or above** is an **A** range grade. The full grading bracket appears later in the syllabus.

*So it sounds like this is going to be kind of an easy class…?*

- For most. Probably. I hope so. No one needs another catastrophe right now.

## Welcome!

Welcome to Introduction to Cognitive Psychology!  This class is all about **how the mind works**. This is *not a survey* class. [Ok, it is, kind of. But that's not the point]. In my view, an introductory class should introduce you to foundational issues in a field: operating hypotheses, burning questions, theoretical background, and methods. So that's what this class emphasizes, for example, how might we think about the relationship between the mind and brain, what sense if any can we make of human consciousness, and what can we learn by thinking about the mind as a computer? We will survey a few specific areas where research has been (and continues to be) productive, including vision, episodic memory, numerical cognition, and how we make decisions. An important area of emphasis is on the process of reading, interpreting, and explaining primary literature.

## Learning Goals

o The mind is a biological artifact. It needs a brain. So you will learn the basics of evolutionary theory and neurophysiology *in order to understand how something like a mind could have emerged in the natural world, and in order to understand what physical properties give the brain the ability to do cognition*.

o The mind is best understood as a device that performs computation. You will learn the foundational concepts of computer science, including Turing machines, the Church/Turing Thesis, and algebraic representation *in order to understand how a Computational Theory of Mind is the best available hypothesis for explaining how thinking happens.*

o You will also learn what a general alternative to the Computational Theory of Mind looks like, i.e. what if the mind is not a computer? Then how do we do all the amazing things we do? The short answer is through a network of associations. *In order to understand association as an alternative to computational theory, we will learn about the philosophical foundations of the mind/body problem, the problem of mental causation, and the physiology of analog representation in the brain.*

o The mind cannot be weighed, touched, put into a spectrometer etc. But its activities can be inferred through clever experiments and measurements of behavior. Studying the mind scientifically is the major achievement of cognitive psychology so far. *You will learn how experiments on behavior can be designed to license inferences about unobservable mental operations, and we will engage directly with the primary literature to learn how to read, interpret, and explain research.*

o You will learn about specific case studies in cognition in order to appreciate the breadth and importance of the field. Specific goals will accompany each individual topic.

## This Very Special Year

*I love teaching this course.* No joke. When I came to JHU to be a professor I volunteered to teach this course. Junior faculty don't typically want to teach large intro courses. I did —and I still do— because there is nothing more interesting to be thinking about at this moment in human history than how the human mind works. And I get most excited about the big juicy questions, the foundational issues, the theories, and the implications.

Teaching this course keeps me in touch with all that, a great complement to what are inevitably the more focused goings-on in my lab. I also get a great deal of energy and inspiration from the chance to interact with so many undergraduates. You are far more fun and curious and interesting and open-minded than, for example, the other parents on the sidelines at one of my kids' tennis matches.

The point is that I have put a lot of work and thought into how this course is designed. This year, specifically, I have redesigned the course in major ways in order to try to take advantage of what I learned during the more challenging last couple of years. What follows are some of the things we have implemented to try to make this course as valuable to you as possible.
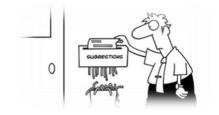
(1) I recorded all my lectures during the pandemic in order to teach the class asynchronously. For the current iteration of the class, those videos provide an opportunity to somewhat 'flip the classroom.' So I have replaced a good amount of the (previously) external assigned reading, with my own videos. You watch before class—treating the recorded lectures something like the textbook we never had—and then we can spend more time in class talking, addressing questions, and learning even more stuff. You will be smarter and better informed than those who have come before!

(2) The TAs and I have learned how to make office hours as accessible and convenient as possible, in the hope that you will turn up. I am using Calendly to allow you to schedule a meeting easily, anytime I am free. That's instead of heaving set drop-in hours that may not work for some. So *please* sign up, **even if it is just to introduce yourself.** As they say: early and often.

