UNIVERSITY OF CALIFORNIA, BERKELEY
Department of Psychology

Psychology 164
Psychology 250C
Social Cognition

Spring Semester, 2014
Monday-Wednesday, 9:10 - 10:00 AM

Instructor:
Prof. ***
Office: Tolman Hall
Telephone: ***

Office Hours:
Monday and Wednesday, 10:00 – 11:00 AM

E-mail: ***
URL: ***

Graduate Student Instructors (GSIs):
***

Messages for the instructor and GSIs may be left on E-mail, or in their mailboxes in Tolman Hall (3rd floor)

Course Website:
http://bspace.berkeley.edu
This course is a survey of empirical and theoretical approaches to the cognition of social objects and events -- that is, perception, memory, thought, and language concerning ourselves, other people, interpersonal behavior, and the situations in which social interaction takes place. Emphasis is placed on the integration of problems in social, personality, and clinical psychology with the concepts and principles employed in the study of nonsocial cognition.

The course is predicated on the assumption that social interaction is cognitively mediated — that our interpersonal behaviors are determined by what we know (or believe) about ourselves, other people, the situations in which we encounter them, and the behavior that takes place in them. Topics to be covered include: impression formation (and impression-management), perception of nonverbal behavior; social categorization; person memory and autobiographical memory; causal attribution and other aspects of social judgment; the role of scripts in understanding and planning social behavior; the self as a knowledge structure; automaticity and implicit social cognition; social intelligence; social learning; development of social cognition and the “theory of mind”; cognitive-social neuropsychology; emotional and motivational effects on social cognition; self-fulfilling prophecies and other expectancy-confirmation effects; and the construction of social reality.

Some formal course background in personality and social psychology, or cognitive psychology, or preferably both, is a prerequisite for the course.

Registered graduate students may take this course for graduate credit as Psychology 250C. Students registered in Psychology 250C will attend the lectures for Psychology 164 (Monday and Wednesday, 9:00-10:00, in 145 Dwinelle), as well as a special discussion section with the instructor (scheduled for Monday 12:00-2:00 PM in 2129 Tolman). Students taking Psychology 250C for a grade are required to complete a writing assignment (see details below).

Required Readings

In the class schedule that follows, the required texts are available at the ASUC Bookstore.

For Psychology 164 and Psychology 250C


Recommended Readings

The following texts provide additional coverage of the subject matter of this course. Some of these items are available via special order at your favorite local bookstore, or from on-line booksellers such as Amazon (www.amazon.com). Others are out of print, but may be available at used bookstores, or from on-line booksellers such as Alibris (www.alibris.com) or the Advanced Book Exchange (www.abebooks.com). Two used book sellers specializing in psychology are John Gach Books (www.gach.com) and Scholarly Books (www.scholarlybooks.com).


**Supplementary Materials**

A set of *Lecture Supplements* is posted to the course Website on bSpace. These include material from the lectures, but also go beyond them in various respects. The lecture supplements also include essays and reviews I have written (or in some cases co-authored) on various aspects of social cognition, as well as on general-interest topics within personality and social psychology. Students will not be held responsible for new material in the lecture supplements, but those who intend to major in psychology may find them informative and useful. The lecture supplements will be updated throughout the semester.

**Midterm and Final Examinations**

There will be one midterm examination and a final. Due to the size of the class, all examinations will be in short-answer and (very) short-essay format. The Midterm will be conducted in class on the date announced in the attached syllabus. The final exam is will include a second, noncumulative midterm in addition to an integrative portion.

For Spring 2014, the final exam is scheduled for **Monday, May 12, 2014, 7:00-10:00 PM**, (Exam Group 7), at a location to be announced later. *Note this time, which cannot be changed.*

Students whose University or personal obligations may conflict with a scheduled exam should consult with the instructor in advance. In particular, students should plan their end-of-semester travel schedules to permit them to take the final exam at the scheduled time. The final exam will not be rescheduled.

If you have a personal emergency that prevents you from taking an exam at the scheduled time, leave a telephone or E-mail message with the instructor, take care of whatever the problem is, and then consult with the instructor as soon as possible afterwards.

