

**Psychology 311 – Social Cognition**  
**Dr. Andy Karpinski**  
**Spring 2006**

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**Office Hours** Tu/Th 10-11 am  
W 1:30-3:30 pm  
and by appointment

I am happy to meet with you to go over lecture material, journal readings, tests, assignments, or to address any questions you have about the class – just stop by during office hours or make an appointment.

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**Class Meets:** Tuesday/Thursday  
8:40-10:00 am  
B032 Weiss Hall

**Prerequisites:** Social Psychology (Psych 210). If you have not taken a class in social psychology, you must talk to me before continuing in the course. I also assume that you have a familiarity with psychological research methods.

**Required Textbooks** (Available at the University Bookstore):

Bless, H., Fiedler, K., & Strack, F. (2003). *Social Cognition: How Individuals Construct Social Reality*. Psychology Press. (ISBN: 0863778291)  
Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little, Brown & Co. (ISBN: 0316172324)

**Course Website:** Blackboard. Additional readings are available from Blackboard. You are expected to have an operational TU email address to be able to access email and Blackboard on a regular basis.

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**Course Overview**

In this course, we will examine how our mental world affects our perceptions of, and behavior in, the social world. During the semester, we will read and discuss readings from research articles that explore how social cognition and attitudes influence our everyday lives. The objectives in this course include learning the findings and theories of social cognition and attitudes, understanding the methods that psychologists use to tackle these issues, and applying these ideas to understanding social events in the everyday world.

A great deal of our class time will be spent discussing our readings and topics related to them. These discussions are intended to involve everyone in the class. In addition, I will also provide lecture material about a topic, especially to cover information not found in the readings. Questions are welcomed *at any time* and are *strongly* encouraged!

**For you to get the most out of this class, it is essential that you:**

- 1) *Read*. There is a heavy reading load for this class. I expect you to have critically read all of the readings before you come to class.
  - 2) *Think*. It will not be sufficient for you to memorize key theories and empirical findings. You must think critically about the readings, lectures, and discussions.
  - 3) *Write*. You will have to write weekly reaction papers to the readings.
  - 4) *Participate*. I expect you to be an active participant in the class discussion.
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**Grading:**

Midterm Exam 1	25%
Midterm Exam 2	25%
Midterm Exam 3	25%
Weekly Writing Assignments	25% (8 highest assignments only)

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**Assignments:**

**Reading:** In this course, there will be a reading assignment for every class. It is important that you keep up with the readings not only to contribute to class discussion, but so you can ask questions about things that were not clear to you. Important aspects of the readings that are not discussed in class are still fair game for exam questions. Thus, attendance in class is crucial.

**Weekly Writing Assignment:** To facilitate class discussion, you will write weekly two-page reaction papers (anything more than 1 page and less than 3 full pages is fine). These papers are meant to serve multiple purposes. They are meant to make sure you've done some thinking about the week's readings before class. They will also help me steer lecture and discussion towards topics of more general interest and decide where clarity is lacking. Also, while these papers do not replace the need to speak up in class, they will let me know what the less vocal of you are thinking as you read the articles.

Each reaction paper should take one of several forms. First you can write a critical review of one or more of the week's readings (or even on just a part of a reading). Critical does not mean negative. To the extent that you do criticize an argument or idea, you should also offer solutions or alternative ways of thinking about the topic to circumvent the problem. Tearing down theories is easy, while generating your own new developments is really the key to advancing the field. You can also write a paper in which you integrate the ideas of several papers and talk about how they relate to one another synergistically. The papers to be integrated need not be from the same week.

You should also feel free to add questions about the readings or anything you'd like to have discussed at the end of your reaction papers. These add-ons don't need to be in paragraph format.

To receive credit for your writing assignment, you MUST follow a very specific format:

- Send your assignment to [TUpsych311@gmail.com](mailto:TUpsych311@gmail.com) by 2pm on the due date.
- Enter your first and last name as the subject line.
- Paste your assignment into the body of the message (do not attach a file).
- I will reply with your grade (out of 10). Papers will be graded primarily on the basis of depth-of-thought.

**Exams:** There will be three midterm exams and an optional final. The three midterm exams will be a combination of multiple choice and short essay questions and will be given during class time. The midterm exams will be non-cumulative and will cover information in the readings and information from lecture. Your answer sheets will not be returned to you, but you may review your answer sheets during my office hours.

*There will be no makeup tests, and I will not give tests early.* There will be no exceptions to this policy.

However, there is an optional cumulative final exam on the date set by the University (Thursday May 4<sup>th</sup>, 8:30 – 10:30 am). The final is offered as a makeup for those of you who miss an exam for any reason, or as a replacement for a low grade on a previous exam. If you take all three midterms and the final, I will use your best three tests in calculating your average. I understand that sometimes you just have to miss an exam, and the optional final gives you the chance to do so without penalty. The final is also provided in case unforeseen circumstances cause you to get a low grade on one of the exams.

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**Plagiarism:** Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class. I will not hesitate to bring the matter to the college.

**Classroom Needs:** If you have any specific needs (e.g., related to vision, hearing, learning, or medical conditions, or to religious or cultural practices), *please let me know by the second week of class* so that I can make arrangements.

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### Course Schedule & Readings

Week 1: Jan 17, Jan 19 Introduction to Social Cognition and a Brief History of Social Psychology	BFS, Chapters 1 & 2 Fiske & Taylor (1991)
Week 2: Jan 24 ( <b>No Class Jan 26</b> ) Review of How to Read an Empirical Journal Article	Locke, Silverman & Spirduso (1998) pp 74-90 von Hippel & Gonsalkorale (2005)
Week 3: Jan 31, Feb 2 <i>Writing Assignment due Monday, Jan 30, 2pm</i> Concepts and Mental Representations	BFS, Chapter 3 Fazio, Jackson, Dunton & Williams (1995) IAT: <a href="http://implicit.harvard.edu">http://implicit.harvard.edu</a>
Week 4: Feb 7, Feb 9 <i>Writing Assignment due Monday, Feb 6, 2pm</i> Automatic Processing	Bargh & Chartrand (1999) Ambady & Rosenthal (1993) Holland, Hendriks & Aarts (2005)
Week 5: Feb 14, Feb 16 <i>Writing Assignment due Monday, Feb 13, 2pm</i> Automaticity & Control I	Gilbert (1991) <i>Blink</i> – Ch 1-4 (pp. 1 – 146)
Week 6: Feb 21, Feb 23 Automaticity & Control II <b>February 23: Midterm Exam #1</b>	<i>Blink</i> – Ch 5-6 (pp. 147 – 254)
Week 7: Feb 28, March 2 <i>Writing Assignment due Monday, Feb 27, 2pm</i> Social Judgment I	BFS, Chapter 4 Cain, Loewenstein, & Moore (2005) Gilbert, Lieberman, Morewedge, & Wilson (2004)
Spring Break: March 7, March 9 <b>No Class</b>	

<p>Week 8: March 14, March 16  <i>Writing Assignment due Monday, March 13, 2pm</i>  Social Judgment II</p>	<p>BFS, Chapter 5  Bernstein, Laney, Morris, &amp; Loftus (2005)</p>
<p>Week 9: March 21, March 23  <i>Writing Assignment due Monday, March 20, 2pm</i>  Social Interaction &amp; Hypothesis Testing</p>	<p>BFS, Chapter 6  Chen, &amp; Bargh (1997)  Ditto &amp; Lopez (1992)</p>
<p>Week 10: March 28, March 30  Social Interaction &amp; Hypothesis Testing II  <b>March 30: Midterm Exam #2</b></p>	<p>Shelton, Richeson, Salvatore, &amp;  Trawalter (2005)</p>
<p>Week 11: April 4, April 6  <i>Writing Assignment due April 3, 2pm</i>  Emotion &amp; Affect</p>	<p>BFS, Chapter 7 &amp; 8  Tiedens &amp; Linton (2001)</p>
<p>Week 12: April 11, April 13  <i>Writing Assignment due Monday, April 10, 2pm</i>  Stereotyping and Prejudice</p>	<p>Devine (1989)  Wheeler &amp; Fiske (2005)  Dovidio &amp; Gaertner (2004)  von Hippel, Sekaquaptewa, &amp; Vargas (1997)</p>
<p>Week 13: April 18, April 20  <i>Writing Assignment due Monday, April 17, 2pm</i>  The Social Self I</p>	<p>Jones, Pelham, Carvallo, &amp; Mirenberg (2004)  Leary, Tambor, Terdal, &amp; Downs (1995)  Pyszczynski, Greenberg, Solomon, Arndt, &amp;  Schimel (2004)</p>
<p>Week 14: April 25, April 27  The Social Self II  <b>April 27: Midterm Exam #3</b></p>	<p>Karpinski, Steinberg, Versek, &amp; Alloy (2005)</p>
<p>Final Exam: Thursday May 4<sup>th</sup>, 8:30 – 10:30 am</p>	

## Reading List

- Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, *64*, 431-441.
- Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, *54*, 462 - 479.
- Bernstein, D. M., Laney, C., Morris, E. K., & Loftus, E. F. (2005). False memories about food can lead to food avoidance. *Social Cognition*, *23*, 11-34.
- Cain, D.M., Loewenstein, G., & Moore, D.A. (2005). The dirt on coming clean: Perverse effects of disclosing conflicts of interest. *Journal of Legal Studies*, *34*, 1-25.
- Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology*, *33*, 541-560.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, *56*, 5-18.
- Ditto, P. H., & Lopez, D. F. (1992). Motivated skepticism: Use of differential decision criteria for preferred and nonpreferred conclusions. *Journal of Personality and Social Psychology*, *63*, 568-584.
- Dovidio, J. F., & Gaertner, S. L. (2004). Aversive Racism. In Mark P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 36, pp. 1-52). San Diego, CA: Academic Press.
- Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes: A bona fide pipeline? *Journal of Personality and Social Psychology*, *69*, 1013-1027.
- Fiske, S. T., & Taylor, S. E. (1991). *Social Cognition, 2<sup>nd</sup> Edition* (Chapter 1, pp 1 -20). New York: McGraw-Hill.
- Gilbert, D. T. (1991). How mental systems believe. *American Psychologist*, *46*, 107-119.
- Gilbert, D. T., Lieberman, M. D., Morewedge, C. K., & Wilson, T. D. (2004). The peculiar longevity of things not so bad. *Psychological Science*, *15*, 14-19.
- Holland, R. W., Hendriks, M., & Aarts, H. (2005). Smells like clean spirit: Nonconscious effects of scent on cognition and behavior. *Psychological Science*, *16*, 689-693.
- Jones, J.T., Pelham, B.W., Carvallo, M., & Mirenberg, M.C. (2004). How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. *Journal of Personality and Social Psychology*, *87*, 665-683.
- Karpinski, A., Steinberg, J., Versek, B., & Alloy, L. (2005). The breadth-based adjective rating task (BART) as an indirect measure of self-esteem. Unpublished manuscript.
- Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, *68*, 518-530.
- Locke, L. F., & Silverman, S. J., & Spirduso, W. W. (1998). *Reading and Understanding Research* (pp 74-90). Thousand Oaks, CA: Sage.
- Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin*, *130*, 435-468.

- Shelton, J. N., Richeson, J. A., Salvatore, J., Trawalter, S. (2005). Ironic effects of racial bias during interracial interactions. *Psychological Science, 16*, 397-402.
- Tiedens, L. Z., & Linton, S. (2001). Judgment under emotional uncertainty: The effects of specific emotions on information processing. *Journal of Personality and Social Psychology, 81*, 973-988.
- von Hippel, W., & Gonsalkorale, K. (2005). 'That is bloody revolting!' Inhibitory control of thoughts better left unsaid. *Psychological Science, 16*, 497-500.
- von Hippel, W., Sekaquaptewa, D., & Vargas, P. (1997). The linguistic intergroup bias as an implicit indicator of prejudice. *Journal of Experimental Social Psychology, 33*, 490-509.
- Wheeler, M.E., & Fiske, S. T. (2005). Controlling racial prejudice: Social cognitive goals affect amygdala and stereotype activation. *Psychological Science, 16*, 56 – 63.