COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Programme _____Cognitive and Social Psychology Masters_____

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 proect 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.**

Faculdade de Psicologia
UNIVERSIDADE DE LISBOA

Skills to be developed

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 underlying the incongruency effect. The TRAP model and the dissociation between heuristic and exhaustive retrieval modes. Spontaneous trait inferences and face-based impression formation.

3. New advances in the study of impression formation. False memories, implicit theories of personality and the application of the DRM paradigm to Social Cognition.

Bibliography

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.

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., & Stroessner, S.J. (2021). Social Cognition: Understanding People and Events. Thousand Oaks, CA: Sage.

Garcia-Marques, L., Ferreira, M. B., Hagá, S., Marcelo, D., Ramos, T. & Orghian, D. (2023). The Secret Life of Spontaneous Trait Inferences: Emergence, Puzzles and Accomplishments. In Balcetis, E. and Mokowitz, G. (Eds.), The Handbook of Impression Formation: A Social Psychological Approach. Oxon & New York: Routledge.

Teaching methods

Lectures and question-based debate classes

Evaluation Regimes (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

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

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;

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