

THE PSYCHOLOGY OF COGNITION AND EMOTION

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 PCE-BS.2.M.A**

Area Human Resources and Organisational Behaviour

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Ellen Hamilton Newman holds a PhD in Developmental Psychology from the University of Michigan and a BA from Harvard University. She is a professor at IE University where she teaches psychology courses on the topics of cognition, human development, and quantitative research methods. Her research interests are in cognitive development and learning and her research bridges the fields of Psychology and Education. Previously, her research focused on the connection between language and literacy across cultures and in populations of children from low-income backgrounds. She has also studied and developed methods that use cognitive principles to improve language learning. Dr. Hamilton has conducted experimental research in the United States and China, and has worked in several leading not-for-profit organizations focused on improving education for students growing up in low-income and high-risk environments including Teach for America, Americorps, and the Knowledge is Power Program (KIPP).

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SUBJECT DESCRIPTION

We often talk about making a decision with our heart or with our mind, about reasoning versus intuition, and more generally about the emotional versus rational choices we make. Although a popularized notion, research suggests that these concepts of thinking and feeling are inextricably bound. Consider the following case described by Antonio Damasio, a neuroscientist currently at USC:

Elliott lost the ability to 'feel' after having a tumor removed from his frontal lobe. Beyond the obvious impact of being affectless, Damasio noted an unusual side-effect, Elliot struggled to make decisions. Although he did brilliantly at idea generation, he was unable to evaluate and weigh the options to arrive at a final decision. Instead he became paralyzed by the simplest of tasks: making a shopping list, booking an appointment for a particular date, and even choosing what to eat. (Eslinger & Damasio, 1985; Baer, 2016)

The focus of this course is on understanding the tight coupling between our thinking and our feeling and tracing the inflection points of when and how cognition and emotion work together to produce our behavior.

COURSE OVERVIEW

Since the literature on cognition and emotion is vast, this course will use cognitive psychology as the basis for exploring emotion. In other words, we will explore the cognitive theories of attention, perception, memory, and learning. In these topics, we will review basic principles of cognitive psychology with close attention to ways in which the mind works and when it fails to work. Importantly, the discussion of affective sciences will be interleaved within this framework such that we will explore the role of feeling for each cognitive component. We will also discuss additional emotion-related topics such as what are basic emotions, emotion appraisal, and emotion regulation and emotional intelligence (time permitting).

As such, this course includes topics that are fundamental for understanding how we think and feel. Most students find these topics intrinsically interesting particularly when applied to real-life, such as when thinking about how to be a better student (e.g., in order to get the best grade on my presentation tomorrow, should I go first or last?), how to improve the marketing of a product (e.g., why does having too much choice reduces sales?), or how to improve day-to-day decision-making (e.g., how much are unconscious emotions influencing my choices?).

LEARNING OBJECTIVES

This course is designed to provide a broad overview of the domains of cognition and emotion. It will review seminal research as well as cutting-edge, hot-off-the-press topics. You will gain knowledge about cognition and emotion as a human science by reading about and by participating in a number of classic research studies. You will also enhance your ability to think critically and scientifically about everyday human behavior problems (e.g., "When can I multi-task effectively?" or "Why do I forget and what do I forget?") so that you can try to generate effective solutions for optimizing your own productivity and for addressing challenges in the classroom.

Through regular attendance and active participation in the course, students should:

- Know the basic theories (past and present) of cognition and emotion and, more specifically, the structures and functions of the mind and the processes that constitute 'thinking' and 'feeling'.
- Understand not just the independent contributions of these two fields to understanding cognition, but more importantly how these two areas work in concert to explain human behavior.
- Use the research dialectic to structure how you think about cognition and emotion within human behavior.
- Be able to apply your learning to real-world problems in your own lives or in your future professional lives – in human resources, talent management, market research and consumer

insights... to name a few.

TEACHING METHODOLOGY

The IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate to build their knowledge and sharpen their skills. The professor's main role is to facilitate student learning of the objectives of the course. To this end, the course will include a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.0 %	45.0 hours
Discussions	3.33 %	5.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	13.33 %	20.0 hours
Individual studying	36.67 %	55.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

The following program is tentative. Although we will cover all of the listed topics and selected readings, the activities and pace of the class depends on you. Please complete all 'Prework' **BEFORE** attending the session. Each session is designed with this expectation and will be difficult to follow if you do not complete it before attending the session.

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Economic Development

Topic: Introduction and Motivation

"The debate over the relative dominance of cognition and emotion becomes meaningless and dissolves when the two systems are conceived as one."

