

Psychology 353
Psychology and Social Issues
Fall, 2005

Course Outline

Class Time and Location: Tuesday & Thursday, 1:00 to 2:20 p.m., Room AL 208
UW-ACE (Course Webpage): <https://uwangel.uwaterloo.ca/uwangel/home.asp?sid=&redir>

Instructor: Donna Garcia
Office: PAS 3007
Email: dmgarcia@watarts.uwaterloo.ca
Office Hours: Tuesday and Thursday 11:45 to 12:45 p.m., or by appointment

TAs:	Grace Lau	Beth Lee
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Office Hours:	Tuesday 2:30 to 3:30 p.m.	Monday 11:00 a.m. to 12:00 p.m.

Course Objectives: Social cognition is a combination of cognitive and social psychology that explores the ways in which people make sense of their social worlds. In this course, we will examine how people's thoughts affect the way they interact with the world and how people's interactions with the world affect their thoughts. We will study a number of cognitive processes – such as judgment, person perception, memory, self perception, and stereotyping. The purpose of this course is to provide an overview of scientific theory and research in the major topics of social cognition. Students should gain an understanding about the cognitive processes that govern how people think about and make judgments about other people and social situations, and how other people & social situations influence how we think. Students should come away with an understanding of the ubiquitous nature of these processes in everyday life, and of the application of social cognition to real-life problems.

Text & Readings:

1. Text: Kunda, Z. (1999) Social Cognition: Making Sense of People. Cambridge, MA: The MIT Press.
2. Journal articles listed on the schedule below and included in the required coursepack, which is available at the UW Bookstore.

Course Requirements and Grading:

1. Tests (2 tests worth 25% each for a total of 50% of your grade)

There will be two tests in the course: a midterm exam on October 20th and an endterm exam on December 1st. Both exams will be part multiple choice and part essay. They will cover material from lecture and from the readings. You should note that doing the readings – particularly the journal articles will be crucial for success on the tests. Neither exam will be cumulative. There will also be an optional final exam. This exam will be cumulative. If you choose to take the final exam, your score on that exam will replace your worst test performance. You can also take the final exam to replace an exam that you missed during the semester. It cannot hurt you to take the

final, if you do worse on the final than your worst test then you will simply get the grade you would have gotten. Only in cases of severe illness or other extenuating circumstances will a make-up term exam (essay format) be offered.

2. Example portfolio (20% of your grade)

You should collect a set of examples of real-life illustrations of phenomena that you have learned about in class. These examples may come from your own experiences or from the media (TV, newspapers, magazines, etc.). For each example you need to briefly define the phenomenon that your example relates to and explain exactly how your example maps onto it. You should be able to do this in 1/2 a page and you should not take more than one double space page. Collection of examples should be an ongoing activity—do not wait until the due date. Your portfolio should include 8 examples, each illustrating a different phenomenon. At least 4 of your examples must come from the media and, if they come from print media, must be accompanied by copies of newspaper, magazine, or internet articles. All media examples must also include a full citation of the source (including movies and television shows).

The portfolio is due November 10th in class. Please don't wait until the end of the term to construct your portfolio – this will almost inevitably have a negative impact on your grade.

3. Paper (30% of your grade)

There will be one short essay, 5 pages (length not to exceed 6 typed double-spaced pages). The essay is due on Dec. 8 by 4:00 P.M. at the instructor's office (room PAS 3007). A list of paper topics will be handed out later in the term.

Late Assignments: Report and assignment deadlines are firm! There will be a penalty for late submissions of the paper or portfolio: 5% of the grade points allocated to that assignment per day late. Extension of a deadline will be granted only in case of illness, family emergencies, and only with official documentation (e.g., doctor's note).

