



## Department of Psychology

# Psychology 447.07 – Advanced Topics in Personality or Social Psychology: Social Cognition

Spring Session 2006 (L20)

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<b>Instructor:</b>	Mitch Callan	<b>Lecture Location:</b>	A140
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### Course Description

The aim of this course is to provide students with an understanding of some of the theories, empirical findings and methods in the domain of social cognition. The study of social cognition is concerned with understanding how individuals make sense of themselves and others. Accordingly, with a particular emphasis on automaticity in social cognition, this course will cover such topics as the representation of social concepts, rules of inference, reconstructive memory, belief formation, stereotypes and attitudes, cognition driven by motivation, and automatic versus controlled processing of social information.

### Course Objectives and Goals

- Awareness and understanding of the domain of social cognition.
- Comprehension of the social cognitive perspective and its significance for understanding human experience.
- Knowledge of important social psychological theories and facts as they apply to social cognition and their application to understanding human experience.
- Awareness and understanding of the methods and research strategies employed in social cognitive research.
- An enhanced ability to understand our day-to-day experiences with others and ourselves.
- Awareness of the relevance of social cognition for understanding and addressing important social problems.
- Awareness of some of the applications of social cognition.

## Required Text & Readings

Kunda, Z. (1999). *Social cognition: Making sense of people*. Cambridge: MIT Press.

The textbook for this course is available at the University of Calgary Bookstore. There will also be 12 **required** readings associated with the various topics covered in the text. There will not be a readings package that students will purchase per se. Instead, students will be responsible for acquiring each of the readings on their own through the University of Calgary library Web site. Each of the readings (aside from one) is available in PDF format through the library. There will be a demonstration in the first class on how to acquire the articles through the library Web site.

The readings for this course are as follows:

**READING 1.** Kruger, J., Wirtz, D., & Miller, D. T. (2005). Counterfactual thinking and the first instinct fallacy. *Journal of Personality and Social Psychology*, 88(5), 725-735.

**READING 2.** Roese, N. J., & Summerville, A. (2005). What we regret most...and why. *Personality and Social Psychology Bulletin*, 31(9), 1273-1285.

**READING 3.** Forgas, J. P., Laham, S. M., & Vargas, P. T. (2005). Mood effects on eyewitness memory: Affective influences on susceptibility to misinformation. *Journal of Experimental Social Psychology*, 41, 574-588.

**READING 4.** Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, 80(4), 572-584.

**READING 5.** Aarts, H. & Dijksterhuis, A. (2003). The silence of the library: Environment, situational norm, and social behavior. *Journal of Personality and Social Psychology*, 84(1), 18-28.

**READING 6.** Holland, R. W., Hendricks, M., & Aarts, H. (2005). Smells like clean spirit: Nonconscious effects of scent on cognition and behavior. *Psychological Science*, 16(9), 689-693.

**READING 7.** Ferguson, M. J. & Bargh, J. A. (2004). Liking is for doing: The effects of goal pursuits on automatic evaluation. *Journal of Personality and Social Psychology*, 87(5), 557-572.

**READING 8 (available through the instructor).** De Houwer, J. (2006). What are implicit measures and why are we using them? In R. W. Wiers & A. W. Stacy (Eds.), *The handbook of implicit cognition and addiction* (pp. 11-28). Thousand Oaks, CA: Sage Publishers.

**READING 9.** Wegener, D. T., Clark, J. K., & Petty, R. E. (2006). Not all stereotyping is created equal: Differential consequences of thoughtful versus nonthoughtful stereotyping. *Journal of Personality and Social Psychology*, 90(1), 42-59.

**READING 10.** Johns, M., Schmader, T., & Martens, A. (2005). Knowing is half the battle: Teaching stereotype threat as a means of improving women's math performance. *Psychological Science*, 16(3), 175-179.

**READING 11.** Brown, R. D., & Bassili, J. N. (2002). Spontaneous trait associations and the case of the superstitious banana. *Journal of Experimental Social Psychology*, 38, 87-92.

**READING 12.** Pyszczynski, T, Greenberg, J., Solomon, S., Arndt, J., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin*, 130(3), 435-486.

### **Evaluation**

There will be one in-class test during the term as well as a final exam. The midterm and final exam in this course are non-cumulative and will include short answer/essay and definition questions. There will also be a term paper (see below). Final grades will be based on performance on each of these as follows:

#### Midterm Test, Final Examination, & Term Paper

Mid-Term. To be held in class on **Tuesday, June 7<sup>th</sup>**. The test will be based on the material covered in Chapters 1, 2, 4, 5, and 7 in *Social Cognition*, Readings 1 to 6, and relevant lecture material. (Worth **30%** of the final grade).

