

**University of Waterloo
Department of Psychology
Psychology 353
Winter 2017**

Tuesdays and Thursdays, 2:30-3:50 pm, EIT 1015

Instructor and T.A. Information

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The best way to reach me is via email. You are welcome to try me by phone as well, but you will generally get a faster response by email. For any requests or questions regarding assignments, exams, or exam absences, please email both teaching assistants and me.

T.A.	Emily Cyr	Abdo Elnakouri
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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, 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] 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.
- [4] 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.
- [5] Halbesleben, B. R. (2009). The role of pluralistic ignorance in the reporting of sexual harassment. *Basic and Applied Social Psychology, 31*, 210–217.
- [6] 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.
- [7] Echterhoff, G. (2010). Shared reality: Antecedents, processes, and consequences. *Social Cognition, 28*, 273–276.
- [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] McConnell, A. R., Dunn, E. W., Austin, S. N., & Rawn, C. D. (2011). Blind spots in the search for happiness: Implicit attitudes and nonverbal leakage predict affective forecasting errors. *Journal of Experimental Social Psychology, 47*, 628–634.
- [12] 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.

- [13] Hellmann, D. F., & Memon, A. (2016). Attribution of crime motives biases eyewitnesses' memory and sentencing decisions. *Psychology, Crime & Law*, 22, 957–976.
- [14] 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.
- [15] 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.
- [16] 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.
- [17] 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.
- [18] 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.
- [19] Fitzsimons, G. M., & Finkel, E. J. (2011). Outsourcing self-regulation. *Psychological Science*, 22, 369–375.
- [20] Koval, C. Z., vanDellen, M. R., Fitzsimons, G. M., & Ranby, K. W. (2015). The burden of responsibility: Interpersonal costs of high self-control. *Journal of Personality and Social Psychology*, 108, 750–766.

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.

Assessment	Weighting
Midterm Exam 1	25%
Midterm Exam 2	25%
Midterm 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 midterm exams. Each exam will cover approximately one-third of the course material. These exams will draw from both lecture and readings and will be composed of multiple-choice, short-answer, and short essay questions.

There will also be an optional final exam during the university-scheduled final exam period. The optional final can be used in place of the lowest scoring exam during the semester. The optional final will be cumulative and longer than the in-class exams, but will have a similar format (multiple-choice, short-answer, and essay questions). Please note that you may not know your grade for Exam 3 or the Capstone Project when you have to make the decision about taking the final. The final will be held at the university-scheduled exam time; if it falls at the beginning of the final-exam period, it is unlikely that we will have completed grading for Exam 3.

Journal Club

The course is structured to give you two opportunities to actively participate in smaller-group discussions of some of the required readings. 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, during which the instructor and the TAs will each lead one group-discussion. You will be assigned to attend a particular group-discussion 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 engage about the reading material with your peers and the discussion leader. 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, email a discussion question to your discussion leader 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 to leader on time: 1 point
- Response Paper: 9 points
- Participation in Discussion: 2 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. The completed assignment is due March 16 by the beginning of class.

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 3	Introduction	Carlston (2013)
Constructing Reality in a Social World			
1	January 5	Fundamentals of Accessibility	Moskowitz (2005; pp. 388-430)
2	January 10	Journal Club: Motivated Perception	Balcetis & Dunning (2006)
2	January 12	Automaticity & Control	Cesario, Plaks, & Higgins (2006)
3	January 17	Perceiving Others, Part 1	Halbesleben (2009)
3	January 19	NO CLASS (<i>SPSP Conference</i>)	
4	January 24	Perceiving Others, Part 2	Berk & Andersen (2000)
4	January 26	Shared Reality	Echterhoff (2010)
5	January 31	EXAM #1	
Making Sense of the Past, Present, and Future			
5	February 2	Construal Level Theory	Rim, Hansen, & Trope (2013)
6	February 7	Heuristics & Hypothesis Testing	Kahneman (2011; pp. 129-136; 146-155; 166-174)
6	February 9	Affective Forecasting	Wilson & Gilbert (2005)
7	February 14	Journal Club: Implicit Attitudes and Forecasting	McConnell, Dunn, Austin, & Rawn (2011)
7	February 16	Memory, Part 1	Ross & Wilson (2003)
8	February 28	Memory, Part 2	Hellmann & Memon (2016)
8	March 2	Counterfactuals	Seto, Hicks, Davis, & Smallman (2015)
9	March 7	EXAM #2	
Managing the Self in a Social World			
9	March 9	Self-Identity	Brown, Bailey, Stoll, & McConnell (2016)
10	March 14	Regulatory Focus	Scholer & Higgins (2012)
10	March 16	Implicit theories	Molden & Dweck (2006); Capstone Assignment due
11	March 21	Goal Systems	Fishbach & Dhar (2005)
11	March 23	Social Self-regulation, Part 1	Fitzsimons & Finkel (2011)
12	March 28	Social Self-Regulation, Part 2	Koval, vanDellen, Fitzsimons, & Ranby (2015)
12	March 30	EXAM #3	

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed uWaterloo

[Verification of Illness Form](#)

- submit that form to the instructor within 48 hours.
- (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](#).

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.

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; 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; reibach@uwaterloo.ca. 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](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TAs, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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.

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.