SYLLABUS
PSYCHOLOGY 7871
Social Cognition

Spring 2021 – Online – Class #: 33798

COURSE OVERVIEW

Instructor

Instructor: Russell Fazio

Email address: fazio.11@osu.edu

Phone number: 688-5408

Office hours: by appointment via Zoom

Course description

This course is intended to provide an introduction to research in social cognition. Social cognition is the study of the cognitive underpinnings of social behavior and the ways individuals think about our social world.

This class will meet for two 80-minute sessions a week. Approximately two-thirds of the sessions will be devoted to a lecture, although adequate time will be allotted for questions and commentary. These lectures will provide an overview of the historical developments with respect to a given issue within the social cognition literature. The other class sessions will be devoted to a discussion of a set of recent articles related to the general issues covered in the preceding meeting(s).

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Describe the historical origins and development of the social cognition approach to social psychological issues
2. Demonstrate an understanding of basic theories and research concerning impression formation and attribution processes
3. Demonstrate an understanding of the distinction between automatic and controlled processing as it relates to social perception
4. Demonstrate an understanding of stereotypes – their development, activation, and functionality, as well as their consequences
5. Demonstrate an understanding of the bi-directional interface between affect and cognition; the effects of affect on cognition and the effects of cognition on affect.

How this course works

Mode of delivery:

- 100% online delivery, synchronous sessions.
- All class sessions will be held within the original time/day pattern of this course – Tu/Th 12:45 – 2:05pm.
- About two-thirds of the sessions will be devoted to lectures. These will overview the development of literatures regarding particular topics, presenting major theoretical approaches and research findings.
- Other sessions will be devoted to a discussion of recent journal articles relevant to the topic.

Pace of online activities: Readings are assigned for each class meeting. They are to be read prior to the class with which they are associated.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and participation requirements: Because this is an online, fully synchronous course, you should attend each class session and participate regularly in the class discussions.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

Hamilton, D. (2005). *Social Cognition: Key Readings*. New York: Psychology Press. [Available at Barnes & Noble - The OSU Bookstore, https://tinyurl.com/W21-PSYCH-7871-33798]

> This book of readings is a collection of classic journal articles from the social psychological literature on social cognition.   It also includes valuable ancillary material introducing each major topic area.

Additional readings, including those pertaining to the discussion sessions, are available on the course's Carmen website.

The following is an excellent text that can provide useful background information, if you desire additional information about any given topic.

Fiske, S. T., & Taylor, S. E. (2017*). Social Cognition: From Brains to Culture.* London: Sage.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Midterm Exam	30%
Final Exam	30%
Discussion Article Presentation and Leadership	20%
Class Participation	20%
<u>**Total**</u>	**100%**

Descriptions of major course assignments

READINGS

Description: Readings are assigned for each class meeting, and are to be read prior to the class with which they are associated (see the Course Schedule below). Readings consist of journal articles reprinted in Hamilton's reader or provided on Carmen.

Academic integrity and collaboration: You may discuss the readings with other students and instructional staff as much as you like.

EXAMS

Description: Both the midterm and the final exam will be administered online. The midterm will be held during class time on March 2. The final will be held during final exam week on April 27 at 2:00 PM. Exams will be timed and administered via Carmen.

Academic integrity and collaboration: You must complete the midterm and final exams yourself, without any external help or communication from others.

DISCUSSION ARTICLE PRESENTATION AND LEADERSHIP

Description: Each of the discussion articles will be assigned to a student (or pair of students), who will assume the responsibility of: (a) preparing a single-page summary or a very brief PowerPoint summary of the reading for distribution to the class, (b) presenting a brief overview (<5 minutes) of the article, (c) offering observations about the research, and (d) generating issues or questions for class discussion.

Academic integrity and collaboration: You may discuss the readings with other students and instructional staff as much as you like.

CLASS PARTICIPATION

Description: Feel free to ask questions and offer comments during any of the lectures. You are expected to participate in the class discussions, offering your observations about the readings and how they relate to other theories and research we have considered.

Academic integrity and collaboration: You may discuss the readings with other students and instructional staff as much as you like.

Late assignments

- Late submissions will not be accepted.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** The midterm will be graded by, and reviewed at, the next class session.

- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. The discussions are very central to the course. Hence, it may be useful to offer some general guidelines and expectations that should serve to maximize the effectiveness of our discussions. Above all, please remember to be respectful and thoughtful.

