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University of Waterloo
Department of Psychology
PSYCH 353
Social Cognition
Spring 2014
Tuesday and Thursday, 11:30 am to 12:50 pm, AL 211

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Instructor and T.A. Information

Instructor: Dr. Daniel Nadolny
Office: PAS 3248
Office Hours: Tuesday 10:30-11:00 am, 1:00-2:00 pm
Email: daniel.nadolny@gmail.com
I am one of the last people on this planet to not have a cell phone. Fortunately, I am very accessible through e-mail! I will respond within 24 hours of an e-mail, unless something has gone very wrong (in which case, feel free to send a follow-up e-mail. For general questions, please use our Learn discussion forum, so that others can benefit from the discussion.

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Office	PAS 3045	PAS 4022	PAS 4016
Office Hours	Thursday 3-4 pm	Wednesday Noon-1 pm	Friday 12:30-1:30 pm

Course Description

Many of us are drawn to psychology because of our desire to understand why people do what they do. In Social Psychology, we explore how the person and environment combine to shape us, sometimes leading to tragedies, and other times to triumphs.

With the cognitive revolution, Social Psychologists soon realized that the tools and approach of Cognitive Psychology offered new ways to understand how we navigate our social world. This insight led to the field of Social Cognition, which is the predominant approach in modern-day Social Psychology.

In this course, we'll be exploring the questions and tools of social cognition researchers. Although you will learn about current research, my goal and my hope is to help you see the world through the lens of modern day social psychology, giving you new ways to understand our social environments, and new skills to test your own ideas. This is a field with a great deal to offer – welcome to Social Cognition!

Course Goals and Learning Outcomes

Through the completion of this course, students will:

- 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 and methodology
- Improve your ability to read and critique primary source material
- Apply principles from social cognition to everyday experiences

Required Text

- The primary text for this course will be: Kunda, Z. (1999). *Social Cogniten: Making Sense of People*. Cambridge, MA: The MIT Press.

This textbook gives an excellent grounding in Social Cognition; it was written by one of the great researchers of the field, Ziva Kunda, who researched and taught at the University of Waterloo before passing away in 2004.

This textbook is available online through the library; all assigned chapters can be downloaded as PDFs. It does not have pictures, does not bold or underline key concepts, and lacks advances made in recent year, but is still one of the best introductions to social cognition.

Readings Available on LEARN

- All other required readings include peer-reviewed journal articles, which will be available through Learn, and can be accessed through the PsycINFO. See schedule for the readings!

Course Requirements and Assessment

Grades will be a combination of in-class tests, an assignment, One Minute Summaries and REG.

Assessment	Date of Evaluation (if known)	Weighting
Test 1	June 3	25%
Test 2	June 26	25%
Test 3	July 29	25%
Assignment	July 15	20%
One Minute Summaries	Opportunities Throughout Term	3%
REG	By the last class	2% + 2% Bonus
Total		100%

Tests

There will be three non-cumulative in-class tests. If you are sick, contact me ASAP to let me know, provide appropriate medical documentation, and you can do a late test-write – for the sake of your health and the health of your classmates, do not write while seriously sick!

Assignment

There will be two main options for this assignment: creating your own study, or using a course concept to improve/better understand the world. Full details and a rubric will be provided on Learn.

One Minute Summaries

This is a chance for you to reflect on the material, let me know what's working with the course and what's not working. One Minute Summaries will be available after each lecture on Learn, until midnight before the following lecture. Each one is worth 0.5%, up to a maximum of 3% of your final grade.

REG

2% of your grade will be through the Research Experience Group, with a bonux 2% available. See below for more details. If you choose to do article reviews instead, clear the article with me beforehand!

Schedule

Date	Topic	Readings
May 6	Introduction	Chapter 1
May 8	Concepts and Categories	Chapter 2
May 13	Concepts and Categories	
May 15	Heuristics and Biases	Chapter 3
May 20	Heuristics and Biases	Kahneman & Tversky (1973)
May 22	Hypothesis Testing	Chapter 4
May 27	Hypothesis Testing	Snyder & Swann (1978)
May 29	Review & Study Creation Workshop	
June 3	**Test #1**	
June 5	Automatic Processes	Chapter 7
June 10	Automatic Processes	Cesario, Plaks, & Higgins (2006)
June 12	Memory	Chapter 5
June 17	Memory	Libby, Eibach, & Gilovich (2005)
June 19	Hot Cognition	Fitzsimons & Shah (2008)
June 24	Hot Cognition	Chapter 6
June 26	**Test #2**	
July 1	CANADA DAY	
July 3	Stereotypes	Chapter 8
July 8	Stereotypes	Logel et al. (2009)
July 10	Person Perception	Monin, Sawyer & Marquez (2008)
July 15	Person Perception **(Assignment Due)**	Chapter 9
July 17	The Self	Chapter 10
July 22	The Self	Job, Dweck & Walton, 2010
July 24	Culture	Chapter 11
July 29	**Test #3**	

Late Work

Late assignments will receive a 5% penalty for each day the assignment is delayed.

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/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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.

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.

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.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students
Academic integrity (Arts) Academic Integrity Office (uWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, 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 AS office at the beginning of each academic term.

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 up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 4% to their final grade**.

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 undergone prior ethics review and clearance through the Office of Research Ethics.

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 Director 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 is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

INSTRUCTIONS/DATES/DEADLINES: How to login 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 in general 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.