

Seminar in Social/Cultural Psychology: Social Cognition

CRN: 27371

Wednesdays 1:30 – 4:20 pm

What will I learn in this class?

Social cognition is the study of how people make sense of other people & themselves. In this seminar, we will explore classic topics in the field of social cognition, including dual process models, attention, memory, the self, attributions, impression formation, judgment and decision making, attitudes, stereotyping, prejudice, and affect. These classic areas include the hot topics of power, self-regulation, goals and motivation, mindfulness, and embodied cognition.

Course Objectives

1. Learn the fundamental principles, theories, experiments, and people in social cognition.
2. Critically examine classic and new research in social cognition.
3. Apply social cognition to your own research questions.
4. Practice science communication.

How will my grade be determined?

Your grade in this class is mainly based on participation (discussion facilitation, reaction papers, participation) plus 4 assignments. Your grade will be out of 1000 points in the following categories:

Discussion Facilitation (200 points)

Students will be responsible for facilitating class discussions on the assigned readings. All students should complete the assigned readings, but it will be the facilitator's responsibility to guide the discussion of the readings. The facilitator should not explain or summarize the readings. The facilitator will choose how best to organize the discussion and may provide a framework from which to discuss the readings. Each student will facilitate approximately two discussions. Students will

PROFESSOR

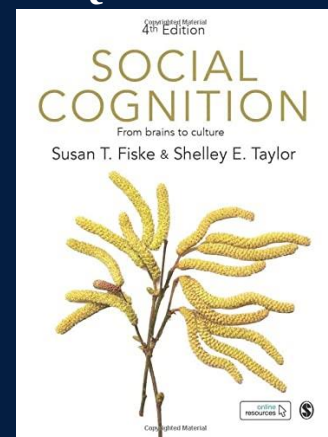
Krystia Reed, JD, PhD

Office Hours: By appointment

Office: Vowell 206

E-mail: kmreed2@utep.edu

REQUIRED TEXT



Fiske, S.T. & Taylor, S.E. (2021). *Social Cognition: From brains to culture* (4th ed.). SAGE. ISBN 978-1529702088

BLACKBOARD (BB)

This course will be using UTEP's BB system. All assignments must be submitted electronically through BB. Schedule updates and announcements will be posted on BB. Please check BB regularly. If you have more questions, check:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

E-MAIL

Please put the course name in the subject line of all emails. I will respond to all emails within 2 business days.

facilitate two discussions each. Each active facilitation is worth 100 points. Facilitators do not need to turn in a reaction paper on the days that they facilitate.

Participation (200 points)

Discussion is the essence of any seminar. Much of the learning that will take place in this class will come from sharing your thoughts and listening to the thoughts of your colleagues. In addition, discussion enables you to ask questions about anything that is confusing you. You therefore are expected to attend and meaningfully participate in all class sessions. Meaningful participation means that you have read and thought about all of the assigned readings prior to class. It also means that, during class, you actively engage the material by posing critical questions, drawing connections, generating ideas, and discussing relevant issues. Each class period is worth 15 points (up to 200).

Reaction Papers (200 points)

As the name implies, you should write about your reaction to the assigned readings. You are welcome to frame your reaction in terms of your own specialization or research interests, but regardless of how you frame your paper your reaction should focus on research and theory. Use names and citations when referring to other theories or papers and make connections between literatures, topics, experiments, papers, etc., wherever possible. The goals of the reaction papers are to stimulate you to think critically about the readings before class so you are prepared for the discussion. They should also help develop your ability to express these thoughts in writing. The reaction papers are academic, not casual, and this should be evident in the style and content of your writing.

Excellent reaction papers will describe connections between the readings and other research, include novel and testable hypotheses related to the topic, and explain strengths and weaknesses of the research described in the readings. Although I encourage students to connect the readings to societal issues and personal experiences where such connections are insightful, papers that include only application and no critical analyses or novel hypotheses are inadequate. The best papers will include 4 components:

- 1) *Major ideas*: Briefly state the three most important things you learned from the readings. Focus on the important principles, not the small details.
- 2) *Things to clarify*: Indicate anything you didn't understand in the readings
- 3) *Questions to discuss*: Write 1-2 thoughtful discussion questions related to the readings or the content area (not things you didn't understand). Good discussion questions approach the readings with a critical eye (for example):
 - a. Is a study designed well psychologically (e.g., clearly conceptualized, theoretical rationale)?
 - b. What are the practical implications of this study?
 - c. What are the problem areas in this area? What research could be done to fill in the gaps?
- 4) *Hypothesis related to you interests*: Write a testable hypothesis related to the topic of the day. I encourage you to tie it into your area of research or favorite theories.