---Santostefano, 1986 cited in Dalgleish & Power's (1999), Handbook of Cognition and Emotion

Session Overview:

Introduction: who are you (as a behavioral scientist)?

Motivation: 1 case study (break-out)

Logistics: course parameters

DUE THIS SESSION:

Read(@20 pages): (i) Ariely (2008), Chapter 5. The Influence of Arousal, (ii) Goldstein & Van Hoof, Cognitive Psychology (chapter 1: pp2 - 11)

Book Chapters: Predictably Irrational (Ariely, 2008) - Chapter 5. Influence of Arousal (ced)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 1: pp2 - 11) (See Bibliography)

SESSION 2 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge

Topic: Overview of Mindware

"...we usually think of ourselves as sitting in the driver's seat, with ultimate control over the decisions we made and the direction our life takes;

but, alas, this perception has more to do with our desires - with how we want to view ourselves - than with reality." ---Dan Ariely (2008), Predictably Irrational

Session Overview:

Review: course parameters

Mindware: what are the components, examples of how it works, strengths and weaknesses of the components, applications.

DUE THIS SESSION:

Read (<15 pages): (i) Economist (2008), The Science of Shopping, (ii) Goldstein & Van Hoof, Cognitive Psychology (chapter 1: pp12 - 21)

Article: The Science of Shopping, Dec 18th 2008 (The Economist) (CED)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 1: pp12 - 21) (See Bibliography)

SESSION 3 (ASYNCHRONOUS)

History of Emotion

"Emotions are among the toughest things in the world to manufacture out of whole cloth; it is easier to manufacture seven facts than one emotion."

---Mark Twain (1883), Life on the Mississippi

Session Overview:

Review: Mindware & the ATM

Lectures: Emotion across history: (i) the Ancients, (ii) the Renaissance, and (iii) 19th & 20th century

DUE THIS SESSION:

Watch (3 minutes): Video - Theories of Emotion Explained

Multimedia Material: Video: Theories of Emotion Explained (Youtube)

SESSION 4 (LIVE IN-PERSON)

Topic: Basic Emotions

"The collection of movements on the inside and outside of my body are said to be like a "fingerprint" that uniquely identifies sadness (or any basic emotion), much like your own fingerprints uniquely identify you."

---Feldman-Barrett (2017) describing the classical view of emotions in How Emotions are Made.

Session Overview:

Lecture: (i) current landscape of emotion theory and (ii) Basic Emotions Theory

DUE THIS SESSION:

- Read (15 pages): Beck (2015), Science's Struggle to Define Emotions & (ii) Russell (2015), Moving from the Basic Emotions Theory of Facial Expressions
- Watch (<5 minutes): TED: Are there Universal Expressions of Emotions
- Watch (<10 minutes): How to Read Faces
- Watch (<10 minutes): Inside Out

Article: Beck, 2015. Science's Struggle to Define Emotions (The Atlantic) (CED)

Multimedia Material: TED: Are there universal expressions of emotion? (TED)

Multimedia Material: HOW TO READ FACES | Test by Paul Ekman

Multimedia Material: Inside Out

SESSION 5 (LIVE IN-PERSON)

Topic: History of Cognition

"What recent discovery in your field will still be remembered in 200 years from now?"

---NextGen Speaks (2014), Science Magazine.

Session Overview:

Review: main themes in the history of the study of emotion

Lecture: History of the study of cognition (Structuralism, Functionalism, Behaviorism, Cognitivism)

DUE THIS SESSION:

- Read (19 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 2: pp24 - 36), Synchronicity. The one brain metric to rule them all (7 pages)
- Watch (<10 minutes): Videos - (i) Neuron, (ii) Action Potential, (iii) Parts of the brain

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 2: 24 - 36) (See Bibliography)

Multimedia Material: Video: Neurons (Youtube)

Multimedia Material: Synchronicity. The one brain metric to rule them all.

Multimedia Material: Video: Action Potentials (Youtube)

Multimedia Material: Video: Parts of the brain (Youtube)

SESSION 6 (LIVE IN-PERSON)

Topic: Methods of Cognition

"Hence, even in the domain of natural science, the aid of the experimental method becomes indispensable whenever the problem set is the analysis of transient and impermanent phenomena and not merely the observation of persistent and relatively constant objects." ---Wilhelm Wundt (1902), Principles of Physiological Psychology

Session Overview:

2 Methodological Concepts: (i) Ruling out Alternatives, (ii) Subtraction Method

DUE THIS SESSION:

- Read (12 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 2: pp36 - 48)
 - Watch (<25 minutes): professor videos (i) Subtraction Method, (ii) Ruling out Alternatives
- Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 2 (pp36 - 48) (See Bibliography)*

SESSION 7 (LIVE IN-PERSON)

Topic: History and Methods: Recap, Review, and Rock-it!