(3) My goal was always to make it clear and not hard for all students to earn the grades they want. This is an intro course, and not everyone needs to be passionate about cognitive psychology. The exams and the paper are designed to help you learn, not to stress you out. My exams are **always open book, open notes, and untimed**. And except the final exam, they are all delivered online with flexible completion policies. The paper is short, graded generously, and gives you wide leeway to write about something that interests you. My expectation is to give 60% As —hopefully, a lot more— and to make it straightforward for everyone to get the grades they want.

## Feedback

If you have any feedback at all, suggestions, concerns etc., don't hesitate to share. I'm not afraid to learn that you don't like something or to make changes. If you prefer to tell me something anonymously, you can always do that here.

## Readings and Textbook

As soon as you look at the schedule (on Canvas) you'll notice that **there is no textbook** for this class. All the readings are provided by the professor, and they come from a variety of sources, including book chapters, magazines, newspapers, scientific journals, and (new this year) recorded lectures created by the instructor.

Why is there no textbook? There are several answers to this question, and I am happy to have a longer conversation about it with anyone interested. The bottom line is that there is no textbook which I like enough to make you buy it. [On the class Canvas site, I have provided PDF copies of two textbooks that are good, if quirky. They are provided as resources.]

When you look at the schedule, you'll also note that not all the assignments are readings. In several places you are instructed to watch a video on the web, or to do a demo on the web. When the syllabus instructs you to "watch" or "do," I mean it. You must do or watch the thing referred to.

Finally, I understand that there is quite a bit of reading at some points. I've tried to balance the class over time, rather than day-by-day. This may bug you sometimes. But it is just not possible to always have an even load throughout the semester. Foundational concepts simply require

more reading; still, I think you'll find the reading load mostly manageable. If you genuinely find the workload excessive, let me know. I will take your concerns seriously.

## All Rights Reserved

It has come to my attention that class material from past years is available on public and private websites and passed around in other ways. This includes slides and notes, as well as exams and quizzes. I don't pretend to be special in this regard. Turns out that this is true for classes across the University and beyond, and so it has been suggested that faculty share a policy on this with students. What's my policy?

1. If you have old material from whatever source (e.g. or e.g.), I ask you to let me know so that I can share it with everyone. You won't be penalized. It's just unfair for some people to have old tests and whatever, but not for others.

2. I'd like to not have a policy beyond that, because as I say elsewhere in this document and repeatedly over the course of the semester, you are all grownups, or at least big kids. You are smart. And you each have a moral compass. Use it, and don't pretend like your choices are not your own. If something unsettles you, come talk to me about it.

3. You should know that anything I have written or created (e.g. slides, notes, and exams) technically belongs to me. [Your own notes are your own.] So 'All Rights Reserved' for anything I create and share with you. I know that some of my stuff is already out there, and even that private enterprises may be illegally profiting from it. To make this stop, I plan to hire someone with a particular set of skills. (Yes, I plan to hire Liam Neeson).

## Final grading

This class is not curved, and you are not competing with one another. Your final average determines your grade. The table below has final average to grade correspondences.)

| A | 93.0 – 100+ |
|---|---|
| A- | 87.0 – 92.99 |
| B+ | 82.0 – 86.99 |
| B | 75.0 – 81.99 |
| B- | 70.0 – 74.99 |
| C+ | 67.0 – 69.99 |
| C | 63.0 – 66.99 |
| C- | 60.0 – 62.99 |
| D/F <br><br> [At professor's discretion, depending on whether work was completed or not. <50.0 is always an F.] | <60.0 |

## Evaluative Experiences (aka, how you get graded)

Over time, and especially since the pandemic, I have come to believe that most college classes should not be graded, or they should be pass / fail, or an A should largely just reflect completion of the course. I am not going to spend much more time explaining this, in what is already the longest syllabus in history. But the policies below largely are meant to approximate my ideal scenario for most college classes. See here and here if you want to understand my thinking a bit more.

Your final grade is going to be determined from the combination of 3 components as follows.

| | | |
|---|---|---|
| 5 mini-midterms, 12% each | 60% | |
| The Blog Post Assignment | 20% | |
| Final Exam | 20% | |
| | 100% | |

*Mini midterms (60% total)*

These are really more like quizzes. It's just such a cute name, so I couldn't resist. These are delivered online, through Canvas. Open note, open book, untimed. Each will post one week before it is due, you can start and come back, and you just need to hit submit before the deadline. So really, not *even* a quiz, more like a HW.