Each reaction paper should be 1 page, single spaced, using 12 point Times New Roman font.

Reaction papers are due by 5 PM Tuesday night before class. Please submit on Blackboard and email a copy to the discussion leader (CCing Krystia). You will submit 10 reaction papers throughout the semester worth 20 points each. You will not submit papers on the first day of class or the days you lead discussion (which means you have 2 additional free passes). Late papers submitted before class will receive half credit, and papers received after class will receive 0 points.

Assignments (400 points)

In lieu of a final paper, this class will focus on three alternative methods of science communication: article reviews (like for a journal), blog posts, and podcasts. You will select 4 different articles (2 must be articles not discussed in class) and complete one of the 4 assignments for each. You can do each type of assignment a maximum of 2 times, although you are encouraged to try all 3. In other words, you might choose to do an article review, 2 blog posts, and a podcast, or 2 blog posts and 2 podcasts.

You may turn in a draft of the assignments (by email) AT ANY POINT during the semester. I'll grade it, and you can choose whether to submit that version or if you're not happy with the grade, you can make changes that I suggest and resubmit for a higher grade until you are satisfied. I will return assignments within one week. The final assignments must be submitted on Blackboard by 11:59 pm on May 10th.

More information about each of type of assignment will be provided at the beginning of the semester. Strong blog posts and podcasts have the opportunity to be featured on my lab blog (which will give you the opportunity to provide samples to future employers).

Absences

Excused absences consist of personal illness, family emergencies, and professional activities (e.g., conferences, job interviews). Please notify me in advance if you will need to miss class. If you have an excused absence, you still will receive points for your thought paper (i.e., they still need to be turned in). But your point total will be adjusted to account for the missing in-class points.

ACADEMIC INTEGRITY & SCHOLASTIC DISHONESTY

Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct: <https://www.utep.edu/student-affairs/osccr/student-conduct/index.html>

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to the following:

- cheating – use or attempted use of unauthorized materials, student aids or information in any academic exercise
- fabrication – falsifying or inventing information or data in an academic assignment
- collusion – aid or attempt to aid another student in committing academic misconduct

- plagiarism – use of ideas, words or statements of another person without giving credit to that person

Your work is to be **completed independently and should reflect your own ideas and effort. YOU MAY NOT PRESENT AS YOUR OWN ANY MATERIALS THAT ARE THE WORK OF ANOTHER.** These include, but are not limited to, work produced by another student, materials printed in books or articles, and materials published on the web. If you share your work with another student and they try to pass that work off as their own YOU are still guilty of collusion. **Pay attention to the plagiarism reports generated by SafeAssign** to ensure that you have not plagiarized in your writing and to figure out where you may need to include citations if you have not already done so. If you are uncertain as to what constitutes academic dishonesty, talk to me.

Evidence of academic dishonesty or any other violation of the Standards of Conduct **WILL BE REPORTED** to the Office of Student Conduct and Conflict Resolution (OSCCR). Students may be suspended or expelled and may have permanent notes included in their records. UTEP's code of student conduct and discipline may be found at the following location:

<https://www.utep.edu/student-affairs/osccr/student-conduct/index.html>

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

IF YOU NEED HELP:

CLASSROOM ACCOMMODATIONS

If you have a documented disability that requires assistance, please contact the **Center for Accommodations and Support Services (CASS)**

Office: Union East, 106

Phone: 747-5148

E-mail: cass@utep.edu

Web: www.sa.utep.edu/cass

STUDENT SUPPORT

Web: www.utep.edu/student-affairs

WRITING CENTER (UWC)

Phone: (915)747-5112

Web: www.utep.edu/uwc

The UWC is highly recommended for this course. There is a 72-hour turn around excluding weekends, so plan ahead!

