College of Arts & Sciences
Department of Psychology
Oakland University

PSY 3300: Social Cognition
Winter 2021 (Online, Synchronous)

Instructor: Adam E. Tratner, PhD   **E-mail**: aetratner@oakland.edu
CRN: 15842
Classroom: Online; Moodle & Zoom

Virtual Class Sessions: Tuesday & Thursday 3:30pm – 5:17pm
Office Hours: Friday 12:00pm – 1:00pm
Virtual Availability: Available (outside of classroom hours) Sunday-Friday 8am-8pm to chat via email, video chats; I usually respond to emails within the hour.

Course Description
This course surveys major topics that represent classic and cutting-edge theorizing and research in social cognition. Topics include interpersonal perception, the self, social categorization, and persuasion.

Course Prerequisites: *PSY 2500 with a grade of C or higher, and WRT 1060 or equivalent with a grade of C or higher*. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both. Prerequisite for writing intensive: completion of the university writing foundation requirement.

Required Text: Cialdini, R. B. (2007). Influence: The Psychology of Persuasion. New York, NY: HarperCollins.
ISBN: 9780061241895

Here is an image of the textbook for reference:
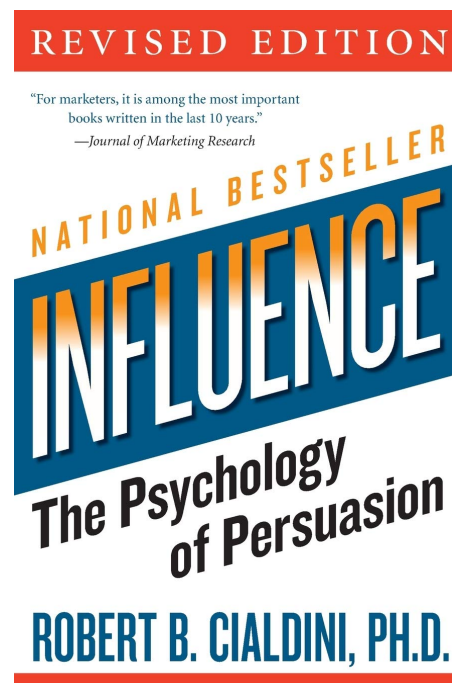
Learning Outcomes

General Education Student Learning Outcomes
The Social Science area prepares students to demonstrate:

- Knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies.
- Application of concepts and theories to problems involving individuals, institutions, or nations.

University Learning Outcome (ULO):

- *Critical Thinking*: Critical thinkers are capable of comprehensively exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

What will I learn?

- Analyze and evaluate relevant information, alternative points of view, inferences, and/or assumptions;
- Synthesize information in order to arrive at substantiated conclusions

Course Objectives:
1. Describe the basic principles of social cognition and the areas where they apply.
2. Describe the methodological approaches to the study of social cognition in different areas.
3. Demonstrate critical thinking in reading and interpreting empirical research.
4. Demonstrate innovative and integrative thinking by: a) recognizing existent gaps and b) developing solutions by applying relevant social cognition concepts.

Cross-Cutting Capacities
Effective communication, critical thinking, and analytical reading/writing.

Course Expectations
General Expectations
Given that this an upper-division course, it is expected that students will devote at least **10-15 hours** per week on this course, split between attending virtual discussion sessions, reading, writing, & watching supplemental videos. Students are expected to complete all writing assignments individually, unless otherwise stated. It is also crucial that students have consistent access to an internet connection.

Expectations for Students
(1) Have a reliable internet connected computer with the most updated Moodle-compatible web browsers (e.g., Chrome, Firefox, Safari, Edge). You may also need current versions of the Flasher player, Java and a PDF viewer. If you are not familiar with the Moodle platform or are unsure of how to navigate the online resources, see https://www.oakland.edu/online/ for additional tutorials and learning support.
(2) Have a backup plan to be able to log in from another computer or another location in the event that your computer crashes or internet goes down. Plan ahead for submitting assignments!
(3) Log in to Moodle several times a week (at least 3-5 times).
(4) Follow the calendar of events and complete all of the assignments by their deadlines.
(5) Respond to emails within 24 hours during weekdays.
(6) Participate in a polite and thoughtful manner.
(7) Observe proper classroom etiquette by respecting each other's privacy, using constructive criticism, and refraining from derogatory/inflammatory comments.

Expectations for the Instructor
(1) I (the instructor) will log in to the course daily and will alert students if I will be absent for longer than 1 day [note: this is unlikely to happen].
(2) I (the instructor) will respond to your questions, concerns, and emails within 24 hours [48 hours on weekends].
(3) I (the instructor) will grade all assignments and exams in a timely manner [within 2-3 days].

