



Department of Psychology

## **Psyc 431B (A01): Social Cognition (Winter 2016)**

Instructor: Jessica Rourke

Office hours: TH 12:00 – 1:00

Class location: HSD A264

Office location: Cornett A213

Class time: M & TH 1:00 - 2:30

Contact: jrourke@uvic.ca

### Course Description

In this course we will explore how the way we think about our social world affects our social behaviour. We'll examine theories and methods from social cognitive psychology toward the goal of understanding, explaining, and predicting how we understand ourselves, others, and the social world around us. As this is a fourth year course, a lot of it will be discussion-based and each of you will take turns acting as class leaders. I want this to be a collaborative learning environment and have tried to structure the course so as to optimize opportunities for you to learn from each other (class leaders, in-class group activities, peer feedback, etc.). You are highly encouraged to bring additional readings, knowledge, and insights from personal experiences into the course.

During this course we will cover a wide array of topics including: Memory, stereotypes, attitudes, culture, and irregularities in social cognitive functioning. By the end of this course, my goal is that you will understand the cognitive structures and processes that underpin individuals' perceptions, beliefs, judgments, decisions, and behaviour in social situations. My goals are also for you to be able to think critically about the subject, make connections among the various course topics, and gain a broader understanding of how social cognition applies to areas of your own life.

### About Me

I enjoy all aspects of social psychology, however, my main area of research is forgiveness, and I have studied it from both the victim and perpetrator perspectives. I obtained my degrees in Social-Personality Psychology and in addition to teaching at UVic and Camosun, I work at Restorative Justice Victoria.

### Course Readings

There is no textbook for this course. Instead, you will be reading selected chapters and articles, all of which are available online through the library. You will see the set of readings assigned to be completed *prior to class* each day in the class schedule below.

### Course Website

On CourseSpaces I will post the course syllabus, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). CourseSpaces is where you will submit most of your assignments.

## Prerequisites

Psyc 100A, Psyc 100B and Psyc 331 OR Psyc 300A and two of 330, 375, 385, and 386. If you remain in this course without having completed the prerequisites you do so at your own risk. Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date if they are required for the degree program.

## Course Policies

**Contacting Me:** Please come to my office hours, or contact me at: [jrouke@uvic.ca](mailto:jrouke@uvic.ca)

- Do not contact me through CourseSpaces
- Please include “Psyc 431B” in the subject line of your e-mail and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready I will let you know

**Grades:** If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. ***I will not review a grade/assignment if you come to see me later than 1 week after the grade was first posted.***

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<b>A+</b>	<b>90 – 100</b>	<b>B+</b>	<b>77 – 79</b>	<b>C+</b>	<b>65 – 69</b>	<b>F</b>	<b>0 – 49</b>
<b>A</b>	<b>85 – 89</b>	<b>B</b>	<b>73 – 76</b>	<b>C</b>	<b>60 – 64</b>	<b>N</b>	<b>Incomplete</b>
<b>A-</b>	<b>80 – 84</b>	<b>B -</b>	<b>70 – 72</b>	<b>D</b>	<b>50 – 59</b>		

**Extensions:** Should you need an extension, please feel free to come and speak to me about it BEFORE the due date. If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you! For information on Academic Concessions such as Deferred Status Due to Illness, Accident or Family Affliction please go to <http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/concessions.html>

**University policies:** Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). These regulations can be accessed at the following website: <http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>