Only things you cannot do when completing these: work with other students or discuss with other students. And please don't Google for answers. That is both unethical and often counterproductive.

These are cumulative. That's important. But we promise: not in annoying ways.

They will be due on the following dates (always by 10PM):

| | |
|---|---|
| Monday | 13 February |
| Monday | 27 February |
| Friday | 17 March |
| Monday | 10 April |
| Monday | 24 April |

One more **very important thing**. If for some reason you are not going to complete one by the deadline, you *MUST let me know before.* Even if it is just one minute before. There are reasons for this. But I am serious. I am flexible about extending deadlines for many and almost any reason. You need to let me know before the deadline though. Except in truly extenuating circumstances, I will be extremely stubborn about this.

*Final Exam (20%)*

The final exam will be held in-person on 16 May 2023, 2-5PM. Location TBA (likely Hodson). This will be extremely similar to the mini midterms, just longer. Like 30-50 mc questions. Also open book, open note. It is booked for three hours, but you can have more time in the event you need it.

*The Blog Post Paper (20%)*

*750 – 2000 words.* You will write about any **one** journal article of your choosing. Lot's more detail provided in a separate doc on Canvas. Paper is due 8 May 2023 by 10PM.

*Extra Credit (Up to 4% points)*

Students may earn a maximum of 4 hours of extra credit by participating in psychology experiments via Sona Systems. Each hour of participation will count as 1% points on your final average. Doing 4 hours of credits adds up to 4% points total. E.g. if your average at the end is an 85, 4 hours of experimental participation will bump you up to an 89.

Three very important notes on extra credit:

(1) It really is EXTRA credit and is not required or expected. It is a safety net for you if you are having a little more trouble with the course than you expected.

(2) Students who are ineligible for experimental participation, or simply feel uncomfortable about it, can arrange to observe experiments, and to write about them instead. Please discuss this option with the professor if you are interested. But do this ASAP. I will not make accommodations during the last week of the semester or once the term has ended.

(3) Extra credit MAY NOT be used to change a failing grade to a passing grade, or to change an A to an A+. In general, A+'s are reserved for truly outstanding performance and awarded at the discretion of the professor.

## Contacting the Professor and TAs:
Canvas should be the first place you go

The TAs and I are here to answer your questions. Jon has office hours that you can book through Calendly. This should make it easy to find a convenient time to talk with Jon regardless of your schedule.

We are also happy to communicate electronically. **But let's be honest, you (the royal you) often ask logistical questions for which the answer is made clear in this very document,** if not on the class Canvas. And questions that you have are very likely to be the same ones your peers have.

***So, please direct your questions to the Canvas discussion link,*** *(unless your question is private and/or pertains to your specific needs).*

The professor and TAs will monitor the forums daily and respond as quickly as possible. If you email us questions that belong there, we may not respond, or we may ask you to redirect your question to Canvas. Note also that you can subscribe to the Canvas discussions to receive emails whenever something is posted there.

We appreciate your cooperation on this, and we really think it will make it easier for everyone to obtain the information they need.

# The Most Important Thing in this Whole Document

**Please talk to me as soon as possible about any challenges you feel you are facing**. I am **always willing to work with students, and I hate stress in my own life, and do not desire to add any to yours. But you need to be willing to face problems early and directly.** Let me know if you are feeling very stressed out, whether for pedestrian reasons (e.g. "I have 4 tests this week and it is just too much"), for serious reasons (e.g. "I am worried about someone in my family, and it is distracting), or even for a good, positive reason (e.g. "My girlfriend/boyfriend/bff is visiting during their spring break, and I want to spend time with them.")

Moreover, **I trust you to be grown up**. You don't need to share more than you want. You can even just say, "Jon, I don't want to get into details, but I need some flexibility for the next week or two." I will always work with you, so long as you are willing to deal with things sooner than later, and so long as you are willing to be accountable on your end.

