

PSY473H1 S

Social Cognitive Neuroscience

Winter 2025 Syllabus

Course Meetings

PSY473H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 10:00 AM - 1:00 PM	In Person: WI 524

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/382552>

Instructor: Jennet Baumbach

Email: jennet.baumbach@mail.utoronto.ca

Office Hours and Location: Virtual Wednesday mornings from 9-10am (Zoom link: <https://utoronto.zoom.us/j/3065265779>, Passcode: XZ64qn)

Preferred Pronouns: She / her

Teaching Assistant: Merron Woodbury

Email: merron.woodbury@mail.utoronto.ca

Office Hours and Location: NA

Preferred Pronouns: They / them

Course Overview

Social cognitive neuroscience is an emerging interdisciplinary field that seeks to integrate theories of social psychology and cognitive neuroscience to understand behaviour at three fundamentally interrelated levels of analysis (social, cognitive, and neural). Topics such as self-regulation, cooperation, decision-making, emotion, morality, and prejudice will be examined in this lecture course.

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Course Learning Outcomes

By the end of the course, students will:

Develop a strong foundational understanding of key research methods used in social cognitive neuroscience, including behavioural, molecular, and electrophysiological endpoints.

Understand the utility, applications, limitations, and potential future implications of the available technical approaches to the study of social cognitive neuroscience.

Apply understanding of course content to novel scenarios (term tests)

Analyze the rationale, methodology, statistics, depiction of results, authors' interpretations, and conclusions during class discussions.

Synthesize the skills above to develop a research proposal within the field of social cognitive neuroscience (final assignment).

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and one of** PSY270H1/ PSY270H5/ PSYB57H3/ COG250Y1 **or** PSY290H1/ PSY290H5/ PSYB64H3/ HMB200H1/ PSL300H1

Corequisites: None

Exclusions: PSY353H5/ PSYD17H3

Recommended Preparation: PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1, **and** PSY326H1

Credit Value: 0.5

Marking Scheme

Assessment	Percent	Details	Due Date
Term Test #1	35%	Term tests will be taken in person through Quercus.	2025-02-10
Term Test #2	25%	Term tests will be taken in person through Quercus.	2025-03-17
Research Proposal Phase I	10%	Written assignments will be submitted through Quercus and will be due at 11:59pm on the specified date.	2025-02-24
Research Proposal Phase II	25%	Written assignments will be submitted through Quercus and will be due at 11:59pm on the specified due date.	2025-03-31
Attendance / Participation	5%	Responses to regular in-class polls / surveys.	No Specific Date

Late Assessment Submissions Policy

10% per calendar day will be deducted from the total marks possible for each day late for any of the writing assignments

Course Schedule

Week	Description
Week 1 Date Jan 6	Introduction to research in social cognitive neuroscience.
Week 2 Date Jan 13	Social brain networks and methods of measurement.
Week 3 Date Jan 20	Social perception: Understanding faces and emotions.
Week 4 Date Jan 27	Constructing a sense of self.
Week 5 Date Feb 3	Evolving nature of social cognition across the lifespan.
Week 6 Date Feb 10	Term Test #1 (35% of grade) - In Person via Quercus.
Week 7 Date Feb 24	Living in groups.
Week 8 Date March 3	In-groups and Out-groups. <i>Research Proposal Phase I Due @ 11:59pm</i>
Week 9 Date March 10	Social neuroscience in Psychopathology: Autism, schizophrenia, and disorders affecting social cognition.
Week 10 Date March 17	Social neuroscience of technology and social media.
Week 11	Term Test #2 (25% of grade) - In Person via Quercus.

Date March 24	
Week 12 Date March 31	Social AI <i>Research Proposal Phase II Due Wednesday April 2nd @ 11:59pm</i>

Policies & Statements

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the

process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until

they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Re-marking Policy - Timeline and Protocol

- A student who believes an individual item of work has been incorrectly or unfairly marked may ask the person who marked it for a re-evaluation. If a TA originally marked the work, the re-marking request should first go to the TA. Any appeal of that re-marking should then go to the course instructor.
- Such a request entails a re-marking of the work. Hence, if a re-marking is granted, **the student must accept the resulting mark as the new mark**, whether it goes up or down or remains the same. Continuing with the re-mark or the appeal means the student accepts this condition.
- Students should make such requests as soon as reasonably possible after receiving the work back, but no later than 2 weeks after it was returned.

- Instructors and TAs should ensure all communication with the student is in writing (e.g., follow-up email) and retain a copy for future reference.

More information about the University of Toronto remark request policy can be found in Section 4.13 in the [A&S Academic Handbook](https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#AssignmentsAssessmentTermWork) on re-marking protocol (<https://www.artsci.utoronto.ca/faculty-staff/teaching/academic-handbook#AssignmentsAssessmentTermWork>).

Make-Up Quizzes/Tests

Students that miss a term test and provide appropriate documentation to excuse their absence will have the opportunity to take a make-up test. Students that miss a term test have up to one week to contact their instructor to provide official documentation excusing their absence. If documentation is not provided within one week of the original test date, the opportunity to write a makeup test will be forfeited.

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Assignment Submission Method

Assignments should be submitted through Quercus to the appropriate assignment dropbox. The preferred file format is .docx or .doc, as these files allow for optimal use of the speedgrader tool in Quercus. Although they do not allow for in-text feedback or comments, assignments submitted as .pdf files will also be accepted.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.