Requests for rescoring of any examination must be received within one (1) week of the posting of scores for that exam to the course website.

Feedback concerning exams is posted to the course website, which also contains copies of old exams.

**Discussion Sections**

Weekly discussion sections will be conducted by the Graduate Student Instructors (GSIs). The purpose of the discussion sections is to supplement the lectures, and to give a formal teaching experience to the graduate students serving as GSIs. Each meeting will consist of a mini-lecture, approximately 25 minutes in length, followed by a period for questions and discussion, also approximately 25 minutes in length. Discussion sections will not be used for review purposes prior to midterm and final examinations (review sessions will be scheduled separately).

*Discussion sections will not meet the week of January 20.*

*Discussion sections will begin for all students the week of January 27.*
Discussion sections are a scarce resource. Therefore, attendance at discussion sections is required, and attendance and participation will count toward the final grade (30 points).

Another portion of the section grade (45 points) will be accrued through written work posted to the course website. There are nine (9) such exercises, and they count five (5) points each on an all-or-none basis (just like a neuron). Students will receive full credit for posting their materials to the appropriate “Forum” (corresponding to their discussion section number) of the course website by the deadlines given in the syllabus. See the next section for instructions on posting to the bSpace Forum.

- Note that the times are all one minute before midnight, just like Cinderella, according to the official time recorded by the website at the time of posting.
- Postings should be no longer than 250 words (the equivalent of 1 double-spaced 8½ x 11” page of 12-point type), though shorter essays are fine. Because the essays are graded on an all-or-none basis, there is no premium on length: a 50-word essay garners the same full credit as a 250-word essay, so long as it meets the other criteria.
- Essays must be in complete sentences, with no misspellings (use your spelling and grammar checker before posting), or you may lose full credit.
- They must also be based on materials presented in lectures and readings, supplemented by your own reflections as appropriate. No extra reading is necessary or desirable.
- It is recommended that you prepare the essays off-line, perform a spelling and grammar check, and then paste them into the course Forum.

It goes without saying that the postings must be thoughtful responses to the questions posed. Other than with respect to timeliness of posting, and grammar and spelling, the postings will not be graded, although the instructor, GSIs, and other students may comment on the contents of the postings (the point of the exercise is to get you writing about what you’re thinking with respect to the topics of the course). No late postings will be accepted, so pay attention to the deadlines.

Course Website Forum

Due to the scope of the course, and the size of the course as well, we may not have time to address everyone’s comments and questions in class. So, as the course proceeds, you should feel free to post comments and queries to the "Comments and Queries" topic in the course website. Separate topics will be added for questions concerning the exams, as exam-time approaches. In addition, there are topics for each Discussion posting, further arranged by discussion section, in which you should post the nine (9) required Forum postings described above.

Here’s how to use the bSpace Forum utility.

The Forum is divided into "Topics" and "Conversations".

- There is one Topic for "Queries and Comments", and additional topics for each of the nine (9) required "Discussion" postings
  - The “Discussion” postings are further subdivided by discussion section. Be sure that you post your Discussion postings to the proper discussion section – i.e., the one in which you are actually enrolled. Otherwise, you may not receive proper credit.
- A question, or any other comment for public consumption, constitutes a new “Conversation” within the Topic. A reply to a question or comment continues the Conversation. Replies can also be replied to, saecula saeculorum.
- Note that Forum postings are not anonymous, and all are publicly visible.

To post an item to the Forum:
  1. To begin, click on "Forums" in the navigation bar on the left of the bSpace website.
2. If you have a question or comment about any course material (lecture or reading), click on the “Queries and Comments” link, then on "start a New Conversation".
   1. If you are posting a required Discussion, click on the link appropriate to the Discussion assignment and your discussion section – e.g., "Discussion Posting #1, Section 101".
3. Give your posting a "Title", such as "What's Implicit Personality Theory?" (or whatever).
   1. If you are posting a required Discussion, you may just put your first and last name in the Title; or, alternatively, simply type “Discussion 1” or whatever.
4. Type your question or comment in the Message window, which has a built-in text-editor like Word.
   1. Alternatively, prepare your post in your favorite word-processor, and then copy and paste into the Message window.
5. When you’re finished, scroll down to the bottom of the page and click on "Post Message". This posts your question or comment to the forum (be patient).
6. Follow the same procedure if you wish to reply or follow up.
   1. Clicking on "Reply to Message" creates a rejoinder to someone else’s reply.
   2. Clicking on "Reply to Initial Message" creates a reply to the message that began the Conversation.