And you can come talk to me for things unrelated to class too, personal, or otherwise. I will do my best to help. Really.

# Academic Ethics

Let me say something clearly. I have caught students cheating on papers in the past. And I have caught students cheating on quizzes and exams too. Few things are uglier than cheating in a class like this one.

There is no guarantee that I will catch you. But if I do, I will do nothing short of forwarding your case to the appropriate academic bodies, and I will give you an 'F' in the class with no opportunity for redemption. I don't want this class to bring undue stress or anxiety into your life. I love teaching cognitive psychology. I also don't expect it to be the most important thing in the world to everybody. I just ask that you take responsibility for your performance and seek help honestly if you are dissatisfied.

**If you are stressed, if you have last minute problems, even if you simply find yourself lost, contact me, and we can always work something out. If you find yourself contemplating cheating because of anxiety, that's probably a sign that you should come talk to me about the class.** But if you turn something in that you did not write, or you cheat in any other way, and it comes to my attention, I will not make an exception after the fact.

We also need to acknowledge that most of the assignments in this class are done on **an honors system**. The adorably named mini midterms are delivered through Canvas with a good deal of flexibility.

Should you cheat on them? Forgetting the moral issue, let's think about this as economists for a moment:

An argument *against* pervasive cheating in this class is that the cost/benefit calculus is not attractive.

I am not going to use any software to monitor you. There are no quizzes or exams that need to be taken at a specific time, or at the same time as anyone else. This means that you have little reason to cheat; things are relatively self-paced, individual assignments are low impact, I don't anticipate making assignments very difficult. In contrast, if you get caught, the consequences are severe.

However, the bar to cheating effectively **is** **low**. It will be easy to if you want to. When things are cheap, people consume them. Statistically speaking, some will gravitate to cheating, maybe only once, maybe occasionally, and some even chronically.

What can we do about this?

I like to answer the question like a psychologist, rather than an economist. I think that the key is for all of us to acknowledge that any of us could end up being evil doers or saints, that on average, the behavior of *each and every one* of us depends greatly on circumstantial, situational, and systemic factors, not any fixed or inherent nature, bad, good, or in between. You will see countless examples of this point throughout the class, and I will emphasize repeatedly that it is in many ways the most valuable contribution of cognitive psychology to date.

The good news is that merely being aware of our shared averageness, which is to say merely acknowledging our shared and pluripotent human nature, can make us more deliberate about our choices.

When you login to the class Canvas site, therefore, you will be asked to sign an ethics statement that includes the following:

➢ *This classroom is a community in which every member deserves to be treated with fairness, respect, and consideration.*

➢ *We expect the highest levels of integrity from one another.*

➢ *We accept collectively and individually one of the central messages of modern psychological science: that circumstances and situations may lead any among us to act in contravention of our core values and at the same time, that we are all capable of acting admirably, even heroically.*

➢ *We strive to organize our community and our environment to encourage the best of each of us.*

Learn about the University's policies on academic integrity and ethics here.

## Tentative Schedule

Below is a ***tentative*** schedule of topics for Introduction to Cognitive Psychology. That is, tentative means that things could change. The readings listed are meant to give you a sense of

the kinds of things assigned. Ultimately, Canvas will be the clearest guide because that's where you will find the content. You will also receive a weekly email from me with reminders and updates.

### *Module 0*: **What is a mind?**

In Class 1/24/23: The Mystery of Consciousness
→ No reading / No assignments

### *Module 1*: **What is a cognition?**

In Class 1/26/23: Sequestering Cognition
→ Read: Willam James, *the Principles of Psychology,* Ch 1.
https://psychclassics.yorku.ca/James/Principles/prin1.htm
→ Read: Thagard, Paul, "Cognitive Science", The Stanford Encyclopedia of Philosophy (Winter 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2020/entries/cognitive-science/>.
→ Watch **1 pre-recorded** lecture.

