

**University of Waterloo**  
**Department of Psychology**  
**PSYCH 353: Social Cognition**  
**Winter 2018**

**Tuesday and Thursday, 11:30 am to 12:50 pm, MC 4021**

**Instructor and TA Information**

Instructor: Henri C. Santos (Hansky)

Office: PAS 3252

Office Hours: Tuesday and Thursday, 1:00 pm to 2:00 pm

Email: [hcsantos@uwaterloo.ca](mailto:hcsantos@uwaterloo.ca)

In most cases, I should respond to emails within 24 hours. If not, feel free to send a follow up email. Other meetings can be arranged by appointment.

TA: Tiffany Doan

Email: [t3doan@uwaterloo.ca](mailto:t3doan@uwaterloo.ca)

Office: PAS 4011 (office hours by appointment)

**Course Description**

Many of us are drawn to psychology because of our interest in understanding why people do what they do. We are social animals, trying to figure out how we—and others—navigate the social world. Social cognition, one of the predominant research perspectives in social psychology today, utilizes both social psychological and cognitive theories and methodologies to examine why people see what they see, think what they think, and do what they do.

In this course, we'll be exploring a number of questions that are studied by social cognition researchers. For instance, how do we represent, interpret, and use information about ourselves, other individuals, and groups? To what extent does motivation colour our perceptions? How does our social knowledge influence perceptions, judgments, and behaviour? How do we make sense of the past, make predictions about the future, and manage conflicting goals? We will explore these questions primarily through a focus on the social psychological aspects of social cognition.

**Course Goals**

This course is designed to help you:

- Gain an understanding of the basic concepts and theories in social cognition
- Critically evaluate social cognitive research methodology and theory
- Improve your ability to think critically about research design
- Improve your ability to read and critique primary source material
- Apply principles from social cognition to everyday experiences (in your life, in the media)

## Required Text

There will be no required textbook for this course. Required Research articles and chapters from the list below will be available on the LEARN course website.

If you would like further reading, the previous course textbook, *Social Cognition: Making Sense of People* by Ziva Kunda (1999), is available online through the library.

## Readings Available on Learn

1. Carlston, D.E. (2013). On the nature of social cognition: My defining moment. In D.E. Carlston (Ed.), *The Oxford Handbook of Social Cognition* (pp. 3-15). Oxford: Oxford University Press.
2. Moskowitz, G.B. (2005). *Social Cognition: Understanding Self and Others*. New York: Guilford Press. Excerpt pp. 388-430.
3. Cesario, J., Plaks, J. E., & Higgins, E. T. (2006). Automatic social behavior as motivated preparation to interact. *Journal of Personality and Social Psychology*, 90, 893–910.
4. Halbesleben, B. R. (2009). The role of pluralistic ignorance in the reporting of sexual harassment. *Basic and Applied Social Psychology*, 31, 210–217.
5. Berk, M. S., & Andersen, S. M. (2000). The impact of past relationships on interpersonal behavior: Behavioral confirmation in the social–cognitive process of transference. *Journal of Personality and Social Psychology*, 79(4), 546–562.
6. Echterhoff, G. (2010). Shared reality: Antecedents, processes, and consequences. *Social Cognition*, 28, 273–276.
7. Balcetis, E., & Dunning, D. (2006). See what you want to see: Motivational influences on visual perception. *Journal of Personality and Social Psychology*, 91, 612–625.
8. Rim, S., Hansen, J., & Trope, Y. (2013). What happens why? Psychological distance and focusing on causes versus consequences of events. *Journal of Personality and Social Psychology*, 104, 457–472.
9. Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus, and Giroux. Excerpt pp. 129-136; 146-155; 166-174.
10. Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131–134.
11. Ross, M., & Wilson, A. E. (2003). Autobiographical memory and conceptions of self: Getting better all the time. *Current Directions in Psychological Science*, 12, 66–69.
12. Hellmann, D. F., & Memon, A. (2016). Attribution of crime motives biases eyewitnesses' memory and sentencing decisions. *Psychology, Crime & Law*, 22, 957–976.
13. Seto, E., Hicks, J. A., Davis, W. E., & Smallman, R. (2015). Free will, counterfactual reflection, and the meaningfulness of life events. *Social Psychological and Personality Science*, 6, 243–250.
14. Brown, C. M., Bailey, V. S., Stoll, H., & McConnell, A. R. (2016). Between two selves: Comparing global and local predictors of speed of switching between self-aspects. *Self and Identity*, 15, 72–89.
15. Savani, K., Stephens, N. M., & Markus, H. R. (2017) Choice as an engine of analytic thought. *Journal of Experimental Psychology: General*, 146(9), 1234-1246.

