

(Previously PS 4763)
(Updated Fall 2023)

**UK LEVEL 6
UK CREDITS: 15**

PREREQUISITES:

PS 1000 Psychology as a Natural Science – L4
PS 1001 Psychology as a Social Science – L4
PS 2010 History and Systems of Psychology – L4
PS 2257 Diversity and Social Interaction – L4
PS 2260 Introduction to Statistical Thinking – L4
PS 3526 Social Psychology : Theories & Applications – L5

CATALOG DESCRIPTION:

Integration of two major fields of psychology, social and cognitive psychology. Critical analysis of theories, and methods centered on how people think about themselves and other people and make sense of their social environment.

RATIONALE:

This module provides an in-depth knowledge and understanding of social psychological phenomena by examining the underlying cognitive processes and the ways individuals think about the social world. It is designed for Psychology majors and students interested in understanding the cognitive processes that underlie many of the forces that shape and are shaped by social interaction.

LEARNING OUTCOMES:

Upon the completion of this module, students should be able to:

1. Demonstrate in-depth knowledge and understanding of concepts, principles, theories, methodologies, research and applications of social cognition.
2. Evaluate how concepts, theories and findings in social cognition may be applied to benefit individuals, groups, and society.
3. Critically evaluate the ways new developments in cognitive psychology combine with those emerging from the study of social psychological phenomena.
4. Utilize literature to develop arguments and draw conclusions on issues centered around how people make sense of their social environment.

METHOD OF TEACHING AND LEARNING:

In line with the teaching and learning strategy of the college, the following tools are used:

- Lectures in combination with group discussions and formative assessments
- Office hours
- Use of Blackboard site

ASSESSMENT:

Summative:

<p>1st assessment: Critical Review Paper critical discussion and evaluation of theoretical and methodological approaches to the study of a key topic of social cognition</p>	<p>50%</p>
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	<table border="1" data-bbox="561 113 1352 212"> <tr> <td data-bbox="561 113 1166 212">Final assessment: Examination Essay questions</td> <td data-bbox="1166 113 1352 212">50%</td> </tr> </table> <p data-bbox="561 247 711 279">Formative:</p> <table border="1" data-bbox="561 279 1352 348"> <tr> <td data-bbox="561 279 1166 348">In-class assignments: essay questions and discussion, practical exercises.</td> <td data-bbox="1166 279 1352 348">0%</td> </tr> </table> <p data-bbox="561 390 1295 457">The 1st assessment tests Learning outcomes 1, 2, 3, 4. The final assessment tests Learning outcomes 1, 2, 3, 4.</p> <p data-bbox="561 489 1414 688">The final grade for this module will be determined by averaging all summative (major) assessment grades, based on predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is above 40, students are not required to resit any failed assessments.</p>	Final assessment: Examination Essay questions	50%	In-class assignments: essay questions and discussion, practical exercises.	0%
Final assessment: Examination Essay questions	50%				
In-class assignments: essay questions and discussion, practical exercises.	0%				
INDICATIVE READING:	<p data-bbox="561 720 867 751">REQUIRED READING:</p> <p data-bbox="561 793 1414 867">Fiske S.T. and Taylor, S.E. (2017) <i>Social Cognition from Brains to Culture</i> (3d ed.), NY: Sage</p> <p data-bbox="561 915 948 947">RECOMMENDED READING:</p> <p data-bbox="561 982 1414 1056">Augoustinos, M., Walker, I., & Donaghue, N. (2014). <i>Social Cognition: An integrated Introduction</i>. London: Sage</p> <p data-bbox="561 1087 1414 1224">Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken and Y. Trope (Eds.). <i>Dual-process theories in social psychology</i>. (pp. 361-382). New York: Guilford Press</p> <p data-bbox="561 1255 1414 1392">Baumeister, R.F., Tice, D. M. and Vohs, K. D. (2018). The strength model of self-regulation: Conclusions from the second decade of willpower research. <i>Perspectives on Psychological Science</i>. 13, 2, 141-145</p> <p data-bbox="561 1423 1414 1497">Benjamin, A. J. and Bushman, B. J. (2016). The weapons priming effect. <i>ScienceDirect</i>. 12, 45-48</p> <p data-bbox="561 1528 1414 1633">Blonde, J. and Girandola, F. (2016). Revealing the elusive effects of vividness: a meta-analysis of empirical evidences assessing the effect of vividness on persuasion. <i>Social Influence</i>. 11, 2, 111-129</p> <p data-bbox="561 1665 1414 1770">Custers, R. and Aarts, H. (2010). The unconscious will: How the pursuit of goals operates outside of conscious awareness. <i>Science</i>. 329, 47-50</p> <p data-bbox="561 1801 1414 1906">Durante, F et al. (2013). Nations' income inequality predicts ambivalence in stereotype content: How societies mind the gap. <i>British Journal of Social Psychology</i>. 52, 4, 1-23</p>				