## Weekly Topics and Readings

<b>DATES</b>	<b>LECTURE TOPIC</b>	<b>READINGS</b>
SEP, 8	<b>Introduction to the course; What is Social Cognition?</b>	Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? <i>Perspectives on Psychological Science</i> , 2, 396-404.
SEP 12, 15	<b>Automaticity vs. Consciousness; Memory</b>	Payne, B. K. (2012). Control, awareness, and other things we might learn to live without. In S. T. Fiske & C. N. McCrae (Eds.), <i>Handbook of Social Cognition</i> , (Ch. 2, pp. 12-30). Thousand Oaks, CA: Sage.  Lassiter, G. D. (2002). Illusory causation in the courtroom. <i>Current Directions in Psychological Science</i> , 11, 204-208.  Loftus, E. (1997). Memory for a past that never was. <i>Current Directions in Psychological Science</i> . 6(3), p. 60-65.
<b>SEP 23<sup>rd</sup>: Last day to officially register in course *For your work to be accepted and to receive a course grade, you MUST be officially registered</b>		
SEP 19, 22	<b>Heuristics; Social Cognition and the Self; Self-serving Biases</b>	Skowronski, J. J., Sedikides, C., Heider, J. D., Wood, S. E., & Scherer, C. T. (2010). On the road to self-perception: Interpretation of self-behaviors can be altered by priming. <i>Journal of Personality</i> , 78, 361-391. DOI: <a href="https://doi.org/10.1111/j.1467-6494.2009.00619.x">10.1111/j.1467-6494.2009.00619.x</a>
SEP 26, 29	<b>Social Cognition and Thinking about Others</b>	Gladwell, M. (2000). The new-boy network: What do job interviews really tell us? <i>New Yorker</i> , May 29, 68-86. **NOT available through the library. Please visit <a href="http://gladwell.com/the-new-boy-network/">http://gladwell.com/the-new-boy-network/</a>  Prentice, D. A. & Miller, D. T. (1993) Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. <i>Journal of Personality &amp; Social Psychology</i> , 64, 243-256.
OCT 3, 6	<b>Attitudes</b>	Dijksterhuis, A., & van Knippenberg, A. (1998). The relation between perception and behavior, or how to win a game of trivial pursuit. <i>Journal of Personality and Social Psychology</i> , 74, 865-877.
OCT 13	<b>Affect</b>	Tapias, M. P., Glaser, J., Keltner, D., Vasquez, K., & Wickens, T. (2007). Emotion and prejudice: Specific emotions toward outgroups. <i>Group Processes &amp; Intergroup Relations</i> , 10, 27-39.
OCT 17, 20	<b>Class Presentations</b>	NO READINGS
OCT 24, 27	<b>Stereotyping</b>	Gailliot, M. T., Peruche, B. M., Plant, E. A., & Baumeister, R. F. (2009). Stereotypes and prejudice in the blood: Sucrose drinks reduce prejudice and stereotyping. <i>Journal of Experimental Social Psychology</i> , 45, 288-290.
OCT 31, NOV 3	<b>Class Presentations</b>	NO READINGS

NOV 7	<b>Social Cognition and Behaviour</b>	Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: The perception-behavior link and social interaction. <i>Journal of Personality and Social Psychology</i> , 76, 893-910.
NOV 14, 17	<b>Class Presentations</b>	NO READINGS
NOV 21, 24	<b>Social Cognition and Culture; Catch up; Exam Review</b>	Morling, B. & Masuada, T. (2012). Social Cognition in real worlds: Cultural psychology and social cognition. In S. T. Fiske & C. N. Macrae (Eds.). <i>Sage Handbook of Social Cognition</i> (Ch. 22, pp. 429-450). Thousand Oaks, CA: Sage
NOV 28, DEC 1	<b>Exam Part 1 &amp; Part 2</b>	Exam is cumulative and <b>OPEN BOOK</b> . Part 1: In class on NOV 28; Part 2: In class on DEC 1.

## Course Evaluation and Due Dates

Due Date	Value	Brief Description
<b>Bonus Grade!</b> - Due September 11 <sup>th</sup> , 9pm (via CourseSpaces)	0.5 added to your final grade	In a <u>Word or pdf document</u> , send me (via CourseSpaces) a recent picture, along with a few sentences telling me about yourself. I'd love to get to know a little bit about you and this will also help me to learn your name quickly!
<b>Class Participation</b>	20%	Contribute to class discussions – contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness.
<b>Personal Reflections</b> - You choose when to submit your 2 reflections, uploaded to CourseSpaces by Sunday, 6pm (1 day before we meet to discuss those readings for the first time. Exception: reflection for week 1 is due Sep 11 <sup>th</sup> ).	15%	You must submit 2 of these personal reflections throughout the semester (worth 7.5% each). For each reflection, please submit (via CourseSpaces) 2 questions/thoughts/opinions/links to current events that stem from the weekly readings. I may randomly choose some of the questions to present to the class in order to promote discussion of the readings. Word or pdf please.
<b>Class Presentation</b> - You will sign up for a date on which to present: OCT 17, 20, 31 NOV 3, 14, 17	20%	You will present (in a group) about the topic on which you are writing your essay. Your group will lead the class for 30 minutes.
<b>Class Presentation Feedback</b> - Your feedback is due at the end of each class for which there is a presentation.	3%	For each class presentation, you will evaluate the leaders. <u>Late submissions for this assignment will not be accepted.</u>
<b>Term Paper</b> - Your first draft is due (via CourseSpaces) 1 week before you present to the class. Your final draft is due 1 week after your presentation to the class.	20%	From the topics provided, you will select one (the same as the topic of your presentation) and write a 5 – 6 page paper.
<b>Term Paper Feedback</b> - Your feedback will be due 1 week after you receive the term paper (you will sign up for the date on which you'd like to receive a term paper).	7%	You will randomly be assigned a term paper (submitting a paper for feedback is worth 2%) and asked to provide constructive feedback (worth 5%). <u>Late submissions for this assignment (submission and feedback) will not be accepted.</u>
<b>Test</b> - NOV 28 & DEC 1	15%	Your test will take place on the last 2 days of class. It will be cumulative and open book

## Assignment Details

A table outlining each assignment, its worth, and its due date can be found above. To reward students handing in their work on time, each day that an assignment is late (without proper documentation such as a doctor's note) 5% will be deducted from the total mark. \*\*See *Class Presentation Feedback, Term Paper, and Term Paper Feedback* for exceptions.

