



# COGS704

## Advanced Principles of Cognitive Science: Memory, Self, and Cognitive Theory

S1 Day 2016

*Department of Cognitive Science*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12
<u>Required and recommended reading</u>	15

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## General Information

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit forms part of a four-unit core sequence covering a range of foundational and cutting-edge research topics in cognitive science, with an emphasis on active research programs at MQ. This team-taught unit is made up of a selection of 3-4 topic modules, led by experts specialising in these fields. Topics to be covered may include but are not limited to: the nature of individual and social memory from an interdisciplinary perspective; views about the relationship between memory and the self; disorders of belief formation such as delusion; and theories of consciousness.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Increase understanding of the nature of hypnosis and research methods in hypnosis

Increase understanding of the two-factor theory of delusions and the logic of using hypnosis to model delusions

Increase understanding of disruptions of self, delusions of misidentification, socially shared delusions

Increase understanding of theories and methods of sense of agency research

Increase understanding of the nature of memory and the relevance of ecological validity

Increase understanding of the role and mechanisms of remembering and forgetting, functions of memory, and the relationship between individual and social memory

Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance

Improve and/or develop ability to critically evaluate scientific claims, methods and data

Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)

Improve and/or develop ability to present research to an audience in a clear and engaging way

Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## General Assessment Information

### LATE PENALTIES

Late submission of an assignment will attract a penalty of 10% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of  $2 \times 10\% \times 40 = 8$  marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 7 days after the submission deadline will not be marked and will receive a mark of 0.

### LENGTH PENALTIES

You will be penalised 5% for every 100 words over the word limit. For instance, if an assignment is worth 50% of the overall assessment and you exceed the word length by 100 words then you will lose  $5\% \times 50 = 2.5$  marks. That is, 2.5 marks will be subtracted from the

mark you receive for this assignment.

## REQUEST FOR EXTENSIONS

Extensions will only be granted for medical or other extenuating circumstances. Students may request this by submitting an online request via [ask.mq.edu.au](http://ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the FHSSSC will make all decisions regarding extensions. Neither individual tutors nor the course convenor are able to grant extensions. All requests for extensions must be made prior to the due date for the assignment.

## REQUIREMENT TO PASS THE UNIT

A passing grade is contingent on completion and submission of **all** assessments. ***Failure to submit any assessments will automatically result in a fail grade and any subsequent pieces of work will not be assessed.***

## FINAL GRADE

Your final grade is determined by your performance in meeting the learning outcomes for the unit. The Standard Numerical Grade (SNG) reflects the extent to which your performance matches the grade descriptors, as outlined in the [Macquarie University Grading Policy](#). Please note that your final mark may be scaled and therefore may not necessarily be a raw sum of the marks received for the individual assessment tasks.

## Assessment Tasks

Name	Weighting	Due
<a href="#">500 word article review</a>	20%	TBA
<a href="#">2000 word essay</a>	40%	12th May 2016 (5pm)
<a href="#">Research Poster</a>	40%	9th June 2016

### 500 word article review

Due: **TBA**

Weighting: **20%**

This assessment involves writing a 500 word (approx. 2 page) review of a published journal article on topics covered in Weeks 2-4 such as clinical delusions, dissociative identity disorder, or hypnotic analogues of delusions. Potential journal articles can be selected from the Additional Reading List and will be decided in class in Week 1. You will also be asked to lead a group discussion on the article in Weeks 2-4. You will be assessed on:

- Your ability to read a theoretical, review, clinical or empirical paper and identify its strengths, weaknesses and relevance; your ability to critically evaluate scientific claims, methods and data; and your ability to capture the essence of an article and to

communicate your point of view on it in a clear and logical way.

We will discuss the requirements further in class.

**Due Date:** On the day you discuss the article in Week 2, 3, or 4 (this will be decided in Week 1). Submit an electronic version to ilearn by 5pm. Assignment 1 will be doublemarked by Rochelle Cox and Amanda Barnier.

