

Welcome to Social Cognition
Psychology 380

Professor:
Dr. Stephanie Madon

Syllabus

Required Textbooks:

- 1) Pennington, D. (2000). *Social cognition*. London: Routledge.
- 2) Nelson, T. D. (2002). *The psychology of prejudice*. Boston, MA: Allyn & Bacon.

Syllabus

Quizzes: 3 quizzes. 1 prior to each exam. Can't make up missed quiz.

Exams: 3 exams, all non-cumulative. Need to decide when Exam 3 will be.

Syllabus

Extra Credit: Unannounced class activities you can do to get extra credit

Grading: 180 points total.

A's = 15%
B's = 30%
C's = 40%
D's = 13%
F's = 2%

Syllabus

Missed Exam: Take a makeup at end of semester with 10% penalty.

Meeting Times: Do you really want to take a 3 hour class?

What is Social Cognition?

Interface between social and cognitive psychology

Examines how people understand and make sense of their world, themselves, and others

Attributions

An attribution is an explanation for an event

Attributions

People make attributions to:

- Predict future events
- Control future events

Attributions

Two kinds of attributions:

- Internal attribution
- External attribution

Attributions

Attributions are explanations for events

People make attributions to predict and control the future

Internal attributions assign causality to factors within a person (e.g., personality)

External attributions assign causality to factors outside of a person (e.g., situation)

Attributions

Attributions affect behavior

Neatness Study

Miller, Brickman & Bolen (1975):
Study 1

Used internal attributions to make kids neater:

- Attribution group
- Persuasion group
- Control group

Neatness Study

Miller, Brickman & Bolen (1975):
Study 1

Step 1: Measured base-line neatness

Step 2: Administered Treatment

- Attribution group: repeatedly told they were neat and tidy

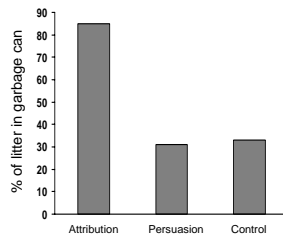
- Persuasion group: repeatedly told they should be neat and tidy

- Control group: not told anything

Neatness Study

Miller, Brickman & Bolen (1975):
Study 1

Step 3: Re-assessed neatness



Math Study

Miller, Brickman & Bolen (1975):
Study 2

Used internal attributions to improve kids' math:

- Attribution group
- Persuasion group
- Positive reinforcement group

Math Study

Miller, Brickman & Bolen (1975):
Study 1

Step 1: Measured base-line math performance

Step 2: Administered Treatment

Teachers made statements to students about their math ability for 8 days

Math Study

Miller, Brickman & Bolen (1975):
Study 1

Attribution Group

- You seem to know your math assignments very well

- You really work hard in math

- You're trying more, keep at it!

Math Study

Miller, Brickman & Bolen (1975):
Study 1

Persuasion Group

- You should be good at math

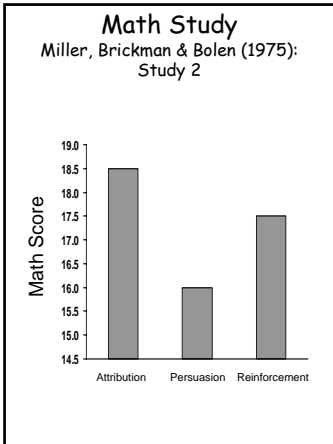
- You should be getting better grades in math

- You should be doing well in math

Math Study
Miller, Brickman & Bolen (1975):
Study 1

Reinforcement Group

- I'm proud of your work
- I'm pleased with your progress
- Excellent progress



Magic Marker Study
Lepper, Greene, & Nisbett (1975)

Observed that 3-5 year old kids love playing with magic markers

Created 3 groups of kids to see whether external attributions change behavior

Magic Marker Study
Lepper, Greene, & Nisbett (1975)

Expected reward group:

- Expected a reward
- Got a reward

External Attribution:
Should attribute playing with magic markers to reward

Magic Marker Study
Lepper, Greene, & Nisbett (1975)

Unexpected reward group:

- Did not expect a reward
- Got reward

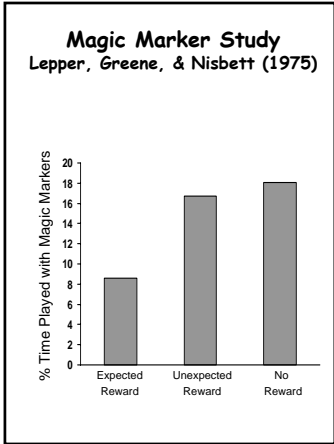
Internal Attribution:
Should attribute playing with magic markers to liking

Magic Marker Study
Lepper, Greene, & Nisbett (1975)

No reward group:

- Did not expect a reward
- Did not get one

Internal Attribution:
Should attribute playing with magic markers to liking



Overjustification Effect

When rewards undermine intrinsic motivation