

UN2260 Social Cognition
Wednesdays and Fridays 2:40-3:55pm
Instructor: Professor Chujun Lin
This syllabus is subject to changes

COURSE DESCRIPTION

This course provides an overview of social cognition, which blends cognitive and social psychology to understand how people make sense of the social world. Topics may include social perception, inference, memory, motivation, affect, understanding the self, stereotypes, and cultural cognition.

GRADE CRITERIA

- ***Class Exam - 60%***

There will be three in-class exams, each covering one third of the content taught in this course. All exams will be taken with paper and pencil in class. Each exam will have 30 multiple-choice questions. You will earn 2 points for correctly answering each question, with 60 points in total for each exam. Your three exam scores will be averaged to compute your final grade in the class.

- ***Reading Quiz - 40%***

There will be 25 in-class quizzes, one in each lecture. Each quiz will test your understanding of the assigned reading of the lecture. You can miss 5 of these quizzes without impacting your grade. You will earn 2 points for correctly answering each quiz. Every quiz you complete correctly beyond the 20 quizzes will count as your extra credits for the course and counts towards your final grade in the class.

- ***Letter Grade***

Your final numeric score for this course equals to your final exam score plus your class participation score. Your numeric score will be converted into letter grade as follow. The top score for the entire class will be set using the average score of the top 10 students with the highest numeric scores. Your numeric score will be compared with this top score. Percentage numeric scores will be rounded to the nearest point. The stated letter grade cutoffs will be applied without exception.

- A+ if your numeric score $\geq 97.00\%$ the top score
- A if your numeric score = 93.00-96.99% of the top score
- A- if your numeric score = 90.00-92.99% of the top score
- B+ if your numeric score = 87.00 - 89.99% of the top score

- B if your numeric score = 83.00 - 86.99% of the top score
- B- if your numeric score = 80.00 - 82.99% of the top score
- C+ if your numeric score = 77.00 - 79.99% of the top score
- C if your numeric score = 73.00 - 76.99% of the top score
- C- if your numeric score = 70.00 - 72.99% of the top score
- D+ if your numeric score = 67.00 - 69.99% of the top score
- D if your numeric score = 63.00 - 66.99% of the top score
- D- if your numeric score = 60.00 - 62.99% of the top score
- F if your numeric score < 60% of the top score

COURSE POLICIES

- ***Academic Integrity***

All students are expected to adhere to standards of academic integrity. Cheating of any kind on any assignment will not be tolerated, including copying the code from your classmates. It is disrespectful to your peers and the university. Consequences for academic misconduct may include a failing grade in the course and official action (e.g., academic probation or expulsion) by the University. For more information on Columbia's policies on academic integrity, please see here: <http://www.college.columbia.edu/academics/academicintegrity>.

- ***Class Materials***

The lecture slides will be made available before each class in which they are presented. These materials are intended to help you take notes during the class, they are no substitute for attendance and engagement in the class.

- ***Disability Services***

In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS) . More information on the DS registration process is available online at www.health.columbia.edu/ods. Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have, or think they may have, a disability are invited to contact

Disability Services for a confidential discussion at (212) 854-2388 (Voice/TTY) or by email at disability@columbia.edu.

- ***Student Wellness***

Academic life can be exceptionally challenging at times. The intention of this course is to enhance your life, not make it miserable. Please always prioritize your health. If you're ever having a tough time, and it's impacting your ability to fully participate in the course, please reach out, and we can figure something out together. The university also has many health and wellness resources available for students:

- <https://www.health.columbia.edu/content/counseling-and-psychological-services>
- <https://blogs.cuit.columbia.edu/nightline/>
- <https://universitylife.columbia.edu/student-resources-directory#!/#health>

- ***Other Requests***

If you have other requests or questions, please feel free to talk to the instructor before or after the class, through email, attend the office hours, or schedule a private meeting.

COURSE SCHEDULE

- ***Lecture 1 Introduction***

Assigned Readings:

Bruner, J. S., & Postman, L. (1947). On the perception of incongruity: A paradigm. *Journal of Personality*, 16(2), 206–223.

- ***Lecture 2 The Cognitive Perspective on Social Interaction I***

Assigned Readings:

Cargile, J. C. (1970). The indefinite series in social cognition. *Psychological Review*, 77(3), 241–250.