### *Module 2:* **Judgment and decisions**

In Class 1/31 & 2/2: Discussion & Prospect Theory
→ Watch **3 pre-recorded** lectures.
→ Read: Gilovich, T., Vallone, R., & Tversky, A. (1985). The hot hand in basketball: On the misperception of random sequences. *Cognitive Psychology, 17*, 295-314.
→ (Optional) Read: "The Captain of Crunch" *Slate 6/8/2010*. By Alan Siegel.
http://www.slate.com/id/2255932/
→ (Optional) Listen: Econ Talk on the Hot Hand
→ Read: Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science, 211*, 453-458.

### *Module 3: A little background: Binary Math, 'The 15 Game' and Turing Machines*

In Class 2/7 & 2/9: Math and Turing Machine Clinics. 15 Game Live.
→ Watch: Recorded lecture explaining Binary math.
→ (Optional *but highly recommended*): Watch:
https://www.khanacademy.org/math/algebra-home/alg-intro-to-algebra/algebra-alternate-number-bases/v/number-systems-introduction
→ Watch: Recorded lecture: The 15 Game
→ Watch: Recorded lecture: Turing Machines
→ Watch: https://www.youtube.com/watch?v=PLVCscCY4xI

**Mini Midterm #1: Due by 2/13/23 @10PM**. Covering material from Modules 1 and 2.

## *Module 4: Representations and Computations*

In class 2/14 & 2/16 Representations, from replicas to algebra
→ Watch: Recorded lectures on representations
→ Read: Gallistel & King (2011). Learning and the Computational Brain. Ch. 4 pp.64-68
→ Read: Pinker, S. (1997). How the Mind Works. New York, NY: W. W. Norton. (pp. 3-36)
→ Read: Wehner, R. (2003). Desert ant navigation: how miniature brains solve complex tasks. Journal of Comparative Physiology A, 189(8), 579-588.

## *Module 5: Numbers and Math*

In class 2/21 Number as a case study in representation
→ Read: "Numbers guy," The New Yorker, 3/3/08. By Jim Holt.
→ Do: http://panamath.org/test/consent.php
→ Read: "Gut instincts surprising role in math," The New York Times, 9/16/2008. By Natalie Angier.
→ Watch: Recorded Lecture: Numerical Cognition II
→ Read: Halberda, J., Mazzocco, M. M., & Feigenson, L. (2008). Individual differences in non-verbal numerical acuity correlate with maths achievement. Nature, 455, 665-669.

## *Module 6: Consciousness and Identification*

In class 2/23 The Hard Problem
→ Read: Nagel, T. (1974). What's it like to be a bat? Philosophical Review.
→ Read: Chalmers, D. (2007). The hard problem of consciousness. The Blackwell companion to consciousness, 225-235.

**Mini Midterm #2: Due by 2/27/23 @ 10PM.** Covering Modules 1-5 inclusive.

## *Module 7: The Neuron*

In class 2/28 The action potential
→ Watch: Recorded Lecture: One cell type to rule them all
→ (Required): Read: Kandell, E. R., Schwartz, J. H., & Jessel, T. M. (1991). Principles of Neural Science (3rd Edition). Norwalk, CT: Appleton & Lange. (pp. 5-32).
→ Watch: Recorded Lecture: The Action Potential

## *Module 8: The Brain!!!*

In Class 3/2, 3/7, & 3/9 neuropsych, how to make inferences, fMRI & how not to make them

→ Watch: http://www.ted.com/talks/vilayanur_ramachandran_on_your_mind.html
→ Watch: recorded lecture: Flombaum's laws
→ Read:
1. http://www.nytimes.com/2007/11/11/opinion/11freedman.html
2. http://www.nytimes.com/2007/11/14/opinion/lweb14brain.html
3. http://www.nytimes.com/2011/10/01/opinion/you-love-your-iphone-literally.html
4. http://www.russpoldrack.org/2011/10/nyt-letter-to-editor-uncut-version.html

→ Watch: Recorded lecture on how fMRI works
→ Read: Kanwisher, N., McDermott, J., & Chun, M. M. (1997). The fusiform face area: a module in human extrastriate cortex specialized for face perception. J*ournal of Neuroscience*, 17(11), 4302-4311.
→ Read: Caramazza, A., Chialant, D., Capasso, R., & Miceli, G. (2000). Separable The mind-body problem revisited
→ Read Fodor, J. A. (1981). The mind-body problem. *Scientific American.*
→ Watch lecture on what brains can tell us about minds.