On successful completion you will be able to:

- Increase understanding of the nature of hypnosis and research methods in hypnosis
- Increase understanding of the two-factor theory of delusions and the logic of using hypnosis to model delusions
- Increase understanding of disruptions of self, delusions of misidentification, socially shared delusions
- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)
- Improve and/or develop ability to present research to an audience in a clear and engaging way

## 2000 word essay

Due: **12th May 2016 (5pm)**

Weighting: **40%**

This assessment involves writing a 2000 word essay on the following question:

*What (if anything) has sense of agency research shown us so far, and what is one thing that still needs to be done?*

The point of this essay is not to simply review the research from weeks 5-8 in an uncritical way. Many aspects of sense of agency research have been contested or controversial. For example, many researchers have argued about the significance of Libet's experimental findings or the value of Wegner's theories (see the commentaries following the main reading in week 6). In this essay we are looking for your opinion on some of these contentious issues. You need to make a reasoned argument about whether or not research into sense of agency has helped us understand any aspects of cognition in ways that have been useful for research, clinical practice or understanding social phenomena.

- It does not matter whether you say sense of agency has been extremely useful or it has been pointless. We are looking for a clear reasoned argument either way. Please don't sit on the fence.

- You are encouraged to use the materials and readings from weeks 5-8 as a guide, but don't feel restricted to these ideas. You are welcome to discuss any research relevant to sense of agency.
- **You do not have to write a comprehensive evaluation of everything we covered in class.** A sensible strategy for this essay may be to focus only on one specific study (e.g., Libet's volition experiment) or one theory (e.g., the comparator model) or one case of agency alteration (e.g., states of flow). Feel free to pick the topic you found most interesting and just write about that. Detailed arguments of one specific aspect of sense of agency research are very welcome.

You will be assessed on:

- Your knowledge of, and ability to accurately describe key experiments, theories, methods and applications of sense of agency research; your ability to develop a coherent argument that is based on empirical research; your ability to draw links between theory and research on sense of agency; your written communication skills; your critical analysis skills; and your problem-solving and creative skills

**Due Date:** Thursday 12<sup>th</sup> May – 5pm. Submit an electronic version to ilearn by 5pm. Assignment 2 will be doublemarked by Vince Polito and Rochelle Cox.

On successful completion you will be able to:

- Increase understanding of theories and methods of sense of agency research
- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)

## Research Poster

Due: **9th June 2016**

Weighting: **40%**

For this assessment you will be asked to design a research poster of a hypothetical study that follows from or builds upon a published journal article on topics covered in Weeks 9-12.

Your poster should consist of an Introduction (describing background research, aims, hypotheses), Method, Results (make up some pretend results), Discussion (describing implications, limitations, future research suggestions, etc).

We will hold a poster session on Thursday 9<sup>th</sup> June 12pm-2pm, where you will describe your poster to the group. You will be assessed on:

- The significance and feasibility of your research proposal, your ability to design a concise, interesting research poster, your written communication skills, your presentation skills, your critical analysis skills, your problem-solving skills.
- $\frac{1}{4}$  of your mark for this assignment will be based upon your presentation
- $\frac{3}{4}$  of your mark for this assignment will be based upon the content of the poster

We will discuss the requirements further in class.

**Due Date:** Thursday 9<sup>th</sup> June (Poster presentation day). Submit an electronic version of your poster to ilearn by 5pm. Assignment 2 will be triplemarked by Amanda Barnier, Rochelle Cox, and Vince Polito.

On successful completion you will be able to:

- Increase understanding of the nature of memory and the relevance of ecological validity
- Increase understanding of the role and mechanisms of remembering and forgetting, functions of memory, and the relationship between individual and social memory
- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)
- Improve and/or develop ability to present research to an audience in a clear and engaging way
- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## Delivery and Resources

### ABOUT THIS UNIT

This is a team-taught unit made up of a selection of three topic modules, led by experts specialising in these fields. Topics covered include disorders of self and delusional beliefs, sense of agency, and the nature of individual and social memory from an interdisciplinary perspective. We discuss how cognitive scientists approach research questions and design experiments in these domains.

The aims of this unit are to:

1. Assist you in becoming familiar with important research, theories, methods, and recent findings in these areas;
2. Highlight interdisciplinary ways to approach and investigate these topics;
3. Assist you in developing the ability to critically evaluate scientific claims, methods and

data

There will be 13 weekly seminars that run for 2 hours each.

Time: Thursday 12-2pm

Location: AHH, room 3.610

Attendance: Students must attend 80% of all seminars. If unable to attend a seminar, email Rochelle Cox BEFORE the class.

## TOPICS

### **Weeks 1 – 4: Introduction + Hypnosis and Delusions**

Here we will cover the logic of using hypnosis to model delusions, disruptions of self (e.g., identity delusions, dissociative identity disorder, mirrored-self misidentification), and socially shared delusions.

