SELECTED TOPICS IN SOCIAL COGNITION

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Office Hours: By appointment

Meetings: Tuesday/Thursday, ____________, ___________ Building room ___

Overview of the Course
The overarching goal of this course is to provide an overview of current research and theory in social cognition, which is the intersection of social psychology and cognitive science. How do we perceive, categorize and evaluate others? To what extent do these perceptions and categorizations occur spontaneously, and influence our behaviors outside of our control, or even outside of our conscious awareness? How do our moods and bodily states impact our judgments of others? Do we actually know the reasons for our judgments and behaviors? These and other questions will be explored in this seminar course.

Policy on academic dishonesty:
Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Information for students with disabilities:
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (http://disabilityservices.missouri.edu), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

A note about diversity:
The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); or the MU Equity Office (http://equity.missouri.edu/), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

A note about making audio or visual recordings of this class:
In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**Course Requirements/Evaluation**

1. **Reaction papers (30% of grade).**
   For each class you will write a short (1/2 page) reaction based on the reading for that day. **Do not summarize the reading.** Instead, you should raise either a theoretical or methodological question. Please state the question clearly and provide your own original analysis or speculations. These do not need to be polished papers but they are expected to be free of grammatical and spelling errors. Submit your reaction papers to me, via email, by midnight Monday evening (for class on Tuesday) and Wednesday evening (for class on Thursday). Papers received on the day of class will not receive any credit.

2. **Class participation (15% of grade) and moderation (15% of grade)**
The success of this course depends on students who do the readings and come to class prepared to have a lively discussion about the weekly topics. Hence, students will be expected to come to class and participate in the discussions. This aspect of student performance will be worth 15% of the final grade.

   In addition, each student will be required to moderate (lead) the class discussion for one day (15% of final grade). Class discussions should be based on the thought papers and should include open questions and a critical discussion of the theories and the research described in the assigned readings. Moderators are expected to provide a structure for the discussion. Discussions should be primarily based on the points raised in the thought papers. Grading will be made on three main criteria, all weighted equally: (a) mastery of the relevant material, (b) clarity of presentation, and (c) ability to energize group discussion.

3. **A term paper (no more than 12 pages, double-spaced) that is in one of these forms:** (30% of grade)
   a. A theoretical paper that reviews the literature and presents a new way of looking at a problem. The format of this paper should be like ones that appear in *Psychological Review* or *Psychological Bulletin.*
b. A research proposal that addresses an important issue related to the issues covered in this course. You should develop a specific hypothesis that has not been tested and propose one or more studies to test this hypothesis. These studies should be different than ones you are already conducting. The format of the paper should be similar to the introduction and methods section of a journal article. More specifically, your paper should have the following sections: Abstract, Introduction (Literature Review and Hypotheses), Methods, Predicted Results and Data Analyses, and References. Predicted results are not hypothetical data, just a brief section that outlines your predictions, and the major analyses you will use to test the predictions.

**You have two deadlines.** One is to submit a one page idea/proposal of what you are going to write about. **This is due OCTOBER 31 and is required (failure to propose an idea before the deadline will result in an automatic deduction of 1 letter grade from the term paper project).** The deadline for submitting your final paper is DECEMBER 5. Papers received on or after December 6 will be subject to a deduction of a full letter grade. Papers received after that date will not receive any credit.

4. An in-class presentation of your term paper idea (10% of grade)

You will be required to present your topic to the class, worth 10% of your final grade. We all want to know what you’re doing, and this doesn’t happen if only I read your papers. You can learn from each other. Your presentation will be based on your final research proposal. You will make your presentations in front of the class on presentation day (Dec. 8) at the end of the semester. You can use PowerPoint, handouts, or any other materials that you like. The length of your presentations will depend upon the number of students ultimately enrolled in the class, but in general I’d like to have each student present for about 10 min. The main point of these presentations is to tell the class what you did, which can lead to others being very interested and potentially collaborating in future research efforts.

**Summary of grading scheme:**

- Reaction papers 30%
- Class participation 15%
- Class moderation 15%
- Term paper 30%
- Presentation 10%
DATES, TOPICS, AND READINGS

Week 1: August 19 & 21
Overview of the Course and Historical Background

Tuesday:

Thursday:

Week 2: August 26 & 28
Self Knowledge and conscious will

Tuesday:

Thursday:

Week 3: September 4 (NO CLASS SEPT. 2)
Automaticity in judgments and behaviors

Tuesday:
NO CLASS

Thursday:
Week 4: September 9 & 11
Social Categorization and Stereotypes
Tuesday:

Thursday:

Week 5: September 16 & 18
Implicit Attitudes
Tuesday:

Thursday:

Week 6: September 23 & 25
Dual Process Theories
Tuesday (overviews):

Thursday (dual processes and attitudes):
Week 7: September 30 & October 2

**Dual Processes II: More theories and perspectives**

**Tuesday (more influential theories):**

**Thursday (dual process alternatives and theory testing):**

Week 8: October 7 & 9

**Thought Suppression/Self Regulation**

**Tuesday:**

**Thursday:**

Week 9: October 14 & 16

**Judgment and Decision making**

**Tuesday:**

**Thursday:**
Week 10: October 21 & 23
Tuesday:
NO CLASS

Thursday:
TBD

Week 11: October 28 & 30
Mood and Affect

Tuesday:

Thursday:

Week 12: November 4 & 6
Goals and Motivation

Tuesday:

Thursday:
Week 13: November 11 & 13  
**Embodied and Situated Social Cognition**  
**Tuesday:**

**Thursday:**

Week 14: November 18 & 20  
**To be decided by class vote**
Some ideas:  
1. Social cognition and politics  
2. Affective forecasting  
3. Social cognitive neuroscience  
4. Recent controversy involving methodology and fraud

Week 15: November 25 & 27  
**NO CLASS—THANKSGIVING BREAK**

Week 16: December 2 & 4  
**Student presentations**