Eisenberger, N. I., Lieberman, M.C. and Williams, K.D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science*. 302, 290-292

Funder, D. (2012). Accurate personality judgment. *Current Directions in Psychological Science*. 21, 177-182.

Gillihan, S. J and Farah, M. J. (2005). Is self special? A critical review of evidence from Experimental Psychology and Cognitive Neuroscience. *Psychological Bulletin*. 131, 1, 76-97

Hagger, M. S., Wood, C., Stiff, C. and Chatzisarantis, N. (2010). Ego depletion and the strength model of self-control: a meta-analysis. *Psychological Bulletin*. 136, 4, 495-525

Hamilton, D. L. (Ed.) (2005). *Social cognition: Key readings*. Psychology Press

Hansen, K. E. and Pronin, E. (2013). Illusions of self-knowledge. In S. Vazire and T. D. Wilson (Eds.). *Handbook of self-knowledge*. London: Guilford Press

Haslam, N. and Stratemeyer, M. (2016). Recent research on dehumanization. *Science Direct*. 11, 25-29

Henrich, J., Heine, S.J. and Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*. 33, 61-83

Hugenberg, K. and Wilson, J. P. (2013). Faces are central to social cognition. In D.E. Carlston (Ed.). Oxford Library of Psychology. *The Oxford Handbook of Social Cognition* (pp 167-193). New York: Oxford University Press

Nils, F and Rime, B. (2012). Beyond the myth of venting: Social sharing modes determine the benefits of emotional disclosure. *European Journal of Social Psychology*. 42, 672-681

Sedikides, C. and Gregg, A. D. (2008). Self-enhancement Food for thought. *Perspectives on Psychological Science*. 3, 2, 102-116

Swann, W. B. and Buhrmester, M. D. (2013). Self—verification. In M. R. Leary and J. P. Tangney (Eds.). *Handbook of self and identity* (2nd ed.). New York: Guilford

Todorov, A., Olivola, C. Y., Dotsch, R. and Mende-Siedlecki. (2014). Social attributions form faces. *Annual Review of Psychology*. 66, 15, 1-15.27

Wilson, T. D. and Gilbert, D. T. (2005). Affective Forecasting. *Current Directions in Psychological Science*. 14, 3, 131-134

Wilson, T. D. (2009). *Know thyself: Perspectives on Psychological Science*. 4, 4, 384-389

<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Individual project submitted in Word Academic use of English, both oral and written.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS office, Search Engines</p>
<p>WWW RESOURCES:</p>	<p>American Psychological Association www.apa.org British Psychological Society www.bps.org.uk</p>
<p>INDICATIVE CONTENT:</p>	<ol style="list-style-type: none"> 1. Basic concepts in social cognition 2. Elements of Social Cognition 3. Social cognition and the self 4. Processes of social Cognition 5. Stereotyping and prejudice 6. Beyond Cognition <ol style="list-style-type: none"> 6.1. Affect and cognition 6.2. Behavior and cognition