### **Weeks 5 – 8: Sense of Agency**

Here we will explore the sense of agency - the feeling we have of controlling our actions. We will review theories and methods that are used to understand agency in cognitive science, and we'll look at some unusual cases of agency alteration involving altered states of consciousness.

### **Weeks 9 – 12: Autobiographical, Social and Collective Memory**

Here we will discuss memory research from theoretical inspiration to methodological innovation to empirical implementation and to real world relevance. We will consider remembering and forgetting, what memories are for, and social scaffolding of memory especially as we age.

### **Week 13: Poster Presentation Session**

## **Unit Schedule**

Week	Date	Topic
1	3 Mar	<b>Introduction + Delusions and instrumental hypnosis</b> Aim of course; Assignments; Introduction to hypnosis and delusions; Logic of using hypnosis instrumentally <b>Read:</b> Cox & Barnier (2010)
2	10 Mar	<b>Disruptions of self</b> Dissociative Identity Disorder; hypnotic identity delusions <b>Read:</b> Kihlstrom (2005); <i>Students review papers</i>
3	17 Mar	<b>Mirrored-self misidentification</b> Pathways to the delusion; Modelling the delusion with hypnosis; Applying and testing the two-factor theory <b>Read:</b> Barnier et al. (2008); <i>Students review papers</i>



4	24 Mar	<p><b>Socially transmitted delusions</b></p> <p>Features of folie a deux; Modelling folie a deux with hypnosis; Links with socially shared false beliefs</p> <p><b>Read:</b> Freeman, Cox, &amp; Barnier (2013); <i>Students review papers</i></p>
5	31 Mar	<p><b>Sense of agency, free will and time perception</b></p> <p>Introduction to study of sense of agency; What does science tell us about free will?; How can we measure agency?</p> <p><b>Read:</b> Libet, Gleason, Writh &amp; Pearl (1983)</p>
6	7 Apr	<p><b>Theories of agency</b></p> <p>What does a theory of agency need to explain?; the theory of apparent mental causation; the comparator model account.</p> <p><b>Read:</b> Wegner (2004); <i>Students review papers</i></p>
	14 Apr	<p><b>MID SESSION BREAK</b></p>
	21 Apr	<p><b>MID SESSION BREAK</b></p>
7	28 Apr	<p><b>Altered states, flow and possession</b></p> <p>Altered states of consciousness and extreme cases of agency change; automaticity and flow; rituals and possession <b>Read:</b> Nakamura &amp; Csikszentmihalyi (2002) AND Ward (2008) <i>Students review papers</i></p>
8	5 May	<p><b>Abnormalities of agency in psychogenic disorders</b></p> <p>Clinical cases of agency change; mass psychogenic movement disorders</p> <p><b>Read:</b> Edwards, Fotopoulou, &amp; Pareés (2013); <i>Students review papers</i></p>
9	12 May	<p><b>What memories are for</b></p> <p>Four functions of memory; influence on remembering and forgetting; what we expect from memory</p> <p><b>Read:</b> Harris, Rasmussen, &amp; Berntsen (2014); <i>Students review papers</i></p>
10	19 May	<p><b>Social scaffolding of memory</b></p> <p>From individual to social memory; distributed cognition; couples as socially distributed memory systems</p> <p><b>Read:</b> Harris, Keil, Sutton, Barnier, &amp; McIlwain (2011); <i>Students review papers</i></p>
11	26 May	<p><b>Memory in the laboratory and ecological validity</b></p> <p>Nature and types of memory; aims of memory research and ecological validity; what counts as memory success</p> <p><b>Read:</b> Barnier (2012) and Sutton (2010)</p>

12	2 Jun	<b>Autobiographical remembering and forgetting</b> What we remember vs forget; motivated forgetting; forms of forgetting; modelling forgetting in the laboratory <b>Read:</b> Erdelyi (2006); <i>Students review papers</i>
13	9 Jun	<b>POSTER PRESENTATION SESSION</b>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## PLAGIARISM

Plagiarism is a serious breach of the University's rules and carries significant penalties. Plagiarism is defined as: Using the work or ideas of another person, whether intentionally or not, and presenting this as your own without clear acknowledgement of the

source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins
- using or extracting another person's concepts, experimental results, or conclusions
- summarising another person's work
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment (eg ghost writing)
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)
- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

