PSYC G4685: SOCIAL COGNITIVE NEUROSCIENCE -- Fall 2005

W 10:10 AM - 12:00 PM
SCHERMERHORN 405

Instructor Information:
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Course Content
Social cognitive neuroscience seeks to integrate the theories and methods of its parent disciplines, social psychology and cognitive neuroscience. As such, it seeks to explain social and emotional behavior at three levels of analysis: The social level, which includes descriptions of experience, behavior, and context; the cognitive level, which specifies information processing mechanisms; and the neural level, which specifies neural systems that instantiate these processes. The course begins with foundational concepts (multilevel analyses of behavior, converging evidence, the interaction of controlled and automatic processes), which students use to analyze findings in number of core content domains (including emotional appraisal, emotion regulation, person perception, stereotyping, attitudes and beliefs, social decision making and cooperation). Prior to each meeting, students will prepare a 2 page seed paper which critically analyzes and integrates course readings. These papers will be used to launch discussions, which will be supplemented by occasional faculty lectures on specific topics. Final papers will be experiment proposals written in the form of a journal article. See Method of Evaluation.

Reading List and Weekly Syllabus
9/7 1. Introduction, origins, overview


Supplemental

9/14 2. Basic Principles
Social Cognition

Cognitive Neuroscience

Handout
➤ QuAlMRI outline

Supplemental

9/21 3. Self I: Agency(?)

Social Cognition

Cognitive Neuroscience

Supplemental

9/28 4. Self II: Self-knowledge

Social Cognition

Cognitive Neuroscience

Supplemental


10/5 5. Self III: Feeling

Social Cognition


Cognitive Neuroscience


Supplemental


10/12 6. Self IV: Self-Control

Social Cognition


Cognitive Neuroscience


Supplemental

10/19 7. Self V: Beliefs & expectancies

Social Cognition

Cognitive Neuroscience

Supplemental

10/26 8. Perceiving people I: From perception to action

Social Cognition
Cognitive Neuroscience


Supplemental


Social Cognition


Cognitive Neuroscience


Supplemental


11/9 No Meeting
11/16 10. Self & Other I: Basic Processes: The Same or Different?


Cognitive Neuroscience

Supplemental

11/23 No Meeting: Thanksgiving

11/30 11. Self and Other II: Feeling for others, good and bad. Or: empathy, evaluation, prosociality and prejudice

Social Cognition

Cognitive Neuroscience

Supplemental
• McClelland, J. L., McNaughton, B. L., & O'Reilly, R. C. (1995). Why there are complementary learning systems in the hippocampus and neocortex: insights from the successes and failures of connectionist models of learning and memory. Psychol Rev, 102(3), 419-457. [selections to be noted].

12/7 12. Self and Other IV: Morality, Competition, and Cooperation

Social Cognition

Cognitive Neuroscience

Supplemental

12/14 Reading Period; Experimental Presentations
Method of Evaluation
Each week, students will attend a two hour seminar. No later than 5:00 p.m. of the proceeding evening, students will submit a 2 page seed paper to the course instructor. Seed papers analyze and integrate the hypotheses, conceptual premises, methods and findings of assigned research articles, and will be used to launch discussion during each meeting. For the first course meeting, and for selected topics throughout the duration of the course, the instructor will use one-half to one hour of meeting time for lectures that will provide historical context, background, and conceptual explication. With the exception of the final two meetings, the rest of each meeting will be devoted to discussion.

Grading is allocated as follows:

Seed papers 35%
Participation in discussion 20%
Experiment presentation 15%
Final paper 30%