16. Grossmann, I. & Kross, E. (2014). Exploring Solomon's paradox: Self-distancing eliminates the self-other asymmetry in wise reasoning about close relationships in younger and older adults. *Psychological Science*, 25(8), 1571-1580.
17. Scholer, A. A., & Higgins, E. T. (2012). Too much of a good thing? Trade-offs in promotion and prevention focus. In R. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 65–84). New York: Oxford University Press.
18. Molden, D. C., & Dweck, C. S. (2006). Finding “Meaning” in Psychology: A lay theories approach to self-regulation, Social Perception, and Social Development. *American Psychologist*, 61, 192–203.
19. Fishbach, A., & Dhar, R. (2005). Goals as excuses or guides: The liberating effect of perceived goal progress on choice. *Journal of Consumer Research*, 32, 370–377.
20. Fitzsimons, G. M., & Finkel, E. J. (2011). Outsourcing self-regulation. *Psychological Science*, 22, 369–375.

Optional: Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

### Course Correspondence and Updates

It is your responsibility to check the course site on Learn regularly. Important announcements, journal articles, and lecture slides will be posted there.

Students are responsible for all e-mail that is sent to the official uWaterloo email address. Check e-mail regularly for important and time sensitive messages. See Statement on official student e-mail address for further details e.g., procedures and warnings regarding forwarding e-mail to other accounts.

### Course Requirements and Assessment

Lectures will often draw from, but go beyond, material that is presented in the required readings. Attendance at lectures is expected and will help you in your ability to integrate course material. If you miss a lecture, it is your responsibility to get notes from a classmate.

<b>Assessment</b>	<b>Weight</b>
Exam 1	25%
Exam 2	25%
Exam 3	25%
Journal Club 1	5%
Journal Club 2	5%
Capstone Project	15%
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Total	100%
Additional research participation / article summaries	Up to 4% bonus

## **Exams**

There will be three *non-cumulative* in-class exams. Each exam will cover approximately one third of the course material. These exams will draw from both lecture and readings (including Journal Club readings) and will be composed of multiple-choice, short-answer, and short essay questions. There will be no final written exam.

## **Journal Club**

The course is structured to give you two opportunities to engage more closely with some of the research articles and actively participate in smaller group discussions of these topics. Two class periods will be devoted to discussion, noted on the schedule as Journal Club. In preparation for these discussion sessions you will be required to compose a discussion question and write a short response paper. Details will be provided in a handout. On days that we have journal club, the usual 80-minute class period will be divided into two 40-minute discussion periods. You will be assigned to attend a particular discussion period during either the first or second 40-minute period (assignments will be posted on Learn).

For each discussion session there will be an assigned reading. The purpose of the discussion sessions is to give you a chance to actively discuss the reading material with your peers and the instructor. This will involve exchanging critiques of the reading, making connections to other course material, and discussing implications. It will also give you an opportunity to get clarification on anything you might not have understood in the reading.

In preparation for each discussion, you will be required to do three things. First, read the assigned reading! Second, submit a discussion question on Learn by 4 pm the day before the discussion session meeting (e.g., if the discussion session is on the Tuesday, you must send your discussion question by 4 pm on Monday). These questions should not be ones that can be answered with a simple “yes” or “no.” Rather, they should be questions that stimulate discussion. The questions may make connections to other readings or touch on potential (sometimes controversial) implications. Good discussion questions are ones that will require all of us to really engage with the readings, formulating thoughtful (and sometimes different) responses. Third, write your 1-2 page response paper to submit to your discussion leader at the beginning of your assigned discussion session.

For each Journal Club, you will earn a possible of 5% towards your total grade in the course, according to the following breakdown:

- Discussion question sent on time: 1 point
- Response Paper: 8 points
- Participation in Discussion: 3 points. Note: If you are absent you cannot earn any participation points. There will be no alternative make-up arrangements, except in cases of severe illness or other extreme circumstances. If you find yourself in such a situation, contact the instructor and TAs immediately. Arrangements must be made before the discussion session occurs.

## Capstone Assignment

The capstone assignment for the course provides an opportunity for you to actively and creatively reflect on and synthesize course material. You have a choice of completing one of three possible projects, described in detail on the Capstone Assignment Handout that will be posted on Learn.

I strongly recommend that you begin working on the capstone assignment early in the term, as it will provide a way for you to be actively reflecting on course material as we are discussing it in class. One of the possible assignment involves making a video. If you choose to do a video assignment, you need to inform the instructor of the topic and (optional) group members by the end of **March 1**. After this date, you cannot choose to do the video assignment. The completed assignment is due at the end of **April 10**.

