

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Social Psychology II
Teaching staff (Also indicate the Professor in charge) Ana Sofia Correia dos Santos (Professor in charge) André Mata José Manuel Palma
ECTS 6
Functioning Theoretical (2 hours/week, one class); theoretical / practical (2 hours/week, four classes)
Learning goals To promote the acquisition of substantive knowledge about the most important scientific conceptual frameworks in the central thematic of Social Psychology.
Skills to be developed 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. 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.



Prerequisites (precedences) *

No prerequisites

Contents

1. Social Inference

- 1.1 Biases in social judgments
- 1.2 Social projection and perspective taking
- 1.3 False consensus and pluralistic ignorance
- 1.4 Attribution errors
- 1.5 Overconfidence in social judgments
- 1.6 Thinking about other people's thinking
- 1.7 Self-other differences

2. Social Stereotypes, role in social information processes and automatic processes

- 2.1 Stereotype activation: Conditions, effects and boundaries
- 2.2 Stereotype application: Conditions, effects and boundaries

3. The instability and contextual sensitivity of stereotypes e further knowledge structures

- 3.1 Experimental evidences and theoretical proposals

4. Memory and Impression Formation

- 4.1 Two different cognitive mechanisms? Memorizing information about others vs. forming an impression.

5. Attraction

- 5.1 Attraction and development of relations
- 5.2 Intimate relations and romantic love
- 5.3 Psychosocial perspectives and evolutionary about sexual behavior

6. Dehu/Infrahumanization and Antropomorphization

- 6.1. Perceiving people as less than human and animals or objects as human-like

6.2. What dehu/infracumanization and antropomorphization explain and how to explain them

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 (2 to 5 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

Alternative evaluation modality in case of emergency due to pandemic reasons:

Group assignments planned to be delivered along the semester will be delivered by email to the teacher responsible for the specific proposed work.

Instead of the multichoice final exam, we plan to deliver a question relating the thematics given during the semester. That question is to be answer individually, The answer can be provided at home, with bibliographic consultation, and the time to answer it cannot exceed 1 hour, at a specific day and hour previously arranged. The format of the answer needs to follow the same rules of the group assignments (maximum 30 lines, letter Times New Roman, 12, margins 2,5 cm). The question to be answer can be different from one student to another and it will be randomly provided, from a pool of equivalent questions.

Evaluation Elements



(Dates due, weights, minimum required grades)

Evaluation

Group assignments: (a) 3 comments on 3 proposed works along the semester, answered within 15 days, with bibliographic consultations, and delivered written to the instructor (maximum 30 lines, letter Times New Roman, 12, margins 2,5 cm). Those are group works (50%); (b) Final exam (50%); (c) 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 9,5 (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

NA

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