SUDDEN LOSS OF INTERNET ACCESS
If students lose access to a reliable internet connection and are unable to submit coursework or attend virtual discussion sessions, it is necessary to contact (via telephone) the ***Office of E-Learning and Instructional Support*** as soon as possible to work out a solution. This office can reach out to me and alert me to the situation, and also guide you towards resources to find internet access.
Here are their phone numbers: Office (248) 370-4566 / Help line (248) 805-1625.

Course Content
All course content will be posted on Moodle. Materials consist of Zoom links to virtual class sessions/office hours, required readings, supplemental videos & content, and submission portals for course assignments. I will post all of my lecture slides immediately after each class whenever I give presentations. Guidelines for writing assignments can be found under the Course Essentials subheading. See schedule for all due dates.

The class will be a mixture of lecture and class discussion. A lot of material that will be covered in class will not be in the readings, and vice versa. You are expected to do the readings *prior to class* so that you can maximize what you learn from class sessions and contribute to class discussions. I will post lecture slides on Moodle immediately after class. Class attendance is <u>mandatory</u>.

Grade Determination
The class is out of 400 total points split between 4 grade categories, each worth 100 points. Attendance & Participation, Reaction Papers, Leading Discussions, and a Research Paper.

Attendance & Participation	Leading Discussions	Writing Assignments	Final Paper	Course Total
100 points (25%)	100 points (25%)	100 points (25%)	100 points (25%)	400 points

25% - Attendance & Participation: This grade category has 2 components, and in order to receive credit you must satisfy BOTH of these components.

    (1) Attending Virtual Class Sessions: Attending virtual discussion sessions on Zoom is <u>mandatory</u>. Furthermore, students are <u>required</u> to turn on the camera and speak up when addressed. This policy is meant to ensure that you are present and attentive during discussions – treat this class as if it were in-person. If you do not attend virtual class sessions, you will not earn any Attendance/Participation points.

    (2) Writing Discussion Questions about the readings: In addition to attending virtual class sessions, students are expected to read the assigned material <u>before arriving to class</u> and submit **3 <u>typed</u>** discussion questions about the reading(s) prior to arriving to class. You will submit your discussion questions by uploading them to the submission portals on Moodle under each weekly subheading. Discussion questions must be uploaded no later than 3:30pm on the day of the assigned readings. Grades will be assigned on the basis of the degree to which the questions reflect a careful and thoughtful reading of the assigned material.

Attending virtual discussions + submitting discussion questions is worth 4 points per scheduled class day. *2 of these virtual discussions/discussion question papers will be dropped from the final grade.* In other words, you may freely miss 2 discussion sessions/discussion question papers throughout the semester without penalty. Discussion questions that are submitted late will not be accepted (see: Make-up work policy below). The reading schedule for assigned chapters, articles, and specific page numbers is noted in the schedule at the bottom of the syllabus.

*25% - **Leading Discussions***: During each of our virtual discussion sessions, several students will lead discussion of the material presented in the assigned readings or lecture. Every student in the class will lead discussions twice, on two different days throughout the semester. Students will select and sign up for these two dates at the start of the semester. Grades will be assigned on the basis of the thoughtfulness and clarity of the questions, as well as the ability to stimulate lively discussion. Each day that you lead discussion is worth 50 points.

*25% - **Writing Assignments***: Students will complete **4** writing assignments throughout the semester. For each of these assignments, students will respond to a prompt (specific instructions for each writing assignment TBA) AND are required to find, cite, and discuss at least **2** outside primary sources (e.g., peer-reviewed journal articles). Primary sources can be found using the OU Libraries website and Google Scholar. Each paper must be a minimum of 2 pages long (maximum 4 pages), 12-point Times New Roman font, and use 1-inch margins, typed, and double-spaced), and follow APA style formatting guidelines. Students will submit these papers on Moodle by uploading them via the submission portal (see due dates on the schedule).

The goal of these writing assignments is twofold: 1) Students will further reflect on the readings, lectures, videos, and/or discussions and articulate any of their thoughts, questions, and curiosities related to the material. 2) Students will practice writing academic papers using APA formatting, and using academic sources to enhance/support their ideas. Grades will be assigned on the basis of the degree to which the papers reflect thoughtful consideration of the issues presented in the readings, videos, or relevant class discussions, and whether students successfully integrate outside sources to accompany their reflections on the material. Each of the **4** writing assignments are worth 25 points (i.e., 7.5% of your grade per assignment). Late papers will not be accepted (see Make-up work policy below).