## Late work and missed exams

### *Exams*

Attendance at exams is mandatory; accommodations will be arranged only for documented emergencies. If you miss one in-class exam, you are required to take the final exam. In other words, if you miss one in-class exam due to illness or other emergency, the final exam automatically takes the place of that exam score. In this situation, you cannot drop the other two in-class exams.

In the very rare circumstances in which a student might miss two exams due to documented emergencies, you will be required to make-up the second missed exam and take the final exam.

In the case of an illness or emergency that affects exam attendance, it is your responsibility to inform the instructor and teaching assistants of your illness by the exam date and provide documentation in a timely manner.

### *Journal Club*

If you are absent from Journal Club, you cannot earn any participation points. There will be no alternative make-up arrangements, except in cases of severe illness or other emergency. If you find yourself in such a situation, contact the instructor and TAs immediately. Arrangements must be made before the discussion session occurs.

### *Capstone Assignment*

No late assignments will be accepted. Assignments not turned in on time will receive a grade of 0. In the case of severe illness or other emergency that will affect your ability to submit the assignment on time, contact the instructor and TAs immediately, prior to the deadline.

## Course Outline

Week	Date	Topic	Readings Due
1	January 4	Introduction	Carlston (2013)
<b>Constructing Reality in a Social World</b>			
2	January 9	Fundamentals of Accessibility	Moskowitz (2005; pp. 388-430)
2	January 11	Automaticity and Control	Cesario, Plaks, & Higgins (2006)
3	January 16	Perceiving Others 1	Halbesleben (2009)
3	January 18	Perceiving Others 2	Berk & Andersen (2000)
4	January 23	Shared Reality	Echterhoff (2010)
4	January 25	<b>Journal Club 1:</b> Motivated Perception	Balcetis & Dunning (2006)
5	January 30	<b>EXAM 1</b>	
<b>Making Sense of the Past, Present, and Future</b>			
5	February 1	Construal Level Theory	Rim, Hansen, & Trope (2013)
6	February 6	Heuristics and Hypothesis Testing	Kahneman (2011; pp. 129-136; 146-155; 166-174)
6	February 8	Affective Forecasting	Wilson & Gilbert (2005)
7	February 13	Memory 1	Ross & Wilson (2003)
7	February 15	Memory 2	Hellmann & Memon (2016)
February 19-23: NO CLASS FOR READING WEEK			
8	February 27	Counterfactuals	Seto, Hicks, Davis, & Smallman (2015)
8	March 1	GUEST LECTURE	<b>Video Capstone Proposal Due</b>
9	March 6	<b>EXAM 2</b>	
<b>Managing the Self in a Social World</b>			
9	March 8	Self-Identity	Brown, Bailey, Stoll, & McConnell (2016)
10	March 13	<b>Journal Club 2:</b> Culture and Cognitive Styles	Savani, Stephens, & Markus (2017)
10	March 15	Wisdom	Grossmann & Kross (2014)
11	March 20	Regulatory Focus	Scholer & Higgins (2012)
11	March 22	Implicit Theories	Molden & Dweck (2006)
12	March 27	Motivation and Goals	Fishbach & Dhar (2005)
12	March 29	Social Self-regulation	Fitzsimons & Finkel (2011)
13	April 3	<b>EXAM 3</b>	
14	April 10		<b>Capstone Assignment Due</b>

## **Electronic Device Policy**

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. Please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes). Please set all electronic devices on silent mode during class. Audio and visual recording devices are permitted for note-taking purposes only.

## **Academic Integrity**

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## **Concerns about a Course Policy or Decision**

*Informal Stage:* We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

*Grievance:* A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact [Richard Eibach](#), the Associate Chair for Undergraduate Affairs who will provide further assistance.

*Appeals:* A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Accommodation for Students with Disabilities

*Note for students with disabilities:* The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

*Turnitin.com:* Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See [guidelines for instructors](#) for more information.

## Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
  - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
  - seek medical treatment as soon as possible
  - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
  - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
  - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
  - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.

### **Official version of the course outline**

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

### **Cross-listed course**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSYCH cross-list will count in the Philosophy major average, even if the course was taken under the Psychology rubric.

### **New statements about mental health services and territorial acknowledgement**

Please consider including new recommended statements from the Arts Beginning of the Term Memo regarding the availability of mental health services and acknowledgment of traditional territory. For convenience these statements are pasted below.

### **Mental Health Services**

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

#### **Contact Health Services**

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

#### **Contact Counselling Services**

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)

## **Sona and Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results

- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Chief Ethics Officer of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### *How to participate?*

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program is available at:

[REG Participants' Homepage](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.

- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

### **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.