Course Information and Purpose

1. Instructor:
   **Claudia Carrara-Augustenborg, Ph.D.**
   Ph.D. in Cognitive Neuroscience from University of Copenhagen (Denmark) and M.Sc Psychology (Major in Clinical and Neuropsychology). Interests are focused on the neural mechanisms that mediate and modulate human consciousness, and on the functional and neural distinctions between conscious and unconscious processes. With DIS since 2013.
   Email: cau@dis.dk

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**Carla Caetano, Ph.D.**
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Phone: +45 33 76 54 38

2. Guest Lectures:
**Karina Kehlet Lins**, B.Sc. in Psychology, University of Essex, UK. M.Sc. in Clinical Psychology, Free University of Brussels, Belgium. Systemic Family Psychotherapist, University Hospitals Leuven, Belgium

**Topic:** Sexuality in the social context. Karina Kehlet Lins will address the motivation, the dynamics and the mechanisms that attract people to each other. What do we look for? What makes us fulfilled? In which way might romantic relationships differ from other kind of equally important interpersonal relationship (e.g. parent-child, friendship)? Is sexuality culturally guided? (For example in terms of practice, roles, expectations,
3. Course Description:
Pre-requisite: One semester of neuroscience, physiological psychology, or biological psychology course at university level.

Human beings are inherently social creatures, yet relatively little attention has been paid to social influences on the brain. The primary goal of this course will be to begin to explore social influences on the nervous system, including the neural basis of social interaction, and the neural basis of beliefs about our social world. Contributions from social psychology and social neuroscience will be addressed and emphasis will be placed on analysis of primary literature investigating social, environmental, and cultural influences on human brain processes.

Topics include: Evolution of the ‘social’ brain, the relationship of emotions, cognition and social behavior, theory of mind, the role of empathy and the social self.

4. Learning Objectives of the Course
1) Distinguish between the foci of social psychology and social neuroscience, as well as to understand how the disciplines complement and differ from each other
2) Learn how to analytically address topics within these fields in both written and verbal formats
3) Critically evaluate research within social neuroscience and consider applications in other contexts

Course Components

1. Required Textbooks (available at DIS library): As this course draws on both social psychology and social neuroscience, materials will be provided from both disciplines.

2. Articles and Other Media on Canvas and Below:
   - General references for brain structures and functions can be found online at: http://www.mhhe.com/socscience/intro/ipsych/sylvius_brain/sylvius.swf and the app “iSurf Brainview Desktop” can be downloaded for free from the apple app. store at http://itunes.apple.com/us/genre/ios/id36?mt=8

3. Approach to Teaching: The course will be taught with a dynamic where the students are expected to participate in an interactive way, by contributing with questions, opinions, and explanations.

4. Expectations and Code of Conduct:
   - Laptops/Tablets/iPads are not allowed to be open in the classroom unless agreed upon for specified tasks such as article reading and/or for discussion purposes and/or note-taking. Cellular phones must be switched off during class.
   - Reading must be done prior to the class session.
   - Since class participation is a major component of the course, you will need to be present and participating to receive full credit. Your grade will be negatively affected by unexcused absences and lack of participation.
   - Remember to be in class on time!
   - Classroom etiquette includes being respectful of one another's opinions, listen to others and enter a dialogue in a constructive manner
5. **Class Representatives:** Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting students’ needs with faculty instruction during term time. Class Representatives will be elected in class at the beginning of the semester.

### Policies

1. **Attendance:** You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Office of Academic Support, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absence will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor’s note.

2. **Academic Honesty, Plagiarism, and Violating the Rules of an Assignment:** DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of “F” and can result in dismissal. The students’ home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

3. **Extensions:** There will be no extension, and no “do-overs” for any of the written assignments. If you for any reason need an extension, this must be arranged with me prior to the assignment.

4. **Late Papers:** Late papers will not be accepted, and will therefore be given a failing grade. If a prior agreement of extension is present, a late paper may be accepted. See previous section on extensions.

5. **Turning in Assignments:** Assignments must be turned in by email and each email must be new, meaning assignments must not be turned in as a reply to a previous email. The heading of the email must contain the name of the assignment, and the group name (if applicable), example: Group questions theme 3, group 5. You will get a reply from me when I receive the email, if you do not get a reply that means I did not receive the email, and the assignment will, therefore, be viewed as not having been turned in. Regardless of the time of reply, the timestamp on the incoming email determines the turn-in time. E.g. if you are to turn in an assignment by midnight, I might not answer until the morning, but the timestamp of arrival will determine if the assignment was turned in on time.

6. **Policy for Students Who Arrive Late to Class:** If you repeatedly arrive late for class, this will have a negative impact on your participation grade.
### Methods of Evaluation and Grading

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<thead>
<tr>
<th>Methods of Evaluation</th>
<th>How Evaluated</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Individual</td>
<td>30%</td>
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<tr>
<td>Group Project</td>
<td>Group</td>
<td>15%</td>
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<tr>
<td>Group Presentation</td>
<td>Individual</td>
<td>15%</td>
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<tr>
<td>Discussion Questions</td>
<td>Group</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>Individual</td>
<td>30%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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**Attendance and Participation (30%)**:  
Since class participation is a major component of the course, you will need to be present and participating to receive full credit. Class participation is to be understood as:

- Proposing your critical evaluation of the model/hypotheses presented in class and in readings
- Asking relevant questions that show understanding of the material – with tentative considerations and conclusions
- Demonstrating to be prepared for class and be ready to answer questions when asked
- Discussing implications regarding practical application and/or future research considerations
- Contributing to class activities
- Demonstrating to be consistently attentive during class voicing own thoughts and critiques of the topics under discussion