FINANCIAL RESOURCES

The Dean of Students can help with financial resources, including emergency loans to purchase textbooks.

E-mail: DOS@utep.edu

Web: <https://www.utep.edu/student-affairs/dean-of-students-office/emergencyaid/>

TECHNOLOGY SUPPORT

Office: Library, 300

E-mail: helpdesk@utep.edu

Web:

<https://www.utep.edu/technologysupport/>

COUNSELING SERVICES

Office: Union West, 202

E-mail: caps@utep.edu

Web: <https://www.utep.edu/student-affairs/counsel/>

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

TITLE IX REPORTING

Faculty are considered responsible employees who has a legal obligation to report incidents of sexual harassment, sexual assault, dating violence, or stalking allegedly committed by or against a student or employee of the university to a Title IX Coordinator or Deputy Title IX Coordinator. This means that if you report such an incident, I have a legal obligation to report it and cannot guarantee confidentiality. Additionally, any reports of suicidal thoughts will also be reported.

Given this, it is important to make you aware of the following resources available to you that do allow for confidential reporting (many are available via video or phone):

Counseling & Psychological Services

Union West 202

915.747.5302

caps@utep.edu

<https://www.utep.edu/student-affairs/counsel/>

Campus Advocacy, Resources & Education

1101 N. Campbell St.,

Room 100-103

915.747.7452

care@utep.edu

<https://www.utep.edu/student-affairs/care/>

UTEP Student Health and Wellness Center

Union East 100

915.747.5624

<https://www.utep.edu/chs/shc/>

CONTRACT

By remaining enrolled in the class, you are agreeing to the terms of this syllabus. This is a contract. I reserve the right to modify any information in the syllabus and class schedule provided that 1) students are given reasonable advance warning and 2) students are not unfairly disadvantaged by the change. Please check Blackboard and your UTEP e-mail regularly to remain informed of any changes.

If you have any questions, please email Krystia (kmreed2@utep.edu). Make sure your questions indicate that you have read the syllabus or other relevant materials, otherwise you will be directed back to the syllabus.

TENTATIVE SCHEDULE

Wk	Date	Topic	Textbook	Other	Leader
1	1/18	Introduction	Chapter 1		
2	1/25	Dual Processing Models	Chapter 2	Monroe et al (2018) Navon et al (2021)	Grace
3	2/1	Attention & Encoding	Chapter 3	Hudson & Fraley (2018) Krosch & Amodio (2019)	Betel
4	2/8	Memory Representations	Chapter 4	Goh et al (2022) Hornsey et al (2020)	Betel
5	2/15	The Self	Chapter 5	Dapp et al (2023) Elder et al (2023)	Perla
6	2/22	Attributions	Chapter 6	Alaei et al (2022) Tang et al (2020)	Morgan
7	3/1	Heuristics	Chapter 7	Steinmetz et al (2020) Woiczuk & Le Mens (2021)	Claudia
8	3/8	Social Inference	Chapter 8	Han & Laurent (2023) Dressel & Farid (2018) Lin et al. (2020)	Kevin
	3/15	No Class – Spring Break			
9	3/22	Attitude Structure	Chapter 9	Bracegirdle et al (2022) Brandt (2022)	Morgan
10	3/29	Attitude Processing	Chapter 10	Genschow et al (2021) Schumpe et al (2020)	Perla
11	4/5	Stereotyping	Chapter 11	Eskreis-Winkler & Fishback (2022) Pensko et al (2022)	Kevin
12	4/12	Prejudice	Chapter 12	Kende et al (2022) Reimer & Sengupta (2023)	Manal
13	4/19	Social Cognition to Affect	Chapter 13	Scherer et al (2018) Vishkin et al (2022)	Manal
14	4/26	Affect to Social Cognition	Chapter 14	Don et al (2022) Shen et al (2020)	Claudia
15	5/3	Behavior & Cognition	Chapter 15	Jayawickreme et al (2023) Joel et al (2022)	Grace
	5/10	Final assignments (4) due by 11:59 pm if not already submitted			