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| <b>Course Code</b>    | HP3402  |
| <b>Course Title</b>   | Social Cognition  |
| <b>Pre-requisites</b> | HP1000 Introduction to Psychology<br>HP1100 Fundamentals of Social Science Research<br>HP2400 Social Psychology |
| <b>No of AUs</b>      | 3   |

### Course Aims

This course surveys the cognitive principles involved in social psychological processes. We will examine how cognitive principles have been used to understand major social psychological phenomena, and the pros and cons in using such an approach in the development of social psychology as a field. This course is designed for undergraduate students who already have foundational knowledge in social psychology and would like a deeper understanding of social psychology. As a student of this course, you will gain more understanding of social cognition as a major driving force of social psychology research.

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe the major cognitive principles involved in social psychological processes
2. Identify the strengths and limitations of social cognition research
3. Understand the rationale of common social cognition methods

### Course Content

- Dual processes in social cognition
- Knowledge representation and activation
- Nonconscious processes and automaticity
- Heuristics and decision making
- Social inference
- Attitudes
- Stereotyping and prejudice

### Assessment (includes both continuous and summative assessment)

| Component              | ILO Tested | Related Programme LO or Graduate Attributes          | Weighting | Team/Individual   |
|------------------------|------------|--|-----------|-------------------|
| 1. Class Participation | 1, 2, 3    | Oral communication, competence, critical thinking    | 10%       | Individual        |
| 2. Assignment 1        | 1, 2, 3    | Written communication, competence, critical thinking | 20%       | Individual / Team |
| 3. Assignment 2        | 1, 2, 3    | Written communication, competence, critical thinking | 30%       | Individual / Team |
| 4. Quiz 1              | 1, 2, 3    | Competence   | 15%       | Individual        |
| 5. Quiz 2              | 1, 2, 3    | Competence   | 25%       | Individual        |

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| Total |  | 100% |  |

**1. Class Participation (10%):** Your active participation in class discussion and completion of class worksheets will contribute to your class participation grade.

**2. Assignments (50%):** Depending on the class size, you will either work individually or in a group on the assignments. The two assignments will be essays on a social cognition topic. To complete the essays, you will need to analyze and integrate the information that you have learned from the classes and the readings, with potential additional input from library research.

**3. Quizzes (40%):** The quizzes are closed-book, closed-notes. They will contain questions of different formats such as multiple-choice questions, short answers, and essays. The quizzes will be a test of your understanding, integration, and application of the content taught in class and in the reading materials.

#### **Formative feedback**

You will receive written formative feedback to your assignment submissions. You will also receive summative feedback on your quiz performances.

#### **Learning and Teaching approach**

| <b>Approach</b>     | <b>How does this approach support you in achieving the learning outcomes?</b>  |
|---------------------|--|
| Interactive lecture | Each class will be conducted in the format of short sections of lecture in between small group and class discussions of worksheets and readings. This format encourages active processing and application of course content. |
| Essay assignments   | The assignments encourage integration of class knowledge and application of the knowledge gained in analysis of problems in social cognition.  |
| Quizzes             | The quizzes check the accuracy and depth of your understanding of the course content.  |

#### **Reading and References**

There is no textbook for this course. Instead, lecture slides and supplementary reading materials will be the main reference for the course. For most weeks, you are expected to read a journal article on that week's topic. For some of the weeks, you will complete a worksheet on the assigned reading materials. This will be followed by class discussion of the article. For best learning, you are encouraged to complete the reading before class.

#### **Course Policies and Student Responsibilities**

##### **(1) General**

You are expected to complete all assigned class readings, attend all classes punctually and complete all scheduled assignments by the due dates. You are expected to take responsibility to follow up with

course notes, assignments and course-related announcements for sessions that you have missed. You are expected to participate in all class discussions and activities.

### (2) Assignment submission

Late submission of assignment without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. Penalty for late submission is a deduction of 25% of the assignment grade for every 12 hours after the due time.

### (3) Quiz attendance

You are expected to attend all quizzes punctually. Absence from a quiz without proof of valid reason will result in a 0 mark on the quiz. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. To avoid getting 0 mark on a missed quiz, please be sure to present the proof of valid reason at least one week prior to the quiz for planned absence (e.g., representing Singapore at international tournament) or within 3 days of the quiz for unplanned absence (e.g., falling sick). If you miss a quiz, a make-up quiz with need to be arranged within one week of the quiz.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Planned Weekly Schedule

| Week   | Topic                                    | ILO     | Readings/ Activities   |
|--------|--|---------|--|
| Week 1 | Introduction – What is social cognition? | 1       | No reading   |
| Week 2 | Dual processes in social cognition       | 1, 2, 3 | Gilbert, D. T., Pelham, B. W., & Krull, D. S. (1988). On cognitive busyness: When person perceivers meet person perceived. <i>Journal of Personality and Social Psychology</i> , 54, 733-740.<br><br>Pryor, J. B., Reeder, G. D., Yeadon, C., & Hesson-McInnis, M. (2004). A dual-process model of |