Final Exam. Date to be scheduled by the Registrar. The test will be based on the material covered in Chapters 6, 8, 9, and 10 in *Social Cognition*, Readings 7 to 12, and relevant lecture material. (Worth **40%** of the final grade.).

Term Paper. The term paper is worth **30%** of the final grade.

Your term paper can be on any topic we cover in the course. It must be 8-10 pages in length not including title page, abstract, and references. Please use 12 point font with 1 inch margins on all sides. It must be written in APA 5<sup>th</sup> ed. format including an abstract of no more than 150 words and a reference section.

The topic of the paper must be approved by the instructor either through e-mail or in person no later than June 5<sup>th</sup>, 2006. Some example paper topics that might help you in thinking about your own topic include:

- What function does counterfactual thinking serve?
- Critically analyze the Implicit Association Test
- Do we consciously cause our actions, or do they happen to us?
- Can implicit attitudes be measured?
- In what ways can stereotype threat be reduced?
- Critically examine the terror-management theory of self-esteem
- Is memory better for expectancy-consistent or expectancy-inconsistent information? Why and why not?
- In what ways can we get what we want by revising what we had?

Your paper will be graded on two criterion: (a) presentation of writing (20%), including grammar, organization, adherence to APA formatting, and clarity of writing; and (b) content (80%), including accuracy of information presented, etc. Your term paper is to be handed in to the instructor at the beginning of class on **June 23<sup>rd</sup>, 2006**. Late papers (including those handed in after the class has started) will be subject to a 10% penalty per day (including a 10% penalty over weekends). Pages beyond the ten page limit will not be marked.

## Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

## Tentative Topic Outline and Readings

DATE	TOPIC	READING
May 15	- <i>Spring Session Lectures Begin</i> -Introduction to Social Cognition	Kunda 1
May 17	- <i>Last day for registration and changes of registration.</i> -Concepts: Representing Social Knowledge	Kunda 2
May 22	<i>No Classes – Victoria Day</i>	
May 24	-Determining What is, What was, and What Might Have Been	Kunda 4; Reading 1; Reading 2
May 29	-Memory: Reconstructing the Past	Kunda 5; Reading 3; Reading 4
May 31	-Memory: Reconstructing the Past cont. -Automaticity in Social Cognition	Kunda 5 & 7; Readings 3 – 6.
June 5	-Automaticity in Social Cognition cont. <b>-Term Paper Topic Approval Due</b>	Kunda 7; Reading 5; Reading 6
June 7	<b>-Mid-Term Examination (first 90 minutes of class)</b> -Hot Cognition: The Impact of Motivation and Affect on Judgment	Kunda 6; Reading 7
June 12	-Hot Cognition Cont.	Kunda 6; Reading 7
June 14	-Computer Lab Day – Experiencing Social Cognitive Tasks	Reading 8
June 19	-Stereotypes	Kunda 8; Reading 9; Reading 10
June 21	-Stereotypes cont. -Knowledge about Others' Attitudes, Behaviors, & Personality	Kunda 8 & 9; Readings 9 – 11
June 23	-The Self <b>-Term Paper Due</b>	Kunda 10; Reading 12
June 26	<i>Last day to allocate Bonus Credits for Spring Session</i> The Self cont.	Kunda 10; Reading 12
June 27	<i>Spring Session Lectures End</i>	
June 28-30	<i>Spring Session Final Examinations</i>	

## University of Calgary Curriculum Objectives

Students' learning experiences in this course support the following University of Calgary Curriculum Redesign Features:

- An experiential learning component
- Integration of research

With the following course characteristics:

- One three-hour class will be spent in a computer laboratory for the purpose of exposing students to methodologies and measurement techniques used in social cognitive research.
- Supplemental readings are primarily empirical reports of social psychological research that exposes students to how social psychologists study human cognition and behavior.

### **Core Competencies**

This course addresses the following core competencies:

- Critical and creative thinking
- Effective written communication
- Gathering and organizing information

With the following course characteristics:

- Class discussion; students are prompted to think critically about course material
- A literature review paper in which students are required to think critically about a topic in social cognition.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

*It is a student's responsibility to request academic accommodation.* If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

### **Absence From A Test**

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

### **Bonus Course Credits for Research Participation**

Students in most psychology courses are eligible to participate in Departmentally-approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Information about current experiments is on the Experimentrix website at <http://experimentrix.com/uc>. The read.me link at that site provides a guide to using the system and assigning your credits. The last day to participate in research and ALLOCATE YOUR CREDITS TO YOUR COURSES is June 26, 2006.

### **Important Dates**

The last day to drop this course and **still receive a fee refund** is May 17, 2006. The last day to withdraw from this course is June 27, 2006.