Most of the time, I, or one of the GSIs, will reply to the question or comment. But if you also want to get in on the act, here’s how to do it:

**Grading Policy**

Grades in Psychology 164 will be calculated on the basis of 225 points, distributed as follows:

- one midterm examination (50 points, approximately 22% of the total),
- a final examination (100 points, approximately 44%), and
- participation in discussion sections, including Forum postings (75 points, approximately 33%; 30 points for attendance and participation, and 45 points for 9 Forum postings at 5 points each).

The final examination for Psychology 164 is scheduled for **Monday, May 12**, from **7:00-10:00 PM** (Exam Group 4).

The instructor’s policy is that the accumulation of at least 90% of the total possible points (i.e., 202 points) should result in some kind of A (i.e., A or A-), while accumulation of at least 80% of the total possible points (i.e., 180 points) should result in some kind of B (i.e., B-, B, or B+); those who accumulate more than 50% of the total possible points (i.e., more than 112 points) are guaranteed some kind of C (i.e., C-, C, or C+); those who accumulate more than 25% of the total possible points (i.e., more than 56 points) will receive some kind of D.

If necessary, the distribution of final grades in this course will be adjusted to conform to the overall distribution of grades in upper-division courses at UCB.

Grades in Psychology 250C will be based on participation in the discussion section and completion of the annotated bibliography, covering approximately 25 items, on some topic related to social cognition. See below for details.

**Changes to Your Class Schedule**

Students who do not appear for their schedule discussion sections during the first three weeks of class are liable to be dropped from the course. Discussion sections are a scarce resource, and if you don’t want it, someone else does. If you have any problem attending your discussion section during the first three weeks of the semester, contact your GSI.
As of 2002, there are new procedures for dropping and adding courses, changing grading options, and the like. Students may no longer automatically drop courses up to the last day of instruction. Requests for actions after the 8th week of the semester must be submitted via written petition and will be reviewed on a case-by-case basis. Lack of attendance or lack of knowledge about course enrollment does not constitute sufficient grounds for late or retroactive action.

Late or retroactive “Drops for Non-Attendance” or “Adds for Attendance” will no longer be granted automatically.

Course Website

Psychology 164 has a website accessible to those who are formally enrolled in (or waitlisted for) the course. This website includes a copy of the syllabus, lecture illustrations, and supplements (including lecture summaries), as well as links to other resources related to psychology. It is updated from time to time during the semester. To access the course website, point your browser to the bSpace homepage:

URL: http://bspace.berkeley.edu.

There you should see a tab for PSYCH 164, which is this course (if you don’t see it, it’s probably because you’re not formally enrolled or waitlisted; contact me and I’ll add you to the subscription list). You may also see tabs for other courses for which you are registered. Click on the tab to enter the course website.

If you have any problems logging in, click on the “Help” link or contact the technical support staff at the UCB Educational Technology Services:

URL: http://ets.berkeley.edu.

The course website includes a Forum which will be used for a wide variety of communications among students, GSIs, and the instructor. From time to time I will post announcements (e.g., about exams) concerning the course; I may also post corrections and supplements to my lectures. Students may also post comments and questions concerning the readings, lectures, and other items relevant to psychology; note that these messages will be distributed to the entire class. Responses from the instructor or the GSIs also will be posted to the entire list, so that everyone may benefit from the exchange (so don’t post anything of a personal or confidential nature!). Please do not send questions on course content to the instructor’s private Email address; post them to the course website instead – so that everyone can benefit from the exchange. If you have a communication of a personal nature, such as a family emergency, you should send private Email to the instructor and your GSI.

