

## Revised plan for teaching Sapienza April – May 2018

Visiting professor Randi Starrfelt, University of Copenhagen

**Thursday April 26<sup>th</sup> 14 – 16.** Introduction to cognitive neuropsychology: From patient studies to cognitive models.

**Task in class:** Be prepared to talk for one minute about the cognitive function you find most interesting at the moment.

**Suggested readings:**

Caramazza, A., & Coltheart, M. (2006) Cognitive neuropsychology twenty years on. *Cognitive Neuropsychology*, 23; 3-12.

Laws, K.R. (2005). Illusions of normality: A methodological critique of category specific naming. *Cortex*, 41, 842-851.

Leff & Starrfelt (2014) *Alexia: Diagnosis, treatment, and theory*. Chap 5. Alexia theory and therapies: A heuristic.

**Thursday May 3<sup>rd</sup> 12 – 14:** The evolution of cognitive neuropsychology. Examples from patient studies of reading disorders.

**Suggested readings:**

Starrfelt, R. (2007). Selective alexia and agraphia sparing numbers—a case study. *Brain and Language*, 102, 52-63.

Starrfelt, R., Habekost, T., & Gerlach, C. (2010). Visual processing in pure alexia: A case study. *Cortex*, 46, 242-255.

Starrfelt, R., Habekost, T., & Leff, A. P. (2009). Too little, too late: reduced visual span and speed characterize pure alexia. *Cerebral Cortex*, 19, 2880-2890.

Starrfelt, R., & Behrmann, M. (2011). Number reading in pure alexia—A review. *Neuropsychologia*, 49(9), 2283-2298.

Also read the papers from April 26th

**Monday May 7<sup>th</sup> 10.30-13-30:** Workshop on methodology: Experimental design and control, control groups, and single case statistics.

- 1) Revisit discussion points missed on previous seminars (day 1 and 2)
- 2) **Task in class - group assignment:** Select a cognitive function that may be affected following brain injury. Find a research question that can be addressed using a single case approach. Discuss possible ways to address this question (experimental setup). Brief group presentation during class.

Please consider point 2 before this class

**Monday 14<sup>th</sup> 10.30-13.30:** Case studies and case series: Examples from the study of developmental prosopagnosia. (Hereunder group comparisons vs single case data; interpreting data from both sources).

Suggested readings:

Schwartz, M. & Dell, G.S. (2010). Case series investigations in cognitive neuropsychology. *Cognitive Neuropsychology*, 6; 477-494.

Gerlach, Klargaard & Starrfelt (2016). On the Relation between Face and Object Recognition in Developmental Prosopagnosia: No Dissociation but a Systematic Association. *PLOS One*, 11(10):e0165561

Klargaard, Starrfelt, Petersen, & Gerlach (2016). Topographic processing in developmental prosopagnosia: Preserved perception but impaired memory of scenes. *Cognitive Neuropsychology* (7-8): 405-413.

Starrfelt, Klargaard, Petersen, & Gerlach (2018). Reading in Developmental Prosopagnosia: Evidence for a Dissociation Between Word and Face Recognition. *Neuropsychology*, 32; 138-147.

**Thursday May 17<sup>th</sup> 12 - 14:** Cognitive neuropsychology in 2018.

Suggested readings:

Price, C. (2018, in press). The evolution of cognitive models: From neuropsychology to neuroimaging and back. *Cortex*.

Fischer Baum & Campana (2017). Neuroplasticity and the logic of cognitive neuropsychology. *Cognitive Neuropsychology*, 34 (7-8).

Mahon, B. & Costa (2017). Theoretical and methodological issues for twenty-first century cognitive neuropsychology. *Cognitive Neuropsychology*, 34 (7-8). 395-396.

Closing discussion: Is cognitive neuropsychology still important? Prepare at least one argument for or against, and prepare to enter discussion about why / why not.