#### Assessment tasks

- 500 word article review
- 2000 word essay
- Research Poster

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Increase understanding of the nature of hypnosis and research methods in hypnosis
- Increase understanding of the two-factor theory of delusions and the logic of using hypnosis to model delusions
- Increase understanding of disruptions of self, delusions of misidentification, socially shared delusions
- Increase understanding of theories and methods of sense of agency research
- Increase understanding of the nature of memory and the relevance of ecological validity
- Increase understanding of the role and mechanisms of remembering and forgetting,

functions of memory, and the relationship between individual and social memory

- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## **Assessment tasks**

- 500 word article review
- 2000 word essay
- Research Poster

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Increase understanding of the nature of hypnosis and research methods in hypnosis
- Increase understanding of the two-factor theory of delusions and the logic of using hypnosis to model delusions
- Increase understanding of disruptions of self, delusions of misidentification, socially shared delusions
- Increase understanding of theories and methods of sense of agency research
- Increase understanding of the nature of memory and the relevance of ecological validity
- Increase understanding of the role and mechanisms of remembering and forgetting, functions of memory, and the relationship between individual and social memory
- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to draw links between laboratory research and clinical conditions (within a scientist-practitioner approach)
- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## **Assessment tasks**

- 500 word article review
- 2000 word essay

- Research Poster

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Increase understanding of the nature of hypnosis and research methods in hypnosis
- Increase understanding of the two-factor theory of delusions and the logic of using hypnosis to model delusions
- Increase understanding of disruptions of self, delusions of misidentification, socially shared delusions
- Increase understanding of theories and methods of sense of agency research
- Increase understanding of the nature of memory and the relevance of ecological validity
- Increase understanding of the role and mechanisms of remembering and forgetting, functions of memory, and the relationship between individual and social memory
- Improve and/or develop ability to read an empirical paper and identify its strengths, weaknesses and relevance
- Improve and/or develop ability to critically evaluate scientific claims, methods and data
- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

### Assessment tasks

- 500 word article review
- 2000 word essay
- Research Poster

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Improve and/or develop ability to present research to an audience in a clear and

engaging way

- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## Assessment tasks

- 500 word article review
- 2000 word essay
- Research Poster

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcome

- Improve and/or develop ability to design a concise and engaging scientific research poster that follows up/builds upon a published study

## Assessment task

- Research Poster

## Required and recommended reading

Each week, there will be one main reading, and a selection of additional readings. To prepare for each week, we recommend you read the main reading and one of the additional readings.

### HYPNOSIS AND DELUSIONS

#### WEEK 1: Introduction + Delusions and instrumental hypnosis

##### Main Reading

1) Cox, R.E., & Barnier, A.J. (2010). Hypnotic illusions and clinical delusions: Hypnosis as a research method. *Cognitive Neuropsychiatry*, 15 (1), 202-232.

##### Additional Readings

2) Coltheart, M. (2007). The 33<sup>rd</sup> Bartlett Lecture: Cognitive neuropsychiatry and delusional belief. *Quarterly Journal of Experimental Psychology*, 60, 1041-1062.

3) Oakley, D.A., & Halligan, P.W. (2009). Hypnotic suggestion and cognitive neuroscience. *Trends in Cognitive Sciences*, 13, 264-270.

4) Woody, E., & Szechtman, H. (2011). Using hypnosis to develop and test models of psychopathology. *Journal of Mind-Body Regulation*, 1, 4-16.

## **WEEK 2: Disruptions of self**

### **Main Reading**

1) Kihlstrom, J. F. (2005). Dissociative disorders. *Annual Review of Clinical Psychology*, 1, 227-253.

### **Additional Readings**

2) Burn, C., Barnier, A.J., & McConkey, K.M. (2001). Information processing during hypnotically suggested sex change. *International Journal of Clinical and Experimental Hypnosis*, 49, 231-242.

3) Cox, R.E., & Barnier, A.J. (2009). Hypnotic illusions and clinical delusions: A hypnotic paradigm for investigating delusions of misidentification. *International Journal of Clinical and Experimental Hypnosis*, 57, 1-32.

4) Schacter, D.L., Kihlstrom, J.F., Kihlstrom, L.C., & Berren, M.B. (1989). Autobiographical memory in a case of multiple personality disorder. *Journal of Abnormal Psychology*, 98, 508-514.

## **WEEK 3: Mirrored-self misidentification**

### **Main Reading**

1) Barnier, A.J., Cox, R.E., O'Connor, A., Coltheart, M., Langdon, R.A., Breen, N., & Turner, M. (2008). Developing hypnotic analogues of clinical delusions: Mirrored-self misidentification. *Cognitive Neuropsychiatry*, 13, 406-430.

