

## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p><b>Name</b></p> <p><b>Social Psychology II</b></p>
<p><b>Teaching staff</b> (Also indicate the Professor in charge)</p> <p>José Manuel Palma-Oliveira (Professor in charge)</p> <p>André Mata</p> <p>Sérgio Moreira</p> <p>Diana Orgian</p>
<p><b>ECTS</b></p> <p>6</p>
<p><b>Functioning</b></p> <p>Theoretical (2 hours/week, one class); theoretical / practical (2 hours/week, four classes)</p>
<p><b>Learning goals</b></p> <p>To promote the acquisition of substantive knowledge about the most important scientific conceptual frameworks in the central thematic of Social Psychology.</p>
<p><b>Skills to be developed</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate deep understanding and scientifically sustained reasoning of the socio-cognitive processes involved in social perception, social categorization, development and use of social beliefs, intergroup relations, formation and change of attitudes and consistency with behavior, and in judgment and decision making under uncertainty.</li> <li>2. Develop a critical vision and be able to assess and discuss the quality of empirical research supporting the most important conceptual frameworks in previously proposed central thematic.</li> </ol>
<p><b>Prerequisites</b> (precedencies) *</p> <p>No prerequisites</p>
<p><b>Contents</b></p>

**1. Impression formation and social perception**

- 1.1 Impression formation mechanisms
- 1.2 Maintenance and Update of Impressions

**2. Social psychology of Justice**

- 2.1 Justice as social Institution
- 2.2 Perception of distributive justice
- 2.3 Perception of procedural justice

**3. Agression and Intergrupal conflits**

- 3.1 The nature of aggression and its social identity components
- 3.2 The intergroup relational context and the explanation of the conflict mechanisms

**4. Interpersonal Attraction**

- 4.1 Attraction factors and the development of relationships
- 4.2 Intimate relations and types of love
- 4.3 Psychosocial and evolutionary perspectives on attraction and sexual behavior

**5. Social Inference**

- 5.1 Biases in social judgment
- 5.2 Social projection and perspective taking
- 5.3 False consensus and pluralistic ignorance
- 5.4 Attribution errors
- 5.5 Overconfidence in social judgment

**5.6 Thinking about other people's thinking**

**5.7 Self-other differences**

**Bibliography**

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2016). *Social Psychology* (4th edition). W.W. Norton & Company, Inc.

Smith, E. R., & Mackie, D. M. (2007). *Social Psychology* (3rd edition). Philadelphia: Psychology Press.

Other specific references will be mentioned during the classes.

**Teaching methods**

To achieve the aforementioned goals the course is structured in terms of the discussion of scientific articles related to the central thematics included in the program capable of developing a conceptual map on those different central thematics.

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, a group of students develop 3 works concerning the main topics of the course. The other component of the evaluation is an american test format contemplating all the program contents.

**Evaluation Regimes (General and/or Alternative)**

General

**Evaluation Elements**

(Dates due, weights, minimum required grades)

Evaluation

Group assignments: (a) weekly presented comments on classes and delivered written at the beginning of practical classes. Those are group works (50%); Final exam (50%)

Participation of the students in two experimental studies.

For the students who collaborate in the experimental studies, 0,5 will be added to the final grade.

It is a criterion to get approval on every evaluation components, that is, the lowest grade in each component must reach 9 (in 20).

**Rules for grade improvement**

The grade for the group assignments is fixed. Students can improve the grade by doing a second final test about the

same program contents (50%).

**Rules for students having previously failed the course unit \***

NA

**Requirements on attendance and punctuality**

2/3 of theoretical / practices

**Rules for special students**

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

NA

**Language of instruction**

Portuguese (ERASMUS students may eventually present their works in English)

**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;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

\* If applicable