Person Perception and Social Cognition (185:345; Spring 2022)

Instructor: Dr. Austin A. Baker (‘Austin’, ‘Professor Baker’...)
Email: austin.baker@rutgers.edu
Class meeting times: In Person, Wednesdays 8:30 am - 11:30 pm
Location: Busch Campus; SEC Room 202

Course Description and Objectives

This course will survey major topics in social cognition. Social cognition is the study of how we understand ourselves and others as social agents and draws from psychology, neuroscience, and philosophy. This course is broken down into three main units: (1) cognitive architecture, (2) social capacities, and (3) the social world. The goals of this course are to introduce students to contemporary debates in social cognition and help them develop as researchers in their abilities to read long-form academic articles and write clear, critically engaged papers.

Course Assessment

Assessment will be broken down into the following three subcomponents: paper(s) (50%), presentations (35%), and questions (15%).

Paper(s) (50%)
Students can choose to either write two short papers or one long paper:

(1) Short paper: Students who choose the short paper option must write two 4-6 page papers. Short papers critically engage with one or more of the articles assigned. Students are expected to select one point brought up in the article and thoroughly discuss it. Note that papers will not score highly if they do not go beyond mere summery of the readings and/or of points that were discussed in class. Students who pursue the short paper option must choose topics from different units. Short papers are due on the last day of the unit.

(2) Long paper: Students who choose the long paper option must write one 10-15 page research paper. Students writing long papers must get their paper topic and outlines approved and have a one-on-one development meeting with me.

Presentations (35%)
Each student will be assigned one reading to prepare a presentation on. There will be 2-3 presentations per class, one for each paper assigned. Student presentations should lay out key points and findings of the paper, which students can present with aid of either a powerpoint or handout. Presenters should also come prepared with a set of discussion questions for the class. Presentations will be graded on clarity, level of critical engagement, and delivery.

Response Questions and Participation (15%)
Students are expected to submit two response questions (one per paper assigned) each week. The questions should go beyond obvious summery of the article and should evidence critical engagement with the text. Students will also receive points for actively participating in class. Late submissions are not accepted for any reason, however, the two lowest weekly response grades will be dropped.
Reading

There is no required textbook for this course. I will provide a reading pack consisting of peer-reviewed academic journal articles, book chapters, and textbook chapters. You will have access to them through Canvas. I will also post optional readings—which I suspect students might find helpful or interesting—that are related to the topics we cover in the course to Canvas.

Plagiarism

Familiarize yourself with the University's extensive academic integrity policy at academicintegrity.rutgers.edu. Instances of plagiarism will be reported immediately to the Office of Student Judicial Affairs.

Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake interview, and provide documentation. For more information visit the Rutgers Office of Disability Services: https://ods.rutgers.edu.

Join the Rutgers Cognitive Science Club!

The Rutgers Cognitive Science Club hosts a guest speaker series, socials, and movie nights. To find out more information go to: rucogsciclub.com

Week 1: Introduction to social cognition


Unit 1: Cognitive Architecture of the Social Mind

Week 2: Development


Week 3: Theory-Theory


Week 4: Simulation-Theory


(2) Apperly, Ian “Beyond simulation-theory and theory-theory: Why social cognitive neuroscience should use its own concepts to study theory of mind”, *Cognition* 107(1): 266–83

Week 5: Social Neuroscience


Unit 2: Social Cognitive Capacities and Concepts

Week 6: Face perception

(1) Zebrowitz, Leslie, Matthew Bronstad, and Joann Montepare “An ecological theory of face perception”


Week 7: Emotion


**Week 8: Essentialism**


**Week 9: Motivation**


(2) Wan, Lulu, Crookes, Kate, Reynolds, Katherine J., Irons, Jessica L., & McKone, Elinor.(2015). “A cultural setting where the other-race effect on face recognition has no social–motivational component and derives entirely from lifetime perceptual experience” Cognition 144: 91–115.

**Unit 3: Social Cognition in the World**

**Week 10: Bias**


AND take at least two of the implicit bias tests at implicit.harvard.edu


**Week 11: Integrating social identities**


**Week 12: Moral Psychology**


**Week 13: Social Cognition & Epistemic Injustice**


**Week 14: Review**