## *Module 9: Episodic memory & how well do we know ourselves?*

In Class 3/14 & 3/16 Review & Strangers to Ourselves
→ Read: "The Memory Doctor" *Slate 6/4/2010.* By William Saletan.
http://www.slate.com/id/2256089/
→ Watch: Jon's lecture on a reconstruction of an automobile accident.
→ Read: Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. Journal of Verbal Learning and Verbal Behavior, 14, 585-589.
→ Watch: Jon's lecture on memory systems
→ (Optional) Read Anderson Ch 6 and Ch7 and/or Edelman Ch 6 [Read these if you want a somewhat more traditional survey of human memory, of the kind you would find in a more traditional version of this course.]
→ (Required) Watch:
i. http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html
ii. http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy.htm
iii. http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.ht
iv. http://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory.html

**Mini Midterm #3: Due 17 March 2023 by 10PM**. Modules 1-8 inclusive.

*****Spring Break***** 3/18 – 3/26***** Be Safe*****

***Syllabus 2023***
**Introduction to Cognitive Psychology**
Johns Hopkins University
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## *Module 10: Evolution*

In Class 3/27 & 3/30 Heritability, Ethology.
> → Watch: Recorded lecture: Evolution can't stop, won't stop.
> → Read: Darwin, C. (1859/1909). On the Origin of the Species by Natural Selection (11th edition). New York, NY: F. F. Collier & Son. (pp. 499-530).
> →Read: Sternly, K., & Griffiths, P. E. (1999). *Sex and Death.* Chicago, IL: The University of Chicago Press. (pp. 22-38; 324-332).
> → Watch: Recorded lecture, sexual selection
> → Watch: Evolutionary psych basics
> → Watch: A case study, motion induced blindness
> → Read: New, J. J., & Scholl, B. J. (2008). "Perceptual Scotomas" A functional account of motion-induced blindness. *Psychological Science*, 19, 653 - 659.
> → Explore: http://www.yale.edu/perception/Brian/demos/MIB-PercScotoma.html

## *Module 11: Vision*

*In Class 4/4, 4/11, 4/13 Vision Impossible*
> → Read*: "The Itch." The New Yorker 6/30/2008. By Atul Gawande.*
> → Watch:http://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see.html
> → Read: "Face-Blind" *The New Yorker 8/30/2010.* By Oliver Sacks
> → Listen:"Oliver Sacks on Living with Face-blindness" *The New Yorker Out Loud*
> *Podcast 8/30/2010.*
> → Do: http://www.gocognitive.net/demo/visual-search
> → Read: Simons, D. J., & Levin, D. T. (1998). Failure to detect changes to people during real-world interaction. *Psychonomic Bulletin & Review, 5*, 644-649.
> → Do: http://www.gocognitive.net/demo/change-blindness

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**NOTE: <u>No class on 4/6/23:</u>** *Happy Passover!*

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**Mini Midterm #4 Due 10 April 2023 by 10PM.** Modules 1-10 inclusive.

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## *Module 12: Theory of mind*

In Class 4/18 False Beliefs

> → Watch:
> https://www.ted.com/talks/rebecca_saxe_how_we_read_each_other_s_minds?language=en

## *Module 13: Moral Cognition*

In class 4/20 Harm and Intent

→ Read: "The moral instinct," *The New York Times Magazine, 1/13/2008.* By Steven Pinker. http://www.nytimes.com/2008/01/13/magazine/13Psychology-t.html
→ Watch: http://www.ted.com/talks/dan_ariely_on_our_buggy_moral_code.html

**Mini Midterm #5 Due 24 April 2023 by 10PM**. Modules 1-12 inclusive.

We will also meet on 4/25 & 4/27, Material TBD.

Don't Forget: 'Blog Post' Papers are due by 10PM on **May 8, 2023**. See Canvas for details

In person final exam: 16 May 2023, 2-5PM. All inclusive.

**End of Syllabus (Finally)**