- ***Lecture 3 The Cognitive Perspective on Social Interaction II***

Assigned Readings:

Snyder, M., & Swann, W. B. Jr. (1978). Behavioral confirmation in social interaction: From social perception to social reality. *Journal of Experimental Social Psychology*, 14(2), 148–162.

Snyder, M. (1984). When belief creates reality. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 18, pp. 247–305). New York: Academic Press.

- ***Lecture 4 Social Perception I***

Assigned Readings:

Fiske, S. T., & Cox, M. G. (1979). Person concepts: Structure and process. *Journal of Personality and Social Psychology*, 37(4), 625–636.

Lu, J., Lin, C. Network models reveal high-dimensional social inferences in naturalistic settings beyond latent construct models. *Commun Psychol* 3, 98 (2025).

- ***Lecture 5 Social Perception II***

Assigned Readings:

Asch, S. E. (1946). Forming impressions of personality. *Journal of Abnormal and Social Psychology*, 41(3), 258–290.

Rosenberg, S., Nelson, C., & Vivekananthan, P. S. (1968). A multidimensional approach to the structure of personality impressions. *Journal of Personality and Social Psychology*, 9(4), 283–294.

- ***Lecture 6 Social Perception III***

Assigned Readings:

Zebrowitz, L. A. (2017). *First impressions: Making up your mind after a 100-millisecond exposure to a face*. Oxford University Press.

Eagly, A. H., Ashmore, R. D., Makhijani, M. G., & Longo, L. C. (1991). What is beautiful is good, but...: A meta-analytic review of research on the physical attractiveness stereotype. *Psychological Bulletin*, 110(1), 109–128.

- ***Lecture 7 Social Perception IV***

Assigned Readings:

Zheng, R., & Lin, C. (2024). Cue use for trait inferences in naturalistic images. *PsyArXiv*.

Lin, C., & Thornton, M. A. (2024). Facial and bodily movements speak louder than context: Cue integration in emotion perception. *PsyArXiv*.

- ***Lecture 8 Social Memory I***

Assigned Readings:

Anderson, N. H., & Hastie, R. (1974). Individual and reference group effects in person memory. *Journal of Experimental Social Psychology*, 10(6), 439–450.

Klein, S. B., & Loftus, J. (1990). The role of abstract and concrete self-knowledge in self-judgments: Implications for the organization of autobiographical memory. *Social Cognition*, 8(4), 338–354.

- ***Lecture 9 Social Memory II***

Assigned Readings:

Hastie, R., & Kumar, P. A. (1979). Person memory: Personality traits as organizing principles in memory for behaviors. *Journal of Personality and Social Psychology*, 37(1), 25–38.

Asch, S. E. (1946). Forming impressions of personality. *Journal of Abnormal and Social Psychology*, 41(3), 258–290.

- ***Exam 1 covering Lectures 1-9***

- ***Lecture 10 Social Categorization I***

Assigned Readings:

Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W. (1961). Intergroup conflict and cooperation: The Robbers Cave experiment. University Book Exchange.

Tajfel, H., Billig, M. G., Bundy, R. P., & Flament, C. (1971). Social categorization and intergroup behavior. *European Journal of Social Psychology*, 1(2), 149–178.

- ***Lecture 11 Social Categorization II***

Assigned Readings:

Billig, M., & Tajfel, H. (1973). Social categorization and similarity in intergroup behavior. *European Journal of Social Psychology*, 3(1), 27–52.

Allen, V. L., & Wilder, D. A. (1979). Categorization, belief similarity, and intergroup discrimination. *Journal of Personality and Social Psychology*, 37(5), 900–908.

- ***Lecture 12 Social Categorization III***

Assigned Readings:

Rosch, E. (1975). Cognitive representations of semantic categories. *Journal of Experimental Psychology: General*, 104(3), 192–233.

Hamilton, D. L., & Trolie, T. K. (1986). Stereotypes and stereotyping: An overview of the cognitive approach. In J. F. Dovidio & S. L. Gaertner (Eds.), *Prejudice, discrimination, and racism* (pp. 127–163). Academic Press.

- ***Lecture 13 Social Categorization IV***

Assigned Readings:

Karlins, M., Coffman, T. L., & Walters, G. (1969). On the fading of social stereotypes: Studies in three generations of college students. *Journal of Personality and Social Psychology*, 13(1), 1–16.

