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 cognition. 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 a 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

2. The incongruency effect: Processes of integrating expectancy-incongruent information. The Hastie-Srull model. Proposed explanatory mechanisms underlying the incongruency effect. Differences in the perception 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. False memories and the DREAM paradigm. A summary of the most important findings. Main theoretical approaches to these effects.


5. Impressions, Testing effects and Retrieval Mode.

Bibliografia


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