Session Overview:

Review: Universal Emotions debate and BET

Quiz Prep: review key ideas and key practice quiz questions

SESSION 8 (LIVE IN-PERSON)

Topic: Controlled Attention

"We pay attention to what we are told to attend to, or what we're looking for, or what we already know...what we see is amazingly limited."

---Daniel Simons, 2010. The I Gorilla: And Other Ways our Intuitions Deceive Us.

Session Overview:

Lecture: (i) types of attention, (ii) what/how of focused attention

DUE THIS SESSION:

- Read (12 pages): (i) read Goldstein & Van Hoof, Cognitive Psychology (chapter 4: pp87-94), (ii) Paul (2013), Students Can't Resist Multitasking
- Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 4 (pp 87 - 94) (See Bibliography)*
- Article: Paul, 2013_Students can't resist multitasking. (slate.com) (CED)*

SESSION 9 (LIVE IN-PERSON)

Topic: Controlled & Automatic Attention

"Attention is a necessary ingredient for effective advertising.

The market for consumer attention (or "eyeballs") has become so competitive that attention can be regarded as a currency."

--- Teixeira, 2014. The Rising Cost of Consumer Attention

Session Overview:

Lecture: (i) Divided Attention, (ii) When Controlled Attention Fails, (iii) Automatic Attention

DUE THIS SESSION:

- Read (@15 pages): (i) read Goldstein & Van Hoof, Cognitive Psychology (chapter 4: pp95 - 107)
 - Watch (5 minutes): Hemispatial Neglect Video
- Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 4: pp95 - 107) (See Bibliography)*

Multimedia Material: Video: Hemispatial Neglect (Youtube)

SESSION 10 (LIVE IN-PERSON)

Topic: Applying Attention

"The rising cost of this ingredient in the marketplace is causing marketers to waste money on costly attention sources or reduce their investment in promoting their brands. Instead, they should be thinking

about how to "buy" cheaper attention and how to use it more effectively. "

--- Teixeira, 2014. The Rising Cost of Consumer Attention

Session Overview:

Lecture: Automatic Attention - what is it, how to drive it, what is processed

Application: Ad Analysis

DUE TODAY:

- Read (@20 pages): (i) The New Science of Viral Ads, (ii) When People Pay Attention to Video Ads and Why

Article: *The New Science of Viral Ads* (HBS F1203A-PDF-ENG)

Article: *When People Pay Attention to Video Ads and Why* (HBS H02EPA-PDF-ENG)

SESSION 11 (ASYNCHRONOUS)

Topic: Emotion & Attention

"Emotions change how we see the world and how we interpret the actions of others. We do not seek to challenge why we are feeling a particular emotion; instead we seek to confirm it."

---Ekman (2004), Emotions Revealed: Understanding Faces and Feelings

Session Overview:

Lectures: 2 mini-lectures: attention and emotion

DUE THIS SESSION:

- Read (15 pages): (i) Goldstein & Van Hoof, Cognitive Psychology (chapter 4: pp107 - 122)

Book Chapters: *Goldstein & Van Hoof, Cognitive Psychology* (chapter 4: pp107 - 122) (See Bibliography)

SESSION 12 (LIVE IN-PERSON)

Topic: Attention: Recap, Review, and Rock-it!

"Attention has been referred to as the scarcest resource in today's business." --- Adler & Firestone (1997)

Session Overview:

Quiz Prep: review and finish topics

Lecture: attention and emotion

SESSION 13 (LIVE IN-PERSON)

Topic: Perception

"Whilst part of what we perceive comes through our senses from the object before us, another part (and it may be the larger part) always comes out of our own mind."

---William James (1883), The Principles of Psychology

Session Overview:

Lectures: 2 professor mini lectures: (i) what you don't see (ii) what you see but isn't there

DUE THIS SESSION:

- Read (15 pages): Ashcraft, Cognition. Chapter 3 (pp65 - 73)

Book Chapters: Ashcraft, Cognition. Chapter 3 (pp65 - 73) (ced)

SESSION 14 (LIVE IN-PERSON)

Topic: Perception: The Visual System

"The eyes look, but the brain sees."