Intellectual Property Notice

In this class, you may share any notes you take with other members of this class. You may also record the class, if you wish, as long as that recording is only for use by you and other members of this class. You may not post notes, recordings, class materials, etc., anywhere except on our class websites. Any commercial use of materials from this class is forbidden by University policy and California state law.

UCB Honor Code

The student community at UC Berkeley has adopted the following Honor Code:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.
Collaboration and Independence: Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one’s own independent work.

Cheating: A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

Plagiarism: To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example:
http://www.lib.berkeley.edu/instruct guides/citations.html#Plagiarism
http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html

Academic Integrity and Ethics: Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing – furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student can be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student’s exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

In accordance with this new Honor Code, students will be asked to sign the following UC Berkeley Honor Pledge prior to examinations:

“On my honor, I have neither given nor received assistance in the taking of this exam.”
Psychology 250C

Psychology 250C is a graduate proseminar in social cognition, running parallel with Psychology 164. It is open only to graduate students. Graduate students attend the undergraduate lectures held on Mondays and Wednesdays, and then participate in a dedicated two-hour discussion section held in Tolman Hall, Room 2129.

Grading

Grading will be based on participation in the discussion section and completion of the writing assignment. No extensions will be granted, and no incompletes will be given.

Writing Assignment

Students enrolled in Psychology 250C do not take the undergraduate exams. Instead, they will complete one of two forms of writing assignment.

The easiest assignment is to prepare an annotated bibliography on some topic within the broad domain of social cognition that is of interest to them. These annotated bibliographies are then posted to the course website to serve as a continuing resource to other students. The annotated bibliographies should succinctly summarize and comment on at least 25 different articles or chapters; each summary should be between 250-300 words. Annotated bibliographies are due via email by 5:00 P.M. the last day of class, April 30. No extensions will be given.

The purpose of the assignment is to get students reading research, and thinking about it, and writing about their thoughts concisely, without making the writing assignment too much of a hurdle. Students who select a topic that they actually have a research interest in will be well on their way to developing one of the three bibliographies that they will need for their Qualifying Exam.

But can you say anything meaningful about a paper in so short a space? Sure. To start with, remember every journal article (and many chapters as well) have abstracts, and by convention abstracts are about 150 words in length. So it's certainly possible to capture the gist of an article in 150 words, simply by paraphrasing the abstract, leaving you about 150 words for commentary.

But don’t paraphrase the abstract. Instead, prepare your own summary of the article, in your own words. Then reflect on it: What is the context of the study? How might the study, or at least the paper, have been improved? What might be done to follow up on the study's findings? You can do all this in 250-300 words.

If you've ever seen the Robert Redford film, "A River Runs Through It", you'll remember the scene in which the young Norman McLean, who became a legendary writing instructor at the University of Chicago, was taught to write expository prose by his father -- himself a Protestant minister who had to write 20-minute sermons every week of his professional life. Norman's father would give him a writing assignment, and when Norman turned it in, his father would correct the grammar, comment on the style and ideas, and then return it with the instruction "Write it again -- only half as long". When Norman had done that, his father would repeat the process -- "Write it again, only half as long as this". And again, and again, until McLean learned how to put his thoughts together in the most concise way. It's an excellent exercise. Papers can't be of infinite length -- even dissertations can't. You've got to say what you have to say in the most economical way possible. This writing assignment is a step in that direction.

To give you an example of the kind of thing I'm looking for, I've written a couple of annotations myself, – including one paper that reports three separate experiments. Each one took about 10 minutes to write

