Welcome to Social Cognition Psychology 380

Professor:
Dr. Stephanie Madon

Syllabus
Required Textbooks:

Quizzes: 3 quizzes. 1 prior to each exam.

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

Extra Credit: Unannounced class activities you can do to get extra credit
Grading: 180 points total.

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

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

**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 students should be neat and tidy
- Control group: not told anything

**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 2

Used internal attributions to improve kids' math:
- Attribution group
- Persuasion group
- Positive reinforcement group

**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

Math Study
Miller, Brickman & Bolen (1975): Study 2

Math Score

Attribution

Persuasion

Reinforcement

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

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

Overjustification Effect

When rewards undermine intrinsic motivation