**Group Project (15%)**:  
Groups of approx. 2 students will present in class the result of their project the aim of which will be to apply the course’s full range of theories and empirical information into practical applications of social neuroscience (details will be provided upon course’s start)

**Group Presentation (15%)**:  
Groups of approx. 2 students will present a topic in class (ca. 20 min.), after which there will be ca. 20 min. discussion with the rest of the class, who have answered prepared questions (see Discussion Questions below)

- **Contents should include (but not be limited to):** (see assessment criteria for class presentations)
  - Introduction of the key issues of the topic
  - Method employed to investigate it
  - Identification and discussion of key findings/knowledge
  - Critique of methods and potentially of the findings
  - Examples/Applied cases
Discussion Questions (10%): (Only to be made by those NOT presenting)
Due: 8pm the day before each presentation
Each group of students not presenting must write out a minimum of two discussion questions/topics for each presentation. The questions must be sent to Claudia Carrara-Augustenborg (cau@dis.dk) no later than 8pm on the day before the presentation is due. Late submissions will result in grade deduction. Each group must have a tentative answer ready for each of the questions posed to the presenting group, based on readings/reflective considerations. Students must submit their Q/A by using the template supplied at the beginning of the course.

Final Exam (30%):
Short questions + 3 short essays (selected among 6 available topics)

In addition to the academic content of the written assignments(s), focus will also be placed on the structure, use of appropriate academic language, and writing skills.

To be eligible for a passing grade in this class you must complete all of the assigned work.
## Course Schedule: (Subject to change if necessary with as much prior notice as possible)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class</th>
<th>Topics</th>
<th>Required readings</th>
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| Thursday | May 26<sup>th</sup> | Class 1 | - The significance of social cognition  
  - Introductions  
  - Class representatives  
  - Selection of groups  
    - Theme 1: Constructing the Self (Group 1)  
    - Theme 2: Social perception & Attributions (Group 2)  
    - Theme 3: The Self in cross-cultural perspectives (Group 3)  
    - Theme 4: Persuasion (Group 4)  
    - Theme 5: Attitudes (Group 5)  
| Friday | May 27<sup>th</sup> | Class 2 | - The merging of 2 disciplines: Social Psychology and Social Neuroscience  
  - Social-Neuroscience: History and challenges | **Required readings:**  
  **Textbooks:** Ward: Chapter 1: pp. 3-11.  
| Monday | May 30<sup>th</sup> | Class 3 | **Topic:** Developmental Social Neuroscience  
  - The social brain from an evolutionary perspective | **Required readings:**  
  **Textbook:** Hewstone: Chapter 1: pp. 2-19.  
| Tuesday | May 31<sup>st</sup> | Class 4 | **Topic:** The Construction of the Self  
  - Self-concepts  
  - Neural correlates of self perception  
  - **Group 1** – Presentation (Hewstone)  
  - Discussion questions | **Required readings:**  
  **Textbook:** Hewstone: Chapter 5, pp. 123-130 & 156-169.  
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<th>Day</th>
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<tr>
<td>Wednesday</td>
<td>Social Perception and Attributions</td>
<td>- The neural bases of attributions</td>
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<td>- The social role of attributions</td>
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<td>- Group 2 – Presentation (Hewstone)</td>
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<td></td>
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<td>- Discussion questions</td>
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<td>Required reading:</td>
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<td>Suggested reading:</td>
<td>Canvas:</td>
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<td>Thursday</td>
<td>The Self in Cross-Cultural Perspectives</td>
<td>- The self in the group-context</td>
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<td>- Cross cultural cognitive processes</td>
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<td>- Group 3 – Presentation (Hewstone)</td>
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<td>- Discussion questions</td>
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<td>Required reading:</td>
<td>Textbook:</td>
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<td>- Hewstone: Chapter 15, pp.501-510 &amp; 518-532</td>
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<td>Suggested reading:</td>
<td>Canvas:</td>
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<td>Friday</td>
<td>Persuasion</td>
<td>- Judgments &amp; Stereotypes</td>
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<td>- Social and neural contexts</td>
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<td>- Group 4 - Presentation (Derks et al, on Canvas)</td>
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<td>- Discussion questions</td>
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<td>Required reading:</td>
<td>Canvas:</td>
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<tr>
<td>Monday</td>
<td>Attitudes</td>
<td>- The neural basis of attitudes</td>
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<td>- Cognitive aspects of attitudes</td>
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<td>- Group 5 – Presentation (McDermott)</td>
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<td>- Discussion questions</td>
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<td>Required reading:</td>
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<td>Canvas:</td>
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## Class 9
**Tuesday, June 7th**
**Topic:** Aggression and Antisocial Behavior
- The neural and social basis of sociopathic behavior

**In Class:**
- **Group 6** – Presentation (Hewstone)
- Discussion Questions

**Required readings:**
- **Textbook:** Hewstone: Chapter 9, pp. 275-296.

## Class 10
**Wednesday, June 8th**
**Topic:** Applying social neuroscience in everyday’s social interactions

**In Class:**
- **Group project:** Let’s change some attitudes!

**Required readings:**
- **Canvas:** Holmes: Chapter 9, pp. 275-296.

## Class 11
**Thursday, June 9th**
**Guest Lecture**
**Topic:** Attraction and Love – The Social and Neuroscientific Perspectives

**In Class:**
- **Guest lecturer:** Karina Kehlet Lins

**Required readings:**
- **Textbooks:** Hewstone: Chapter 9, pp. 275-296.

**Suggested readings:**
- **Canvas:**

## Class 12
**Friday, June 10th**
**In Class:**
- Course Summary
- **Presentations of group project and feedback**
- Open discussion with regard to topics covered during the course

**No required readings today**

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**FINAL EXAM**
**Date:** TBD
References

Textbooks:


Articles (on Canvas):


