

Module name	<b>Introduction to Social Cognition</b>
Erasmus code	
ISCED code	
Language of instruction	English // optionally Spanish
Website	
Prerequisites	-
Educational outcomes verification methods	systematic and active participation in classes, preparation of homework tasks, delivering a presentation from selected literature / on a selected topic, optionally - a written exam / test
Description	<p>The course of lectures will concentrate on the following issues:</p> <ul style="list-style-type: none"> <li>• What is social cognition? Which disciplines does it cover? What research methods does it employ?</li> <li>• How do we learn about the world from other people?</li> <li>• How do we learn about other people?</li> <li>• How do we create a shared world? In what ways our beliefs and routines co-create the world we live in?</li> <li>• How do we deal with complex tasks in concrete environments?</li> </ul> <p>Throughout the course we will refer to a variety of disciplines, including cognitive science, psychology, sociology, anthropology, and neurosciences. We will not only learn about some of the key issues within social cognition, but also investigate how these issues are conceptualized across distinct research traditions.</p>
Reading list	<p>Part of the lectures provided are obligatory for all course participants, and part is supposed to be divided into groups to deliver presentations.</p> <p>Alač, Morana, and Edwin Hutchins. 2004. "I see what you are saying: Action as cognition in fMRI brain mapping practice." <i>Journal of cognition and culture</i> 4.3-4: 629-661.</p> <p>Archer, Louise, et al. 2012. "Science aspirations, capital, and family habitus: How families shape children's engagement and identification with science." <i>American Educational Research Journal</i> 49.5: 881-908.</p> <p>Baron-Cohen, Simon, Alan M. Leslie, and Uta Frith. 1985. "Does the autistic child have a "theory of mind"?" <i>Cognition</i> 21.1 (1985): 37-46.</p> <p>Berger, Peter L., and Thomas Luckmann. 1991. <i>The social construction of reality: A treatise in the sociology of knowledge</i>. No. 10. Penguin UK: 149-166.</p> <p>Eigsti, Inge-Marie. 2013. "A review of embodiment in autism spectrum disorders." <i>Frontiers in psychology</i> 4.</p> <p>Frith, Chris D., and Uta Frith. 2007. "Social cognition in humans." <i>Current Biology</i> 17.16: R724-R732.</p> <p>Gordon, Robert M., and John A. Barker. 1995. "Autism and the 'theory of mind' debate." <i>Philosophical psychopathology</i>: 163-181.</p> <p><a href="http://www.tedxcaltech.com/content/ralph-adolphs">http://www.tedxcaltech.com/content/ralph-adolphs</a></p> <p><a href="https://www.ted.com/talks/rebecca_saxe_how_brains_make_moral_judgments/transcript?language=en">https://www.ted.com/talks/rebecca_saxe_how_brains_make_moral_judgments/transcript?language=en</a></p> <p>Paulesu, Eraldo, et al. 2000. "A cultural effect on brain function." <i>Nature neuroscience</i> 3.1: 91-96.</p> <p>Warneken, Felix, and Michael Tomasello. 2009. "Cognition for culture." W: Robbins, Philip, and Murat Aydede (red.) <i>The Cambridge Handbook of Situated Cognition</i>. Cambridge: Cambridge University Press, 467-479.</p> <p>Xiao, Yan, et al. "Cognitive Properties of a Whiteboard: A Case Study in a Trauma Centre." <i>Proc. of E-CSCW'2001</i>: 259-278.</p>

Educational outcomes	<p>After completing the subject, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. explain what is the area of social cognition, what disciplines it refers to, which research methods it employs</li> <li>2. explain the general and specific concepts from the area of social cognition</li> <li>3. discuss the key issues from the area of social cognition, being aware of how they are conceptualized across disciplines and research traditions</li> </ol>
Practice	Delivering a presentation, delivering outcomes of an analysis of a scientific text