### **Additional Readings**

2) Breen, N., Caine, D., & Coltheart, M. (2001). Mirrored-self misidentification: Two cases of focal onset dementia. *Neurocase*, 7, 239-254.

3) Connors, M.H., Barnier, A.J., Coltheart, M., Cox, R.E., & Langdon, R.A. (2012). Mirrored-self misidentification in the hypnosis laboratory: Recreating the delusion from its component factors. *Cognitive Neuropsychiatry*, 17, 151-176.

4) Connors, M.H., Cox, R.E., Barnier, A.J., Langdon, R.A., & Coltheart, M. (2012). Mirror agnosia and the mirrored-self misidentification delusion: A hypnotic analogue. *Cognitive Neuropsychiatry*, 17, 197-226.

## **WEEK 4: Socially transmitted delusions**

### **Main Reading**

1) Freeman, L.P., Cox, R.E., & Barnier, A.J. (2013). Transmitting delusional beliefs in a hypnotic model of folie à deux. *Consciousness and Cognition*, 22, 1285-1297.

### **Additional Readings**

2) Arnone, D., Patel, A., & Tan, G.M-Y. (2006). The nosological significance of Folie à Deux: A review of the literature. *Annals of General Psychiatry*, 5 (11). <http://dx.doi.org/10.1186/1744-859X-5-11>.



3) Langdon, R.A. (2013). Folie à deux and its lessons for two-factor theorists. *Mind and Language*, 28, 72-82.

4) Nielssen, O., Langdon, R.A., & Large, M. (2013). Folie à deux homicide and the two-factor model of delusions. *Cognitive Neuropsychiatry*, 18, 390-408.

## **SENSE OF AGENCY**

### **WEEK 5: Sense of agency, free will and time perception**

#### **Main Reading**

1) Libet, B., Gleason, C. A., Wirth, E. W., & Pearl, D. K. (1983). Time of Conscious Intention to Act in Relation to Onset of Cerebral Activity (readiness-Potential). *Brain*, 106(3), 623 –642.

#### **Additional Readings**

2) Haggard, P., Clark, S., & Kalogeras, J. (2002). Voluntary action and conscious awareness. *Nature Neuroscience*, 5(4), 382–385.

3) Moore, J. W., & Obhi, S. S. (2012). Intentional binding and the sense of agency: A review. *Consciousness and Cognition*, 21(1), 546–561.

### **WEEK 6: Theories of agency**

#### **Main Reading**

1) Wegner, D. M. (2004). Précis of the illusion of conscious will. *Behavioral and Brain Sciences*, 27(5).

#### **Additional Readings**

2) Wolpert, D. M., & Ghahramani, Z. (2000). Computational principles of movement neuroscience. *Nature Neuroscience*, 3, 1212–1217.

3) Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation. Sources of the experience of will. *The American Psychologist*, 54(7), 480–92.

4) Wegner, D. M., Sparrow, B., & Winerman, L. (2004). Vicarious agency: Experiencing control over the movements of others. *Journal of Personality and Social Psychology*, 86(6), 838–48.

### **WEEK 7: Altered states, flow and possession**

#### **Main Readings**

1) Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. In C. R. Snyder (Ed.), *Handbook of positive psychology* (pp. 89–105). Oxford: Oxford University Press.

2) Ward, C. (1980). Spirit possession and mental health: A psycho-anthropological perspective. *Human Relations*, 33(3), 149 –163.

#### **Additional Readings**

3) Bourguignon, E. (2004). Possession and Trance. In C. R. Ember & M. Ember (Eds.),

*Encyclopedia of Medical Anthropology* (pp. 137–145). Boston, MA: Springer US.

4) Ludwig, A. M. (1966). Altered states of consciousness. *Archives of General Psychiatry*, 15(3), 225–234.

5) Tart, C. T. (1972). States of Consciousness and State-Specific Sciences. *Science*, 176(4040), 1203–1210.

### **WEEK 8: Abnormalities of agency in psychogenic disorders**

#### **Main Reading**

1) Edwards, M. J., Fotopoulou, A., & Pareés, I. (2013). Neurobiology of functional (psychogenic) movement disorders. *Current Opinion in Neurology*, 26(4), 442–447.

#### **Additional Readings**

2) Broderick, J. E., Kaplan-Liss, E., & Bass, E. (2011). Experimental induction of psychogenic illness in the context of a medical event and media exposure. *American Journal of Disaster Medicine*, 6(3), 163–172.

