I. Bulletin description

Social Cognitive Neuroscience (seminar)
3 points. K. Ochsner. W 10:10 - 12
Prerequisite: For graduate students course equivalents of at least two of the following courses (1001, 1010, 2630, 3410, 3480, 3485) and/or the instructor's permission.
An introduction to the emerging interdisciplinary field of social cognitive neuroscience, which examines topics traditionally of interest to social psychologists (including control and automaticity, emotion regulation, person perception, social cooperation) using methods traditionally employed by cognitive neuroscientists (functional neuroimaging, neuropsychological assessment).

II. A full description of the content of the course

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.

III. The rationale for giving the course

As a field, psychology is increasingly moving towards interdisciplinary analyses of topics at multiple levels of analysis. This course may therefore provide students with a timely introduction to one such interdisciplinary approach, social cognitive neuroscience, which provides students with conceptual and analytic tools useful for understanding the multiple causes and consequences of human emotion and social behavior.

PSYC G4685 is a graduate seminar, designed particularly for students who wish to learn about using neuroscience methods to address topics traditionally of interest to social psychologists. This is a cross listing at the graduate level of W3680. At the graduate level it fulfills the following degree requirements:

• Credit toward the "two seriously graded advanced seminars" requirement.

• For undergraduates registering for graduate credit the course will fulfill the Group III Social, Personality & Abnormal requirement of the
Psychology Major and Concentration and the Advanced Seminar requirement of the Neuroscience and Behavior major.

IV. The reading list and weekly syllabus (subject to revision)

9/8 1. Introduction, origins, overview


9/15 2. Basic Principles

4. QLMRl handout

9/22 3. Self I: Agency


9/29 4. Self II: Self-knowledge


10/6 5. Self III: Feeling


10/13 6. Self IV: Controlling your self


10/20 7. Perceiving people I: Actions & expressions


10/27 No Class – Society for Neuroscience Meeting

11/3 8. Perceiving people II: Inferring intentions, making attributions


11/10 9. Perceiving People III: Stereotyping/evaluative categorization

3. 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].

11/17 10. Modulators I: Personality & Individual differences


11/24 11. Modulators II: Beliefs & expectancies


12/1 12. Interactions: Social decision making


12/8  13. Experimental Presentations I

12/8  14. Experimental Presentations II

12/15 Reading period

12/21 Final paper due

V. Course requirements

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. Graduate students must lead discussion, on the basis of their seed paper, twice during the course of the semester. 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. In comparison to requirements for undergraduate students enrolled for undergraduate credit in W3680, participation in discussion will be weighted more heavily for graduate students (30% of grade as compared to 20% for undergraduates).

During the final two course meetings undergraduate students will present a proposal for an original experiment that employs the social cognitive neuroscience approach. Graduate students will not make such presentations, and instead will prepare a more in depth final paper in the form of a pre-doctoral grant proposal that includes a literature review and a series of proposed experiments employing the social cognitive neuroscience approach.
approach.

Undergraduate who wish to enroll in the course for graduate credit must fulfill the requirements specified for graduate students.

Grading is allocated as follows:

Seed papers/Leading discussion 35%
Participation in discussion 30%
Final paper 35%