

Social Cognition: Bias and Discrimination (185:412)

Instructor: Dr. Austin A. Baker ('Austin', 'Professor Baker?')

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Class meeting times: Wednesdays 1:40-4:40 pm

Location: Psychology Building Extension, Room A139

Office Hours: Wednesdays 12-1:30 pm, Psychology Building Extension, Room A111

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 summary 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 summary 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

(1) Bodenhausen, Galen & Todd, Andrew. (2010). "Social Cognition", *WIREs CogSci* 1, 161-171.

Unit 1: Cognitive Architecture of the Social Mind

Week 2: Development

(1) Pauker, Kristen, Williams, Amanda, & Steele, Jennifer. (2015). "Children's racial categorization in context", *Child Development Perspectives* 1–6.

(2) Hamlin, J., Wynn, Karen, & Bloom, Paul. (2007). "Social evaluation by preverbal infants", *Nature* 450(22): 557–560.

(3) Apfelbaum, Evan, Pauker, Kristin, Ambady, Nalini, Sommers, Samuel, & Norton, Michael. (2008). "Learning (not) to talk about race: When older children underperform in social categorization", *Developmental Psychology* 44(5): 1513–8.

Week 3: Theory-Theory

(1) Stich, Stephen.(1992).“Folk psychology: Simulation or tacit theory?”,*Mind and Language* 7(1): 35–71.

(2) Gopnik, Alison & Wellman, Henry.(1992).“Why the child’s theory of mind really is a theory”
Mind and Language 7(1–2): 145–71

Week 4: Simulation-Theory

(1) Barlassina, Luca & Gordon, Robert M. "Folk Psychology as Mental Simulation", *The Stanford Encyclopedia of Philosophy*(Summer 2017 Edition), Edward N. Zalta(ed.), URL = <<https://plato.stanford.edu/archives/sum2017/entries/folkpsych-simulation/>>.

(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

(1) Cacioppo, John & Decety, Jean. (2011). “Introduction to social neuroscience”, *Oxford Handbook of Neuroscience*.

(2) Hackel, L. M., & Amodio, D. M. (2018). “Computational neuroscience approaches to social cognition.” *Current Opinion in Psychology*, 24: 92-97.

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”

(2) Eberhardt, Jennifer, Paul Davies, Valerie Purdie-Vaughns, and Sherri Johnson (2006). “Looking deathworthy: Perceived stereotypicality of black defendants predicts capital- sentencing outcomes”, *Psychological Science* 17(5): pp. 383–6.

(3) Hugenberg, Kurt and Galen Bodenhausen (2004). “Ambiguity in social categorization: The role of prejudice and face affect in race categorization”, *Psychological Science* 15(5): pp. 342–5.

Week 7: Emotion

(1) Ekman, Paul and Wallace Friesen (1971). “Constants across cultures in the face and emotion”, *Journal of Personality and Social Psychology* 17(2): 124–9.

(2) Matsumoto, David and Bob Willingham (2009). "Spontaneous facial expressions of emotion of congenitally and noncongenitally blind individuals", *Journal of Personality and Social Psychology* 96(1): pp. 1–10.

(3) Barrett, Lisa Feldman (2012). "Emotions are real", *Emotion* 12(3): pp. 413–29.

Week 8: Essentialism

(1) Rhodes, Marjorie & Tara Mandalaywala (2017). "The development and developmental consequences of social essentialism", *WIREs Cognitive Science*.

(2) Leslie, Sarah Jane (2014). "Carving up the social world with generics" in *Oxford Studies in Experimental Philosophy*.

Week 9: Motivation

(1) Young, Steven, Hugenberg, Kurt, Bernstein, Michael, & Sacco, Donald. (2012). "Perception and motivation in face recognition: A critical review of theories of the Cross-Race Effect" *Personality and Social Psychology Review* 16(2): 116–42.

(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

(1) Dovidio, John, Hewstone, Miles, Glick, Peter, & Esses Victoria (2010). "Stereotyping and Discrimination: Theoretical and Empirical Overview," In *The SAGE Handbook of Prejudice, Stereotyping and Discrimination*, London: SAGE Publications Ltd., 3–28.

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

(2) Mandelbaum, Eric (2014). "Attitude, inference, association: On the propositional structure of implicit bias", *Nous* 50(3): pp. 629–658.

Week 11: Integrating social identities

(1) Freeman, Jon, Johnson, Kerri, Adams, Reginald, & Ambady, Nalini (2012). "The social-sensory interface: Category interactions in person perception" *Frontiers in Integrative Neuroscience*, 6: e81.

(2) Johnson, Kerri, Freeman, Jon, & Pauker, Kristin (2012). "Race is gendered: How covarying phenotypes and stereotypes bias sex categorization". *Journal of Personality and Social Psychology*, 102: 116–31.

Week 12: Moral Psychology

(1) Haidt, Jonathan (2001). "The emotional dog and its rational tail: A social intuitionist approach to moral judgment", *Psychological Review* 108(4): 814–34.

(2) Crockett, Molly (2010). "Models of morality", *Trends in Cognitive Science*, 17(8): 363–6.

Week 13: Social Cognition & Epistemic Injustice

(1) McKinnon, Rachel (2017). "Allies behaving badly: Gaslighting as epistemic injustice", *The Routledge Handbook of Epistemic Injustice*.

(2) Mills, Charles (2007). "White Ignorance", *Race and Epistemologies of Ignorance*.

Week 14: Review