---Clement, 2018. (<https://sciencenordic.com/denmark-design-forskerzonen/the-eyes-look-but-the-brain-sees/1455654>)

Session Overview:

Lecture Review: key ideas about the transmission of visual information and the what and where specialization

DUE THIS SESSION:

- Watch (30 minutes): professor mini-lecture videos - (i) transmission of visual information and (ii) what and where specialization

- Watch (5 minutes): How We Sense Movement

Multimedia Material: Video: How We Sense Movement (Youtube)

SESSION 15 (LIVE IN-PERSON)

Topic: Pattern Recognition

"In characterising a psychological process, we can ask how much of the process is driven by incoming information from external stimuli, and how much it is affected by antecedent representations that were already in place before the stimulus was encountered." ---Stokes, Matthew, & Biggs (2015), Perception and its Modalities

Session Overview:

Lecture: 3 bottom-up theories of pattern recognition

DUE THIS SESSION:

Read (@25 pages): (i) Ashcraft, Cognition. Chapter 3 (pp80 - 100), (ii) Goldstein & Van Hoof, Cognitive Psychology (chapter 3: pp55-62) (iii) Sacks, The Man Who Mistook His Wife for a Hat

Book Chapters: Ashcraft, Chapter 3, pp80-100 (ced)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 3: pp55-62)

Book Chapters: The Man Who Mistook His Wife for a Hat (ced)

SESSION 16 (LIVE IN-PERSON)

Topic: Pattern Recognition

"In characterising a psychological process, we can ask how much of the process is driven by incoming information from external stimuli, and how much it is affected by antecedent representations that were already in place before the stimulus was encountered." ---Stokes, Matthew, & Biggs (2015), Perception and its Modalities

Session Overview:

Lecture: (i) top-down versus bottom-up and (ii) top-down model

DUE THIS SESSION:

- Read (25 pages): (i) finish reading Ashcraft, Cognition. Chapter 3 (pp80 - 100), (ii) Goldstein & Van Hoof, Cognitive Psychology (chapter 3: pp75-83), (iii) Excerpt from Anthropologist on Mars, *To See or Not to See*

Book Chapters: Ashcraft, Cognition. Chapter 3 (pp80 - 100) (ced)

Book Chapters: (Goldstein & Van Hoof, Cognitive Psychology (chapter 3: pp75-83)

Book Chapters: An Anthropologist on Mars (ced)

SESSION 17 (ASYNCHRONOUS)

Topic: Perception and Emotion: Constructivist Theory of Emotion

"The theory of constructed emotion... tells a story that doesn't match your daily life - your brain invisibly constructs everything you experience, including emotions." -

--- Lisa Feldman Barrett (2017). How Emotions are Made: The Secret Life of the Brain.

Session Overview:

Lecture: (i) constructionist approach, (ii) appraisal theories of emotion

DUE THIS SESSION:

- Watch (<20 minutes): TED: You Aren't at the Mercy of your Emotions

Multimedia Material: Video: You Aren't at the Mercy of your Emotions, your Brain Creates them (TED)

SESSION 18 (LIVE IN-PERSON)

Topic: Perception: Recap, Review, and Rock-it!

"...there can be more to a product than meets the eye. In fact, there can be more to a product than meets the ear, nose, mouth or fingers as well. Many attributes of products are based on the interactions between the senses or on senses consumers may not even be aware of."

---Aradhna Krishna (2013), Customer Sense

Session Overview:

Review: review appraisal theories

Quiz Prep: overview of key topics

DUE THIS SESSION:

- Read (<15 pages): HBR The Science of Sensory Marketing
- Case (30 minutes): Transforming the Customer Experience through Sensory Marketing

Article: The Science of Sensory Marketing (HBS F1503A-PDF-ENG)

Games & Simulations: Transforming the Customer Experience through Sensory Marketing (PSY090004-U-ENG-VXR)

SESSION 19 (LIVE IN-PERSON)

Topic: Working Memory

"Busy people all make the same mistake: they assume they are short on time, which of course they are. But time is not their only scarce resource. They are also short on bandwidth. By bandwidth I mean basic cognitive resources — psychologists call them working memory and executive control — that we use in nearly every activity."

---Sendhil Mullainathan (2013), *The Mistake Busy People Make*

Session Overview:

Lecture: (i) sensory memory and (ii) stm versus working memory

DUE THIS SESSION:

- Read (13 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 5: pp123 - 137)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 5 (pp123 – 137)

SESSION 20 (LIVE IN-PERSON)

Topic: Working Memory: multipart model of working memory

"This broad theoretical framework has proved durable and has been widely used within both basic and applied psychology and in neuroscience more generally."