*25% - **Final Paper***: Students will complete a final paper that is due at the end of the semester during Final's week. In this paper, you will choose a social cognitive phenomenon and write an extensive literature review and specify the psychological mechanism of said phenomenon: the environmental trigger/stimulus, information processing, and the behavioral output. Papers must be written according to APA formatting guidelines, complete with references. Grades will be assigned on the basis that the paper follows APA guidelines, thoughtfully reviews the relevant literature, is theoretically grounded, thoroughly explores the phenomenon from a scientific standpoint, and is well-written. This assignment is worth 100 points out of the total 400 points in the course. You (or one group member) must **upload** your typed exam document by **Monday, April 26th, 2021** at **6:30 PM**. Late papers will not be accepted (see Make-up work policy below).

Course Conduct
Students with questions and comments are both encouraged and required to speak up! This class is a space where diversity of thought is cherished, and students can freely share, discuss, and debate challenging ideas. Many students come from different backgrounds and have different views, and therefore have unique perspectives to share with one another. It is essential that students discuss and disagree with one another in a respectful manner. Insulting and belittling other students will not be tolerated. Disrespectful behavior will be addressed by (1) a general announcement, (2) direct announcement, (3) a request to leave the discussion, or (4) removing you from the discussions if the disruption is serious enough or persists.

During Lectures
On most days I will start off class with a lecture outlining some key ideas that complement the readings. This is meant to help nail down important concepts and theories prior to discussing them. During these lectures, students with questions should type their questions in the Zoom chat or politely interject when I am not speaking. For example: "Excuse me Adam, I have a question about X, Y, and Z."

During Discussions
Every class session we will discussing the readings, particularly the ideas presented in the readings. Students with questions and comments are both encouraged and required to speak up! During discussion sessions, students DO NOT need to raise their hand to talk (obviously this is an ineffective way of getting attention in an online discussion), but keep in mind proper classroom decorum. Discussions can easily become hectic - therefore I ask that you politely wait your turn to speak, and do not interrupt others.

Make-up Work
No make-up coursework is permitted. There will NOT be opportunities to make up missed participation on virtual discussions. I will not accept late discussion questions or reaction papers unless you can provide a **legitimate excuse** of your reason for being unable to submit them (e.g., a doctor's note, loss of a reliable internet connection). If you cannot complete these assignments on the assigned due dates, it is your responsibility to turn in your reaction papers and discussion questions early, and to make virtual appointments with me to discuss the readings. See Excused Absence Policy for approved sporting activity related absences.

Extensions for Reaction Papers and the Research Paper will be offered only if you can provide **legitimate documentation** of your reason for being unable to turn it in on time (e.g., a doctor's note, loss of access to internet).

Oakland University GPU Calculator

TOTAL PERCENT	Honor Points	OU Grade	OU GRADE
93-100%	4.0	A	2.9
90-92.9%	3.7	A-	2.8
87-89.9%	3.3	B+	2.7
83-86.9%	3.0	B	2.6
80-82.9%	2.7	B-	2.5
77-79.9%	2.3	C+	2.4
73-76.9%	2.0	C	2.3
70-72.9%	1.7	C-	2.2
67-69.9%	1.3	D+	2.1
60-66.9%	1.0	D	2.0
≤59%	0.0	F	

Standard Department Policies

Excused Absence Policy
University excused absences apply to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. For the OU excused absence policy, visit: http://wwwp.oakland.edu/provost/policies-and-procedures/

Special Considerations
A student with a documented learning or physical disability must contact the Office of Disability Support Services, 103A North Foundation Hall, (248) 370-3266, and inform the professor of special needs <u>during the first week of classes</u>. For more information, visit http://www.oakland.edu/dss

Policy on Academic Misconduct
The University's regulations that relate to academic misconduct will be fully enforced. Any student suspected of cheating and/or plagiarism will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of academic misconduct in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Students found guilty of academic misconduct by the Academic Conduct Committee may face suspension or permanent dismissal. The full policy on academic misconduct can be found in the General Information section of the Undergraduate Catalog.

Faculty Feedback
As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 4-5 of the semester but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear.

Video Recording Policy
Students who wish to video-record virtual discussions must request permission to do so. These recordings may only be used for the purpose of personal study and cannot be shared with individuals outside the class without the consent of the professor. At the conclusion of the semester, students may request permission to keep these recordings; otherwise, it is expected that all recordings will be deleted.