3) Baizabal-Carvallo, J. F., & Fekete, R. (2015). Recognizing Uncommon Presentations of Psychogenic (Functional) Movement Disorders. *Tremor and Other Hyperkinetic Movements*, 5.

4) Bartholomew, R. E. (2005). 'Mystery illness' at Melbourne Airport: toxic poisoning or mass hysteria? *The Medical Journal of Australia*, 183(11-12), 564–566.

### **AUTOBIOGRAPHICAL, SOCIAL, AND COLLECTIVE MEMORY**

#### **WEEK 9: Memory in the laboratory and ecological validity**

##### **Main Readings**

1) Barnier, A.J. (2012). Memory, ecological validity and a barking dog: Editorial. [Editorial]. *Memory Studies*, 5, 351-359.

2) Sutton, J. (2010). Memory. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. (Spring 2010 Edition), URL: <http://plato.stanford.edu/entries/memory/>

##### **Additional Readings**

3) Conway, M.L. (2005). Memory and the self. *Journal of Memory and Language*, 53, 594–628.

4) Roediger, H.L.III (2008). Relativity of remembering: Why the laws of memory vanished. *Annual Review of Psychology*, 59, 225-254.

#### **WEEK 10: Autobiographical remembering and forgetting**

##### **Main Reading**

1) Erdelyi, M.H. (2006). The unified theory of repression. *Behavioral and Brain Sciences*, 29, 499-551. **PLUS READ A FEW OF THE COMMENTARIES**

##### **Additional Readings**

2) Barnier, A.J. (2002). Posthypnotic amnesia for autobiographical episodes: A laboratory model of functional amnesia? *Psychological Science*, *13*, 232-237.

3) Barnier, A.J., Conway, M.A., Mayoh, L., Speyer, J., Avizmil, O., & Harris, C.B. (2007). Directed forgetting of recently recalled autobiographical memories. *Journal of Experimental Psychology: General*, *136*, 301-322.

4) Barnier, A.J., Hung, L.F., & Conway, M.A. (2004). Retrieval-induced forgetting of autobiographical episodes. *Cognition & Emotion* (Special Issue, "Emotional Memory Failures"), *18*, 457-477.

5) Barnier, A.J., & Levin, K., & Maher, A. (2004). Suppressing thoughts of past events: Are repressive copers good suppressors? *Cognition & Emotion* (Special Issue, "Emotional Memory Failures"), *18*, 513-531.

### **WEEK 11: What memories are for**

#### **Main Reading**

1) Harris, C.B., Rasmussen, A.S., & Berntsen, D. (2014). The functions of autobiographical memory: An integrative approach. *Memory*, *22*, 559-581.

#### **Additional Readings**

2) Harris, C.B., Barnier, A.J., Sutton, J., & Keil, P.G. (2010). How did you feel when 'The Crocodile Hunter' died? Voicing and silencing in conversation influences memory for an autobiographical event. *Memory* (Special Issue, "Silence and Memory"), *18*, 185-197.

3) Hirst, W.H., & Echterhoff, G. (2012). Remembering in conversations: The social sharing and reshaping of memories. *Annual Review of Psychology*, *63*, 55-79.

4) Reese, E., & Neha, T. (2015). Let's kōrero (talk): The practice and functions of reminiscing among mothers and children in Māori families. *Memory*, *23*, 99-110.

### **WEEK 12: Social scaffolding of memory**

#### **Main Reading**

1) Harris, C.B., Keil, P.G., Sutton, J., Barnier, A.J., & McIlwain, D. (2011). We remember, we forget: Collaborative remembering in older couples. *Discourse Processes*, *48*, 267-303.

#### **Additional Readings**

2) Barnier, A.J., Sutton, J., Harris, C.B., & Wilson, R.A. (2008). A conceptual and empirical framework for the social distribution of cognition: The case of memory. *Cognitive Systems Research* (Special Issue, "Perspectives on Social Cognition"), *9*, 33-51.

3) Blumen, H.M., Rajaram, S., & Henkel, L. (2013). The applied value of collaborative memory research in aging: Behavioral and neural considerations. *Journal of Applied Research in Memory and Cognition*, *2*, 107-117. **PLUS READ A FEW OF THE COMMENTARIES.**

4) Wegner, D.M., Erber, R., & Raymond, P. (1991). Transactive memory in close relationships. *Journal of Personality & Social Psychology*, *61*, 923-929.