

Psychology 561: Social Cognition

Texts

- Readings will be posted on Sakai.
- *Recommended text:*
 - Fiske, S. T., & Taylor, S. E. (2013). *Social cognition: From brains to culture* (2nd ed.). Los Angeles, CA: Sage
 - **On Amazon in paperback or e-version for approx. \$50. Used for approx. \$40*

Course Objective

- Social cognition is a dominant perspective in the field of social psychology today. It combines classic social psychology with the methods and theories of cognitive psychology to explain how people make sense of each other and the social world. Social cognition is the study of how people perceive, interpret, and remember information about themselves, other people, and social groups.
- The main objective is for you to think actively about the course material—that is, to evaluate research and theories critically and draw connections between topics and issues that you learn about. That will entail learning basic scientific facts about how the mind/brain works. It will also entail gaining insights into your own thinking, and how the basic facts of cognition shape your perceptions of friends, enemies, and strangers, and even your sense of self.

Grading

- **Response Papers**
 - Each non-exam week, beginning with Week 2 of the course, you will prepare a 2-3 page, double-spaced, 10-12 pt. font response/reaction paper to a reading or the selection of readings for the relevant week. Response papers are due at the beginning of class each week. Please submit them electronically through Sakai or in hard copy form in person. Each response paper is worth 2 points to your final grade. So, response papers will contribute 26% toward your final grade. (2 pts. x 13 weeks).
- **Exams**
 - There will be two in-class exams during the course. These exams will be graded based on demonstrated understanding of relevant topics. Exams will be composed of a mixture of multiple choice, short answer, and essay questions. In general, you cannot be excused from taking these exams at the scheduled times. Both exams are non-cumulative. Each exam is worth 30% of your final grade. (So, together both exams account for 60% of your grade in the course).
 - ****You have the option of replacing one exam with an individual or group project from an approved list of topics available on Sakai. Note that you must submit to me via e-mail your intention of completing a project in lieu of an exam 7 days prior to the relevant, scheduled exam date. So, projects cannot be completed to replace scores on already completed exams. Projects should be submitted via e-mail or thru Sakai by 4:30 PM on the relevant exam date. (If you or your group chooses a presentation format for your project, please submit the accompanying media for the presentation by the**

submission deadline). Early submissions are encouraged. Late projects will not be accepted.

Application Project

- You will complete an individual or group project for this course, due by 2 PM on Saturday, December 6th. **You may complete/present this project at any time during the semester. Early submissions are highly encouraged.** A list of application project ideas is posted on Sakai. You should also feel free to generate your own idea for the application project. If you do come up with your own idea, make sure to clear it by me before you begin work on it. Late projects will not be accepted. The application project is worth 14% of your final grade.

Item	Possible Points
Response Papers	26 (2 x 13)
Exam 1	30
Exam 2	30
Application Project	14
TOTAL	100

Class Policies

- **Attendance**
 - Class attendance is not formally taken. However, it is clear from experience that students with uneven attendance are very unlikely to earn high grades. Also, extra credit opportunities will only be available for those attending class when they are offered.
- **Participation**
 - Participation in class discussion is welcomed and encouraged. Bring your thoughts about relevant readings to class discussions. You will participate in various in-class, ungraded group assignments throughout the semester.
- **Grade Appeals**
 - Grade appeals may be made if you feel strongly that your grade on a test or assignment was unfair or mistaken. You must write a written appeal *within one week* of receiving your grade, describing 1) what item is in question, and 2) your reason for appealing. I will review your appeal and make a final determination.
- **Special Needs**
 - Students with special conditions as addressed by the Americans with Disabilities Act who need test or other course materials furnished in an alternate format should notify me as soon as possible. I will be happy to accommodate your needs.
- **Honor Code**
 - It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity. Plagiarism and cheating will not be tolerated. All work must be your own. All cases of academic dishonesty will be reported to the honor court. If you are uncertain about what constitutes academic dishonesty, please ask me to avoid any confusion.

COURSE SCHEDULE

Date	Topic	Reading
8/19	Course Introduction	*Optional. Niedenthal et al. (2005); skim 29 pgs.
8/26	Concept: Dual Modes	Bargh & Williams (2006), 5 pgs; Smith & DeCoster (2000), 25 pgs.
9/2	Concept: Attention & Encoding	Guadagno, Rhoads, & Sagarin (2011), 14 pgs. Lassiter (2002), 6 pgs.
9/9	Concept: Memory	Baddely (2012), skim 29 pgs.; Loftus (2004), 3 pgs.; Coman, Manier, & Hirst (2009), 6 pgs.
9/16	Topic: The Self	Swann & Bosson (2010), 29 dense pgs.
9/23	Topic: Attribution	Frith & Frith (2001), 4 pgs.; Ishii, Reyes, & Kitayama (2003), 9 pgs.
9/30	Topic: Inference and Decision Making	Tversky & Khaneman (1974), 9 pgs.; Nordgren, McDonnell, & Loewenstein (2011), 7 pgs.
10/7	EXAM 1	
10/14	Topic: Social Inference	Griffiths & Tenenbaum (2006), 8 pgs.; Knauper et al. (2005), 14 pgs.
10/21	Topic: Attitudinal Structures and Functions	Ferguson & Fukukura (2012), skim 40 pgs.; Eagley et al. (2001), 6 pgs.; Lieberman et al., (2001), 6 pgs.
10/28	Topic: Stereotyping	Bodenhausen & Peery (2009), 19 pgs.; Jones, Schmader, & Martens (2005), 6 pgs.
11/4	Topic: Prejudice	Tropp & Pettigrew (2005), 8 pgs.; Wheeler & Fiske (2005), 9 pgs.
11/11	Beyond Cognition: Social Cognition to Affect Application Project presentations	Barrett & Wager (2006), 5 pgs.; Cacioppo & Bernston (1999), 5 pgs.
11/18	Beyond Cognition: Affect to Social Cognition Application Project Presentations	Bartlett & Desteno (2006), 7 pgs.; Naqvi, Shiv, & Bechara (2006), 6 pgs.
11/25	Beyond Cognition: Affect & Behavior Application Project presentations	Knoblich & Sebanz (2006), 6 pgs.
12/2	Exam 2	

12/6

**Application Project final
submission at 2PM**