COURSE UNIT INFORMATION SHEET (SYLLABUS)
2019/2020

Name	
	Social Cognition

Teaching staff

(Also indicate the Professor in charge)
Leonel Garcia Marques

ECTS

6

Functioning

To achieve the aforementioned goals the course is structured in terms of research project on a central theme to the development of a conceptual map on social cogniton.
The course will be divided in two parts. In the first part the instructor's lectures present a global view of the main topics and give an outline of the topics to be presented on the second part. In the second part, students form small and ask questions regarding a specific paper and all students debate them.

Learning goals

To provide students with a conceptual map of Social Cognition research. The specific topics included in the program are either central from a conceptual perspective or highly relevant to the research project to be carried out in the course context. Other goals: i) To provide students with basic knowledge regarding e number of the most important theoretical approaches present in Social Cognition and the main available bibliographic resources. Ii) To provide students with theoretical and practical knowledge that allow for the development of a proactive and critical attitude towards Social Cognition research. Iii) To develop the skills necessary to compare and contrast different approaches in Social Cognition, to examine the empirical support for them, to reflect upon the shortcoming of the available research and to formulate new problematic questions and new venues for future research.

Skills to be developed

The ability to compare different approaches relative to a substantive domain of Social Cognition, to examine the empirical support of these different approaches, to reflect on the limitations of the research; and to formulate problem areas to investigate in the future.

Prerequisites (precedences) *

None

Contents

1. Social Cognition and the formation of impression of personality. The contribution of Solomon Asch and its interpretation. Implicit Personality Theories. The study of the cognitive processes underlying impression formation.

2. The incongruency effect: Processes of integrating expectancy-incongruent information. The Hastie-Srull model. Proposed explanatory mechanisms undelying the incongruency effect. Differences in the preception of persons and groups. The discrepancy between pro-congruence effects and the incongruency effect. The TRAP model and the dissociation between heuristic and exhaustive retrieval modes.

3. Falses memories and the DREAM paradigma. A summary of the most important findings. Main theorical approaches to these effects

4. False memories and impression formation False memories and implicit theories of personality. The extension of the DREAM paradigm to Social Cognition. Conditional activation of semant networks.

5. Impressions, Testing effects and Retrieval Mode.

Bibliografia

  Garcia-Marques, L & Garcia-Marques, T. (2005). Quem vê caras, infere corações: Impressões de personalidade e memória de pessoas. In, T. Garcia-Marques & L. Garcia-Marques (Eds.), Textos fundamentais. Impressões de personalidade e memória de pessoas. Lisboa: ISPA.

Hamilton, D. L. (1986). Person perception. In L Berkowitz (Ed.), A Survey of Social Psychology (pp. 135-162). New York: Holt, Rhinehart & Winston.

Hamilton, D. L. & Garcia-Marques, L. (2003). The TRAP model of person memory. In G. V. Bodenhausen & A. J. Lambert (Eds.), Foundations of Social Cognition: A Festschrift in Honor of Robert S. Wyer, Jr. (pp. 25-50). Hillsdale, NJ: Erlbaum.

Roediger, H. L. & K. B. McDermott (2000). Distortions of memory. In E. Tulving and F. I. M. Craik (Eds.), The Oxford handbook of memory (pp. 149-162). New York: Oxford University Press.

Garcia-Marques, L., Ferreira, L. Nunes, M. B., Garrido, M. V. & Garcia-Marques, T. (2010). DREAM and false memories of personality: The stuff that impressions are made of. Social Cognition, 28, 556-568.

Teaching methods

Lectures and question-based debate classes

Evaluation Regime (General and/or Alternative))

Alternative

Evaluation Elements

(Dates due, weights, minimum required grades)
Group assignments: an experimental report about the research project developed during the semester (50%); weekly questions about a specific paper (25%)

Individual assignment: a take home question about one of the main topics of the course (25%)

Rules for grade improvement

Reformulation of the experimental report and/or Take–Home Question

Regras relativas a alunos repetentes*

As notas atribuídas ano anterior aos componentes de avaliação realizados são válidas no ano imediatamente posterior

Rules for students having previously failed the course unit *

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:
a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
b) To help or try to help a colleague in committing a disciplinary offense;
c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
d) To present someone else's work as one's own;

* If applicable