Charlesworth, T. E. S., Yang, X., Mann, T. C., Kurdi, B., Banaji, M. R., & Payne, B. K. (2023). Historical representations of social groups across 200 years of word embeddings from 1 billion text documents. *Proceedings of the National Academy of Sciences*, 120(3), e2218153120.

- ***Lecture 14 Social Judgment and Inferences I***

Assigned Readings:

Kelley, H. H. (1971). Attribution in social interaction. In E. E. Jones et al. (Eds.), *Attribution: Perceiving the causes of behavior* (pp. 1–26). General Learning Press.

- ***Lecture 15 Social Judgment and Inferences II***

Assigned Readings:

Zebrowitz, L. A. (1972). Attribution of cause and affective reactions to success and failure. *Journal of Personality and Social Psychology*, 21(1), 55–65.

Brown, J. D. (1986). Evaluations of self and others: Self-enhancement biases in social judgments. *Social Cognition*, 4(4), 353–376.

- ***Lecture 16 Social Judgment and Inferences III***

Assigned Readings:

Todorov, A., Mandisodza, A. N., Goren, A., & Hall, C. C. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308(5728), 1623–1626.

Wilson, J. P., & Rule, N. O. (2015). Facial trustworthiness predicts extreme criminal-sentencing outcomes. *Psychological Science*, 26(8), 1325–1331.

- ***Lecture 17 The Self I***

Assigned Readings:

Anderson, N. H. (1995). Cognitive theory of self and social judgment. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 27, pp. 1–63). Academic Press.

Mita, T. H., Dermer, M., & Knight, J. (1977). Reversed facial images and the mere-exposure hypothesis. *Journal of Personality and Social Psychology*, 35(8), 597–601.

- ***Exam 2 covering Lectures 10-17***

- ***Lecture 18 The Self II***

Assigned Readings:

Klein, S. B., Loftus, J., & Burton, H. A. (1989). Two kinds of self-knowledge: A cognitive neuroscience approach. *Social Cognition*, 7(2), 131–155.

Conway, M. A., & Pleydell-Pearce, C. W. (2000). The construction of autobiographical memories in the self-memory system. *Psychological Review*, 107(2), 261–288.

- ***Lecture 19 The Self III***

Assigned Readings:

Klahr, D., Chase, W. G., & Lovelace, E. A. (1983). Structure and process in alphabetic retrieval. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 9(3), 462–477.

Skowronski, J. J., Walker, W. R., Henderson, D. X., & Bond, G. D. (2007). The fading affect bias in autobiographical memory: Systematic review and meta-analysis. *Applied Cognitive Psychology*, 21(6), 817–843.

- ***Lecture 20 Social-Cognitive Neuropsychology I***

Assigned Readings:

Chang, L., & Tsao, D. Y. (2017). The code for facial identity in the primate brain. *Cell*, 169(6), 1013–1028.

Cao, Z., Flanagan, J. G., Xu, C., & Freeman, J. B. (2022). Neural coding of face impression dimensions in the human amygdala and hippocampus. *Nature Neuroscience*, 25(10), 1327–1337.

- ***Lecture 21 Social-Cognitive Neuropsychology II***

Assigned Readings:

Thornton, M. A., Weaverdyck, M. E., & Tamir, D. I. (2019). The social brain automatically predicts others' future mental states. *Journal of Neuroscience*, 39(1), 140–148.

Thornton, M.A., Weaverdyck, M.E. & Tamir, D.I. The brain represents people as the mental states they habitually experience. *Nat Commun* 10, 2291 (2019).

- ***Lecture 22 Social-Cognitive Development I***

Assigned Readings:

Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *Behavioral and Brain Sciences*, 1(4), 515–526.

Wimmer, H., & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition*, 13(1), 103–128.

- ***Lecture 23 Social-Cognitive Development II***

Assigned Readings:

Wellman, H. M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief. *Child Development*, 72(3), 655–684.

Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science*, 308(5719), 255–258.

- ***Lecture 24 Personality and Social Cognition I***

Assigned Readings:

Bandura, A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63(3), 575–582.

- ***Lecture 25 Personality and Social Cognition II***

Assigned Readings:

Mineka, S., Davidson, M., Cook, M., & Keir, R. (1984). Observational conditioning of snake fear in rhesus monkeys. *Journal of Abnormal Psychology*, 93(4), 355–372.

Mischel, W. (1973). Toward a cognitive social learning reconceptualization of personality. *Psychological Review*, 80(4), 252–283.

- ***Exam 3 covering Lectures 18 - 25***