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|        |   |         | reactions to perceived stigma. <i>Journal of Personality and Social Psychology</i> , 87, 436-452.   |
| Week 3 | Knowledge representation and activation 1 | 1, 2, 3 | Higgins, E. T., King, G. A., & Mavin, G. H. (1982). Individual construct accessibility and subjective impressions and recall. <i>Journal of Personality and Social Psychology</i> , 43, 35-47.<br><br>Srull, T. K., & Wyer, R. S. (1979). The role of category accessibility in the interpretation of information about persons: Some determinants and implications. <i>Journal of Personality and Social Psychology</i> , 37, 1660-1672. |
| Week 4 | Knowledge representation and activation 2 | 1, 2, 3 | Mussweiler, T., & Damisch, L. (2008). Going back to Donald: How comparisons shape judgmental priming effects. <i>Journal of Personality and Social Psychology</i> , 95, 1295-1315.<br><br>Sparrow, B., & Wegner, D. M. (2006). Unpriming: The deactivation of thoughts through expression. <i>Journal of Personality and Social Psychology</i> , 91, 1009-1019.   |
| Week 5 | Nonconscious processes and automaticity 1 | 1, 2, 3 | Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002). Math = male, me = female, therefore math ≠ me. <i>Journal of Personality and Social Psychology</i> , 83, 44-59.<br><br>Payne, B., Cheng, C., Govorun, O., & Stewart, B. D. (2005). An inkblot for attitudes: Affect misattribution as implicit measurement. <i>Journal of Personality and Social Psychology</i> , 89, 277-293.  |
| Week 6 | Nonconscious processes and automaticity 2 | 1, 2, 3 | Nosek, B. A., Hawkins, C. B., & Frazier, R. S. (2011). Implicit social cognition: From measures to mechanisms. <i>Trends in Cognitive Sciences</i> , 15, 152-159.   |
| Week 7 | Quiz 1                                    | 1, 2, 3 | No reading  |
| Week 8 | Heuristics and decision making            | 1, 2, 3 | Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases – Biases in judgments reveal some heuristics of thinking under uncertainty. <i>Science</i> , 185(4157), 1124-1131.<br><br>Bos, M. W., Dijksterhuis, A., & van Baaren, R. B. (2008). On the goal-dependency of unconscious thought. <i>Journal of Experimental Social Psychology</i> , 44, 1114-1120.  |

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| Week 9  | Social inference                 | 1, 2, 3 | <p>Costabile, K. A. (2016). Narrative construction, social perceptions, and the situation model. <i>Personality and Social Psychology Bulletin</i>, 42(5), 589-602.</p> <p>Todd, A. R., Molden, D. C., Ham, J., &amp; Vonk, R. (2011). The automatic and co-occurring activation of multiple social inferences. <i>Journal of Experimental Social Psychology</i>, 47(1), 37-49.</p>  |
| Week 10 | Attitudes                        | 1, 2, 3 | <p>Carrera, P., Caballero, A., Fernández, I., &amp; Muñoz, D. (2017). Abstractness leads people to base their behavioral intentions on desired attitudes. <i>Journal of Experimental Social Psychology</i>, 70, 27-33.</p> <p>Chaiken, S. (1980). Heuristic versus systematic information processing and the use of source versus message cues in persuasion. <i>Journal of Personality and Social Psychology</i>, 39, 752-766.</p>                              |
| Week 11 | Stereotyping and prejudice       | 1, 2, 3 | <p>Payne, B. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. <i>Journal of Personality and Social Psychology</i>, 81, 181-192.</p> <p>Wang, C. S., Ku, G., Tai, K., &amp; Galinsky, A. D. (2014). Stupid doctors and smart construction workers: Perspective-taking reduces stereotyping of both negative and positive targets. <i>Social Psychological and Personality Science</i>, 5, 430-436.</p> |
| Week 12 | The "social" in social cognition | 1, 2, 3 | <p>Huntsinger, J. R., Sinclair, S., Kenrick, A. C., &amp; Ray, C. (2016). Affiliative social tuning reduces the activation of prejudice. <i>Group Processes and Intergroup Relations</i>, 19, 217-235.</p>   |
| Week 13 | Quiz 2                           | 1, 2, 3 |  |