In this study, Strube re-analyzed Triplett’s (1898) famous study of social facilitation of motor performance – commonly regarded as the first experimental study of social influence. In his study, children wound a fishing reel as fast as they could. Triplett reported that they did so faster in the presence of others, compared to when they were alone, and ascribed this effect to competition. Triplett’s paper began a long tradition of research on social facilitation, but as it happens, Strube found that none of the differences that Triplett reported meet modern conventional standards for “statistical significance” – e.g., $p < .05$. Triplett can be forgiven for this, perhaps, as Gossett didn’t even publish “Student’s” t-distribution until 1908 – though, frankly, Peirce and Jastrow had invented similar statistical measures for their pioneering study of “subliminal” perception, published almost 15 years earlier). Strube uses the Triplett study to illustrate and support contemporary arguments for reporting effect sizes, as opposed to relying on conventional null-hypothesis statistical testing. If Triplett had been forced to adopt $p < .05$, his study would never have been published, and the subsequent literature on social facilitation might never have developed. But then again, Triplett’s effect sizes were miniscule – which is why his $p$ values were so small. If we were simply to allow people to report effect sizes, they could report any effect they wanted, no matter how trivial. As part of the rhetoric of science, the null-hypothesis statistical test still seems the best means we have for determining whether someone’s claim should be taken seriously. People should get significant effects – then we can argue about how “big” they are. Until they get significant effects, perhaps they should keep their studies in the file drawer.


This is the famous study of “obedience to authority”. Milgram randomly assigned one of two ostensible subjects to the “teacher”, and the other the “learner”, in an experiment on punishment and learning; but in fact, the “learner” was a confederate of the experimenter, behaving according to a pre-arranged script. Almost 2/3 of the “teachers” administered the maximum, allegedly life-threatening levels of electrical shock, even over the protests of the “learners”, when instructed to do so by the experimenter. The research was conducted against the backdrop of the post-World War II debate over Nazi atrocities: contrary to those who focused on the “authoritarian” personality, Milgram concluded that “obedient tendencies” are widespread. The study exemplifies the situationism that characterized so much mid-century social psychology: the authority figure is the stimulus, and obedience is the response: there is no discussion of mediating cognitive processes. This classic experiment is recounted in every introductory and social-psychology textbook, but on reading the primary source it’s interesting to note how thin the actual study is: there is no control group, and no test statistics. More important, there was no inquiry into what the subjects thought they were doing. This is critical, because the experimental procedure is rife with demand characteristics – in the first place, the “teachers” were doing nothing that the experimenter couldn’t do himself, an obvious clue that the experiment was not on the up-and-up and a strong hint that the “teachers”, not the “learners” – or the learning process -- were the real subjects of the experiment. To the extent that Milgram’s deception was unsuccessful, his experiment lacked ecological validity as a study of obedience to authority.

This study applied the automatic-controlled distinction to stereotyping and prejudice. In cognitive psychology, controlled processing is held to be conscious, deliberate, and consumes cognitive capacity; automatic processing is (relatively) unconscious, involuntary, and effortless. Study 1 showed that both highly prejudiced and relatively unprejudiced Whites were aware of common derogatory stereotypes concerning Blacks. In Study 2, White subjects were primed with Black-stereotype-relevant words, followed by a mask that rendered them "subliminal", and thus invulnerable to controlled processing (because you can't consciously control something you're not consciously aware of). On a subsequent impression-formation task, both types of subjects attributed more hostility to an ambiguous stimulus person (the famous "Donald" story), with no significant difference between the groups. Study 3 used a more "conscious" priming procedure, and found that prejudiced Whites attributed more negative characteristics to Blacks in a thought-listing task than did their unprejudiced counterparts. Devine concluded that presentation to Whites of stereotype-relevant stimuli automatically primed negative beliefs and attitudes towards Blacks; when they are aware of this priming, unprejudiced Whites can control the impact of any prejudicial beliefs they may have on their conscious thoughts and actions. But when they're not paying attention, prejudice just slips out. In other words, outgroup prejudice comes naturally, and we have to control it retroactively. The paper is properly regarded as a contemporary classic, but in terms of simple presentation it would have been nice to have some more information about the means and standard deviations associated with the ANOVAs. More important, it would have been nice if, in Study 2, Donald had been identified as Black or White; or if Study 3 had been more comparable to Study 2, but with unmasked primes.
MTG: Introduction (1 Lecture)

No Readings

MTG: The Cognitive Perspective on Social Interaction (2 Lectures)


**Forum Posting #1**

*Due Sunday, February 1, at 11:59 PM.*

Is all social behavior cognitively mediated? Or are there emotional and motivational states that control behavior independent of cognition? Or is some social behavior reflexive and instinctual in nature?