Veteran Support Services
The office of Veteran Support Services (VSS) is responsible for giving support services to more than 300 veterans, service members, and dependents of veterans. VSS is staffed with personnel who are veterans and current or former students. Any student veteran or dependent of a veteran requiring assistance with navigating the Veterans Administration, understanding service-related benefits, or requires referrals to campus and community resources should contact one of the Veterans Liaisons by visiting 116 North Foundation Hall, or phoning 248-370-2010. http://wwwp.oakland.edu/veterans/

Note: This course will observe all deadlines posted on the Oakland University Academic Calendar, including add/drop dates. See https://www.oakland.edu/registrar/important-dates/ for more information.

Tentative Schedule (next page)

Week		Date	Topic	Reading	Pages	Assignment Due
1	**T**	1/5/21	No Class!			
	TR	1/7/21	Introduction to the Class/ Syllabus	Syllabus	1-9	
2	**T**	1/12/21	Introduction to Social Cognition	Implicit social cognition: from measures to mechanisms	152-157	
	TR	1/14/21	The Enduring Question of Free Will	Do We Have Free Will? Free Will in Scientific Psychology	47-57 14-18	
3	**T**	1/19/21	Attention, Encoding, & Memory	They All Look The Same To Me	836-839	
	TR	1/21/21	Heuristics: Short-Cuts of the Mind	Judgment under Uncertainty: Heuristics and Biases	1124-1131	
4	**T**	1/26/21	Attribution Processes	Some Evidence For Heightened Sexual Attraction Under Conditions of High Anxiety	510-517	
	TR	1/28/21	Emotion & Cognition	Implicit Attitude Formation Through Classical Conditioning	413-417	
5	**T**	2/2/21	The Evolutionary Perspective	Evolutionary Social Cognition	3-34	Writing Assignment #1 (Exploration Paper)
	TR	2/4/21	Social Evolution	The Social Brain Hypothesis	178-189	

6	**T**	2/9/21	The Shape of Thought	Modularity	39-48	
	TR	2/11/21	Modular Systems of the Mind	Human threat management systems: Self-protection and disease avoidance	1042-1049	
7	**T**	2/16/21	The Self	The Emergent Self	97-110	Writing Assignment #2 (Mechanism Map)
	TR	2/18/21	Me, Myself, & I	Modularity & The Social Mind: Are Psychologists Too Selfish?	131-144	
8	**T**	2/23/21	No Class! Winter Recess			
	TR	2/25/21	No Class! Winter Recess			
9	**T**	3/2/21	Social Cognitive Development in Context	Social Cognitive Development from an Evolutionary Perspective	27-34	
	TR	3/4/21	Self-Esteem	Self-Esteem Your Sociometer is Telling You Something	127-133 137-145	
10	**T**	3/9/21	Social Categorization	Social Categorization and the Formation of Intergroup Attitudes in Children	530-541	
	TR	3/11/21	Stereotyping [Part I]	Stereotypes as Energy-Saving Devices Stereotype (In)Accuracy in Perceptions of Groups & Individuals	37-45 490-496	

11	**T**	3/16/21	Stereotyping [Part II]	Ecology-Driven Stereotypes Override Race Stereotypes	310-315	Writing Assignment #3 (Mechanism Map)
				Can Race Be Erased?	15387-15392	
	TR	3/18/21	Consequences of Stereotypes: Prejudice & Discrimination	Which name unlocks the door? The effect of tenant race/ethnicity on landlord response	416-424	
				The shooter bias: Replicating the classic effect and introducing a novel paradigm	41-46	
12	**T**	3/23/21	Overcoming Prejudice	Improving intergroup relations through direct, extended and other forms of indirect contact	147-157	
				Promoting the Middle East Peace Process by Changing Beliefs About Group Malleability	1767-1769	
	TR	3/25/21	Implicit Measures: What Are They Good For?	Predicting Behavior With Implicit Measures: Disillusioning Findings, Reasonable Explanations, and Sophisticated Solutions	1-12	
13	**T**	3/30/21	The Psychology of Persuasion	Influence: Introduction, Chapters 1 & 2	xi-56	Writing Assignment #4 (Mechanism Map)
	TR	4/1/21	The Psychology of Persuasion	Influence: Chapter 3	57-113	
14	**T**	4/6/21	The Psychology of Persuasion	Influence: Chapter 4	114-166	
	TR	4/8/21	The Psychology of Persuasion	Influence: Chapter 5	167-207	
15	**T**	4/13/21	The Psychology of Persuasion	Influence: Chapter 6	208-236	
	TR	4/15/21	The Psychology of Persuasion	Influence: Chapter 7 & Epilogue	237-280	

Final Paper Due Date: Monday, April 26th, 2021 at 6:30 PM