More detailed criteria for each assignment is posted in the "Assignments" folder on CourseSpaces.

### **Personal Reflections – MAX 2 pages, double-spaced (due dates vary)**

Please submit (via CourseSpaces) a total of 2 personal reflections throughout the semester. If you submit more than two, only the first two that you submit will be graded. Your submission must be received by 6pm the Sunday before we meet to discuss the readings for the first time. For example, if you were to submit on the readings for "Attitudes" your submission would be due by 6pm on Sunday October 2<sup>nd</sup>. The exception is if you choose to write a reflection on the reading for the first week of class. A personal reflection on that reading is due by 6pm on Sunday September 11<sup>th</sup>.

For each of the personal reflections, you are asked to submit 2 questions/thoughts/opinions/links to current events that come to mind when doing the reading. Elaborate on how you arrived at each particular question/thought/opinion/link. I may randomly choose some of the questions/thoughts/opinions/links to present to the class in order to promote discussion of the readings.

### **Class Group Presentation – Length: 30 minutes (presentation dates vary)**

In class, you will sign up to present on one of the following dates: October 17, 20, 31; November 3, 14, 17. You will be presenting on the same topic on which you are writing your term paper. You will be presenting in groups of 2 – 3 people.

As class leader, your group must keep the class engaged for a duration of 30 minutes. You'll definitely want to stimulate class discussion (i.e., pose some questions to your classmates). You also need to run one or more in-class activities. You may want to use visuals (e.g., PPT, a poster board, etc.) – be creative – the options are endless, and how you construct your lesson is entirely up to you. I will post the evaluation criteria to CourseSpaces. I highly recommend that you take a look at it and make sure that you are covering all aspects on which you will be graded.

### **Class Presentation Feedback – (due dates: October 17, 20, 31; November 3, 14, 17)**

For each class presentation given by your classmates, you will be asked to complete a feedback form. Your feedback form is due at the end of the class on the day that the presentation is given. Following the presentation, you will have 10 minutes to complete your feedback form. I will type up a synopsis of the class' feedback and give it to the presenters (that way your name will not be associated with specific feedback comments). Your feedback form is due at the end of class; late submissions will not be accepted.

**Term Paper Feedback: (due via CourseSpaces, by noon, 1 week after you receive the essay)**

You will be assigned one term paper with the task of peer-reviewing the document. The peer-reviewing criteria is posted on CourseSpaces. I will email you a term paper (the paper will be anonymous – you will not know whose paper you are reviewing) and you will have one week in which to perform your review and upload it to CourseSpaces. I will then send along your review comments to the author of the paper; your comments will be anonymous (the author of the paper will not know who reviewed his/her paper). The person whose paper you are editing must hand his/her final draft in to me one week following the due date of your feedback. Because this is a small window of time, please complete this assignment on time; **late submissions will not be accepted.**

**Term Paper – Length: 5 - 6 pages (first draft due to CourseSpaces, by 6pm 1 week before your class presentation; final draft due in class 1 week following your class presentation)**

In class you will sign up for an essay topic (this will also be the topic on which you do your class presentation). Your paper should be double-spaced and 5 – 6 pages in length (excludes title page and references). You must use at least 3 scholarly articles (i.e., journal articles). Be sure to make links between your topic and some of the topics/theories that we have discussed in class. The grading criteria for your essay is posted on CourseSpaces. Your paper must be in APA format (see CourseSpaces for a quick APA guide).

Your first draft is due to me via CourseSpaces by 6pm, one week before your class presentation. I will then email your paper (without your name attached to it) to another student in the class to be peer-reviewed. That student will have one week to provide feedback on your paper and will email that feedback to me. I will take a quick look at it and then post the feedback to you on CourseSpaces. You will not know which student has peer-edited your paper.

Submitting your 1<sup>st</sup> draft is worth 2% of your term paper feedback grade. The person giving feedback on your paper must submit his/her feedback to me one week following your 1<sup>st</sup> draft submission due date. Because this is a small window of time, please submit your 1<sup>st</sup> draft on time; **late submissions of your 1<sup>st</sup> draft will not be accepted.**

Your final draft (hard copy; CourseSpaces and email submissions will not be accepted) is due to me at the beginning of class, one week following your class presentation. Late submissions of your final draft will be accepted (with a 5% per day deduction).

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2016-2017**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Program Requirements***

For more information see pages 383-386 of the UVic Calendar 2016-17.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)***

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

### ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>