---Baddeley, 2009. *Working Memory*.

Session Overview:

Lecture: (i) phonological loop and (ii) visuo-spatial sketchpad

DUE THIS SESSION:

- Read (8 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 5: pp137-151)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 5 (pp 137 – 151)

Multimedia Material: Video: Baddeley Model Overview: (Youtube)

Multimedia Material: Video: Visual-Spatial Buffer (Youtube)

SESSION 21 (ASYNCHRONOUS)

Topic: Working Memory: understanding the central executive

"The most complicated skill is to be simple." ---Dejan Stojanovic

Session Overview:

Mini-lectures: (i) review phonological loop, (ii) finish visuo-spatial sketchpad and (ii) central executive functioning

DUE THIS SESSION:

- Read (9 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 5: pp151 - 160)

- Watch (9 minutes): Video - The Frontal Lobe: Cognition and Awareness

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 5: pp151 - 160)

Multimedia Material: Video: The Frontal Lobe: Cognition and Awareness (Youtube)

SESSION 22 (LIVE IN-PERSON)

Topic: Structure of Memory: what amnesiacs teach us

"HM gave science the ultimate gift: his memory.... Our knowledge of brain disease and how the normal mind works would be greatly diminished if it were not for the generosity of HM and other patients like him."

---(quote adapted from) Ogden, 2012. HM, the Man with No Memory

Session Overview:

Lecture: neuropsychological evidence of double dissociation between explicit and implicit memory

DUE THIS SESSION:

- Read (@20 pages): (i) Goldstein & Van Hoof, Cognitive Psychology (chapter 6: pp164 - 173) and (ii) The Lost Mariner

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 6 (pp 164 – 173) (See Bibliography)

Book Chapters: Oliver Sacks: The Lost Mariner (ced)

SESSION 23 (LIVE IN-PERSON)

Topic: Structure of Memory: explicit versus implicit memory

"Intelligence is not only the ability to reason; it is also the ability to find relevant material in memory and to deploy attention when needed."

---Daniel Kahneman (2011), Thinking, Fast and Slow

Session Overview:

Lecture: behavioral evidence of double dissociation between explicit and implicit memory

DUE THIS SESSION:

- Read (15 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 6: pp174-189)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 6 (pp 174 - 189) (See Bibliography)

SESSION 24 (LIVE IN-PERSON)

Topic: Working Memory: Recap, Review, and Rock-it!

"All judgments and decisions rest on the way we see and interpret the world. Judgments and decisions are influenced by selective perception, pressures toward cognitive consistency, biases in memory, and changes in context."

---Scott Plous (1993), The Psychology of Judgment and Decision Making

Session Overview:

Quiz Prep: review key topics

DUE THIS SESSION:

- Read (@4 pages): Greene, 2010. Making Connections: The Essence of Memory

Article: Greene, 2010. Making Connections: The Essence of Memory (SCIENTIFIC AMERICAN MIND, July/August 2010 (CED))

SESSION 25 (ASYNCHRONOUS)

Topic: Episodic Memory: what we remember and why

“The forces that shape the world within our heads – names, labels, and symbols – derive much of their power by association.”

---Adam Alter (2013), Drunk Tank Pink

Session Overview:

Lecture: Strengths of Memory

Apply: Watch TED: Practice Makes Perfect (<https://www.youtube.com/watch?v=S2DnMGnAGNs>)

DUE THIS SESSION:

- Read (17 pages): Goldstein & Van Hoof, Cognitive Psychology (chapter 7: pp192 - 206 and 219 - 221)

- Listen (17 minutes): Audio - Limits of Memory

Multimedia Material: Podcast: Limits of Memory (WNYC)

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology (chapter 7: pp192-206 and 219-221)

(See Bibliography)

SESSION 26 (LIVE IN-PERSON)

Topic: Episodic Memory: what we forget and why

“To learn from experience, we must remember it, and for a variety of reasons, memory is a faithless friend.”