Class Attendance: Students are responsible for everything covered in class. This includes details about the tests or paper. Therefore, I strongly advise class attendance. If you have to miss a class, be sure to get the notes from another class member (i.e., not from me). Please help each other out

Academic Misconduct: In the University Senate Rules and Regulations academic misconduct includes disruption of classes, giving or receiving unauthorized aid on examinations, knowingly misrepresenting the source of any academic work, or otherwise acting dishonestly. This includes both cheating on exams and plagiarism of any written work that you hand in for this course. All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean. To be clear about what constitutes plagiarism, I strongly suggest that you review the academic misconduct policy of the University of Waterloo at: <http://watarts.uwaterloo.ca/~sager/plagiarism.html>.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html>.

CLASS SCHEDULE:

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
1	Sept 13-15	Introduction Representing social knowledge	Chapter 1 Chapter 2
2	Sept 20-22	Heuristics: Rules of thumb for reasoning	Chapter 3 Kahneman & Tversky (1973)
3	Sept 27-29	Hypotheses testing & reasoning	Chapter 4 Medvec, Madey, & Gilovich (1995)
4	Oct 4-6	Memory: Reconstructing the past	Chapter 5
5	Oct 11-13	The impact of motivation & affect on judgment	Chapter 6 Santioso, Kunda, & Fong (1990)
6	Oct 18-20	Review Session TEST 1 (Oct 27)	(covers lectures & readings in Weeks 1-5)
7	Oct 25-27	Automatic & controlled processes	Chapter 7 Bargh, Chen, & Burrows (1996)
8	Nov 1-3	Stereotypes: Activation & use Impact & change	Chapter 8 (p. 313 - 369); Biernat (2003) Steele & Aronson (1995):Chapter 8 (to 393)
9	Nov 8-10	Person Perception: Knowledge about others	Chapter 9 Prentice & Miller (1993)
PORTFOLIO DUE: Nov. 10 in class			
10	Nov 15-17	The self	Chapter 10 Markus (1973)
11	Nov 22-24	Culture	Chapter 11 Heine, Lehman, Peng, & Greenholtz (2002)
12	Nov 29-Dec 1	Review Session TEST 2 (Dec 1)	(covers lectures & readings in Weeks 7-11)

IMPORTANT INFORMATION FOR STUDENTS

Special Needs:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. Please provide me with necessary documentation as soon as possible.

Email

I strongly recommend that students use their UW e-mail accounts. These accounts are as easy to access on the web as other free accounts (e.g., hotmail, yahoo. etc.) but they are more reliable and secure (<http://www.nexusmail.uwaterloo.ca/>).

Important Info:

For important dates to remember, such as last day to drop a course, please refer to: http://www.adm.uwaterloo.ca/infocal/INTRO/impt_dates.pdf. Further info about university guidelines and requirements can be found in the Undergraduate Academic Calendar or online at <http://www.adm.uwaterloo.ca/infocal/>. Further info about the psychology requirements can be found at the Psychology UG webpage, http://www.arts.uwaterloo.ca/psychology_new/index.html

Required Readings

- Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71 (2), 230-244.
- Biernat, M. R. (2003). Toward a Broader View of Social Stereotyping. *American Psychologist*, 58, (12), 1019-1027.
- Heine, S. J, Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of Personality and Social Psychology*, 82 (6), 903-918.
- Kahneman, D., & Tversky A. (1973). On the Psychology of Prediction. *Psychological Review* 80 (4), 237-251.
- Markus, H. (1977). Self-schemata and processing information about the self. *Journal of Personality and Social Psychology*, 35 (2), 63-78.
- Medvec, V. H., Madey, S. F., & Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *Journal of Personality and Social Psychology*, 69 (4), 603-610.
- Prentice, D. A, & Miller, D. T. (1993). Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality and Social Psychology*, 64 (2), 243-256.
- Santioso, R., Kunda, Z., & Fong, G. T. (1990). Motivated recruitment of autobiographical memories. *Journal of Personality and Social Psychology*, 59 (2), 229-241.
- Steele, C. M. & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69 (5), 797-811.

Optional Readings

Will be posted at the course website at: