PSYC 431B-A01 Social Cognition Summer 2022
CRN 31373

class meetings: **every weekday 2:30-4:20PM in COR A125**

Instructor: **Katia Dilkina, PhD**   office: **COR A215**

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office hours: **MWR 1-2 PM or by appointment**

I respectfully acknowledge and deeply appreciate the l   n peoples on whose unceded traditional homeland University of Victoria   peoples whose historical relationship with the land continue to this day.

Course Description:

We are social animals. We spend our lives navigating   and trying to make sense of   a complex and dynamic social world. We form perceptions of ourselves and others, we hold beliefs and attitudes about individuals and groups, we make judgments and social decisions, we react to/in social situations. More often than not, the behaviours and thoughts of others are a mystery to us. And often enough, even our own behaviours and thoughts may surprise us or seem inexplicable!

In this course, we will look at social psychology through a cognitive lens. We will uncover the cognitive processes   attention, perception, memory, interpretation, evaluation, reasoning   that underlie social thought and behaviour.

Pre-requisite(s):3(BTF2.3 (8)t4omT0 GDvqBTF2 18T[:)]TJETQq0.00r)-10G80.8310(e)3(qu)-5(is)-t

Intended Learning Outcomes:

- Describe the major cognitive principles involved in social psychological processes.
- Explain how these principles apply to thoughts, emotions, and behaviour related to self, others, and groups.
- Critically consider your own perspective on socio-cognitive processes, as well as how they apply to you personally.
- Identify the ways in which understanding of cognition can elucidate social psychological research, as well as ways in which understanding of social phenomena can inform cognitive research and theory.
- Recognize and analyze the strengths and limitations of social cognition research.

*** Note: This is a tentative outline. The most updated version is available on Brightspace. ***

Course Resources: Brightspace

ignored use Readings: There is no assigned textbook for this course. Instead, we will use a selection of journal articles and/or book chapters. Readings will be posted on Brightspace and need to be completed prior to the class meeting they are assigned for.

Course Format:

This will be a highly interactive course. Do not think of the class meetings as lectures but more as guided informed discussions. Preparation, presence, and participation are essential to learning in this context.

Class meetings will be a combination of an interactive presentation of the assigned reading and related core concepts and active engagement with that content through pair, group, and class discussion.

In the first half of the course, we will consider five broad domains of cognition and their relevance to social phenomena: (1) mental representations, (2) dual processing, (3) memory, (4) reasoning and inference, and finally (5) motivation and affect. I (Katia) will be leading the class in an overview and discussion of the material. In the second half, we will revisit these topics again but in

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Assessment

Breakdown of evaluation:

Reaction Papers (4 @ 10%)	40%
Discussion Questions (10 @ 1%)	10%
In-class Participation	18%
Collaborative Class Leadership	25%

Collaborative Class Leadership (25%)

Tentative Schedule

week	date	module	topic	in-class activities
week 1	W July 27	1	**Mental Representations**	introductory class
	Th July 28			traditional classroom #1 – Katia leads readings overview + class discussion
	F July 29			traditional classroom #2; academic reading + writing workshop
	Sun July 31			reaction paper #1 is due @ noon

ACADEMIC Support & Resources

Important Course Policy Information
Summer 2022

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar May 2022
https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=

Registration Status

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies

BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, courses, unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. www.uvic.ca/services/cal/ The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/