--- Daniel Gilbert (2006), Stumbling on Happiness

Session Overview:

Lecture: encoding, storage, retrieval

DUE THIS SESSION:

- Read (@20 pages): (i) Goldstein & Van Hoof, Cognitive Psychology (chapter 8: pp238 - 259) & (ii) Misconceptions of Memory

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 8 (pp238 - 259) (See Bibliography)

Article: Misconceptions of Memory (Psychological Science, Volume 20—Number 5 (ced))

SESSION 27 (LIVE IN-PERSON)

Topic: Emotions and Memory

“Our memories are constructive. They're reconstructive. Memory works a little bit more like a Wikipedia page: You can go in there and change it, but so can other people.”

Elizabeth Loftus (2017) NPR, How Can Our Memories Be Manipulated

Session Overview:

Lecture: arousal and memory, flashbulb memories, broaden and build theory of emotions.

DUE THIS SESSION:

- Read (@30 pages): (i) Goldstein & Van Hoof, Cognitive Psychology (chapter 7: pp206 - 219 and chapter 8: pp225 - 238)

- Watch (17 minutes): Elizabeth Loftus, How Reliable is your Memory

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 7 (pp206 - 219) and Chapter

8 (pp225 - 238) (See Bibliography)

Multimedia Material: Video: *How Reliable is your Memory* (Youtube)

SESSION 28 (LIVE IN-PERSON)

Topic: Implicit Memory – unconscious influences on behavior

“95% of our purchase decisions take place in the subconscious mind.”

---Gerald Zaltman (2003), *How Customers Think*

Session Overview:

Lecture: priming, subliminal influences, criteria for influence

DUE THIS SESSION:

- Read (@12 pages): (i) Stroebe, 2012. *The Subtle Power of Hidden Messages*; (ii) Goldstein & Van Hoof, *Cognitive Psychology* (chapter 6: pp183 - 189)

- Watch (20): professor video: priming

Article: Stroebe, 2012. The Subtle Power of Hidden Messages (SCIENTIFIC AMERICAN MIND, May/June 2012 (CED))

Book Chapters: Goldstein & Van Hoof, Cognitive Psychology. Chapter 6 (pp183 - 189) (See Bibliography)

SESSION 29 (LIVE IN-PERSON)

Topic: Unconscious Learning and Habit Formation

“As the ability to analyze data has grown more and more fine-grained, the push to understand how daily habits influence our decisions has become one of the most exciting topics in clinical research... One study from Duke University estimate that habits, rather than conscious decision-making, shape 45% of the choices we make every day.” ---Charles Duhigg (2012), *How Companies Learn Your Secrets*

Session Overview:

Lectures (i) conditioning and (ii) habit formation

DUE THIS SESSION:

- Read (<10 pages): Adler, 2017. *How Technology Gets You Hooked*

Multimedia Material: Adler, 2017. How Technology Gets You Hooked (The Atlantic) (CED)

SESSION 30 (LIVE IN-PERSON)

Topic: Showcasing your Brilliance: Putting it all Together

“All judgments and decisions rest on the way we see and interpret the world. Judgments and decisions are influenced by selective perception, pressures toward cognitive consistency, biases in memory, and changes in context.”

---Scott Plous (1993), *The Psychology of Judgment and Decision Making*

Session Overview:

HBR New Coke Case Discussion

DUE THIS SESSION:

- Read (@20 pages): HBR Coke Case

EVALUATION CRITERIA

Participation (5%): Participation will be evaluated based on being present and on time, on being prepared, on staying engaged and participative.

Reinforcement (25%): The reinforcement activities consist of questions posted in feedback fruits, end-of-module outlines, and other materials designed to 'skill-and-drill' learning. These materials are designed to reinforce concepts that you are reading about and/or learning in a particular session and may be assigned individually or as a group. Late assignments will not be accepted as the material is required to be completed before or on the date of a particular session.

Application (25%): Students must complete 6 activities for the course. These activities are designed to encourage students to apply the concepts and ideas from the course to real world situations. These assignments may be completed individually or in groups -the professor will specify in advance. Late activities will be marked down 10% per 24-hour period.

Testing (45%): There will be 5 multiple-choice + short-answer quizzes for the course, one per module. These are individual assessments of learning and will be taken in class, on the specified dates. Makeup or alternate quizzes are only given with official documentation stating the reason for changing/missing the quiz and only at the discretion of the instructor and program director, if needed.

*The work assigned is comprised of a mix of individual work (@80%) and group work (@20%).

criteria	percentage	Learning Objectives	Comments
Testing	45 %		
Reinforcement	25 %		
Application	25 %		
Class Participation	5 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.) The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Compulsory

- Goldstein/Van Hooff. (2020). *Cognitive Psychology*. Cengage. ISBN 9781473774353 (Digital)

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BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

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ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may

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