MTG: Social Perception (3 Lectures)

Fiske & Taylor, Chapters 3, 9-10.

Zerubavel, Chapters 2 - 3.

**Forum Posting #2**

*Due Sunday, February 16, at 11:59 PM.*

Discuss the analogy between spatial perception, in nonsocial cognition, and person perception, in social cognition.
MTG: Social Memory (2 Lectures)
Fiske & Taylor, Chapter 4.
Zerubavel, Chapter 6

Forum Posting #3
Due MTG, at 11:59 PM.
Discuss the concept of “collective” memory. How can a group have a memory? Is collective memory any more than a weak metaphor?

MTG: No Class (Presidents’ Day)

MTG: Social Categorization (3 Lectures)
Fiske & Taylor, Chapters 11-12.
Zerubavel, Chapters 4 - 5

Forum Posting #4
Due MTG, at 11:59 PM.
How do social categories relate to social stereotypes? Does social categorization always entail some degree of stereotyping?

MTG: Social Judgment and Inference (3 Lectures)
Fiske & Taylor, Chapters 6-8.

Forum Posting #5
Due MTG, at 11:59 PM.
Compare and contrast the “cognitive miser”, motivated tactician”, and “activated actor” models of social cognition (as discussed by Fiske and Taylor in Chapter 1), with respect to some single aspect of social cognition discussed in the text. For example, heuristic decision-making is an example of cognitive miserliness; but how would heuristic decision-making be analyzed in terms of motivation or automaticity?

MTG: Catch-Up and Review

MTG: Midterm Examination
Administered in class. Covers Lectures and Assigned Readings from ****, inclusive.
MTG: NO CLASS (Spring Recess)

If you haven’t already done so, read Haddon’s *the Curious Case of the Dog in the Night-Time*, as you’ll be discussing it in section immediately after Spring Recess.

MTG: The Self

Fiske & Taylor, Chapter 5.

**Forum Posting #6**

*Due MTG, at 11:59 PM.*

Is the self a person just like any other? Discuss similarities and differences between person-perception and self-perception.

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**MTG: Social-Cognitive Neuropsychology (2 Lectures)**


**Forum Posting #7**

*Due MTG, at 11:59 PM.*

To what extent do findings from neuroscientific research constrain theories of social cognition? If you think they do, give an example – even a hypothetical one – and defend it.

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**MTG: Development of Social Cognition (2 Lectures)**


**Forum Posting #8**

*Due MTG, at 11:59 PM.*

Discuss the “theory of mind” as a theory of social cognition. Is there any aspect of social cognition that the child’s theory of mind leaves out?
MTG: Personality and Social Cognition (2 Lectures)
Fiske & Taylor, Chapters 13-15
Zerubavel, Chapters 7 - 8.

Forum Posting #9

Due MTG, at 11:59 PM.

Do "personal constructs" capture the essential feature of individual differences in personality? If so, in what way? If not, what’s missing?

MTG: The Social Construction of Reality

MTG: Conclusion
No Readings.

MTG: Final Examination
Scheduled for MTG from *** PM (Exam Group 4).

- Note the time, which cannot be changed.
- Noncumulative portion (1 hour) covers lectures and assigned readings from March 31 through April 30, inclusive.
- Cumulative portion (1 hour) covers all lectures and assigned readings from January 22 through April 30, inclusive.
PSYCHOLOGY 250C
DISCUSSION SECTION SCHEDULE

MTG 1: Introduction
MTG 2: The Cognitive Perspective on Social Interaction
MTG 3: Social Perception
MTG 4: No Class (Presidents’ Day)
MTG 5: Social Memory
MTG 6: Social Categorization
MTG 7: Social Judgment 1 (Attribution Theory)
MTG 8: Social Judgment 2 (Human Rationality)
MTG 9: No Class (Spring Recess)
MTG 10: Social Judgment 3 (Moral Judgment)
MTG 11: The Self
MTG 12: Social-Cognitive Neuroscience
MTG 13: Social-Cognitive Development
MTG 14: Personality and Social Cognition