- The discussions are ultimately an intellectual exercise in which we *collectively evaluate* the strengths and weaknesses of the readings. The goal is to *explore* freely. Everyone should feel free to contribute ideas. Sometimes, those will generate enthusiastic responses. Surely, other times they will fall flat. That variability is not only acceptable, but also expected. Do not hesitate to throw out ideas that are not yet fully formulated. We are interested in the progress we make as group toward fully understanding the value of the readings.

- For everyone to feel the freedom necessary for effective exploratory discussion, all discourse must be *civil and respectful*. Disagreement is to be expected and indeed is encouraged, but the discussions are not debates with winners or losers. No one's ego should be boosted or diminished by the conversation. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. The aim is to *learn* from one another, not to show how smart one is in comparison to others. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/.

- *All students* are expected to participate. No one should be dominating the discussion. *Monitor yourself*. If you find yourself talking far more than others, then you should give others a chance to speak, so that you have the opportunity to learn from others. If you find yourself not contributing, you should make every effort to do so. Feel free to verbalize whatever thoughts are occurring to you. Often the very act of articulating one's thoughts will sharpen them, and even expressions of confusion can move the discussion forward in a productive manner. No one is judging *you*. Any disagreement is about the *idea* that was offered, not you. Treat the discussion as a learning opportunity – a means of developing your skills at communicating your thoughts.

- *What is said in class stays in class*: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.

Zoom/Videoconferencing Guidelines

Our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at http://go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** the instructor.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Tentative schedule (subject to change)

January 12: Course introduction

January 14: Social perception and impression formation – Historical overview

From Heider/Bruner/Asch to modern social cognition; Some basic concepts; The constructive nature of perception

Hamilton: Introductory Overview; Readings 1, 6, 22

Bruner, J. S. (1957). On perceptual readiness. *Psychological Review*, *64*, 123-152. [Note: Reading 6 from the Hamilton volume is an abridged version of this article. I recommend reading the original article in its entirety.]

January 19: The rise of social cognition

 Priming and category accessibility

Hamilton: Readings 4, 9

January 21: Person memory

Recall of expectancy-congruent versus incongruent information; Information processing goals

Hamilton: Preview Part 6; Readings 2, 7, 23, 24, 25

January 26: Discussion session

Hauser, D. J. & Schwarz, N. (2018). How seemingly innocuous words can bias judgment: Semantic prosody and impression formation. *Journal of Experimental Social Psychology*, *75*, 11-18.

Rhodes, M., Leslie, S.-J., Yee, K. M., & Saunders, K. (2019). Subtle linguistic cues increase girls' engagement in science. *Psychological Science*, *30*(3), 455–466.

Kendrick, R. V., & Olson, M. A. (2012). When feeling right leads to being right in the reporting of implicitly-formed attitudes, or how I learned to stop worrying and trust my gut. *Journal of Experimental Social Psychology*, *48*, 1316-1321.

January 28: Memory as re-constructions of the past

Expectancy-guided retrieval; False memories

Hamilton: Readings 33, 34

February 2: Discussion session

Murphy, G., Loftus, E. F., Grady, R. H., Levine, L. J., & Greene, C. M. (2019). False memories for fake news during ireland's abortion referendum. *Psychological Science*, *30*(10), 1449–1459.

Kouchaki, M., & Gino, F. (2016). Memories of unethical actions become obfuscated over time. *Proceedings of the National Academy of Sciences, 113*, 6166-6171.

Arriaga, X. B., Capezza, N. C., & Daly, C. A. (2016). Personal standards for judging aggression by a relationship partner: How much aggression is too much? *Journal of Personality and Social Psychology, 110,* 36-54.

February 4: Probability estimation

Judgments under uncertainty; Heuristics

Hamilton: Preview Part 3; Readings 10, 11

February 9 &11: Automaticity

Nonconscious processing; Automatically-driven attention, categorization, and behavior

Hamilton: Preview Part 4; Readings 13, 14, 15, 16

February 16: Discussion session

Critcher, C., & Gilovich, T. (2008). Incidental environmental anchors. *Journal of Behavioral Decision Making*, *21*, 241–251.

Loersch, C., & Payne, B. K. (2014). Situated inferences and the what, who, and where of priming. *Social Cognition*, *32*, 137–151.

Woolley, K., & Fishbach, A. (2019). Shared plates, shared minds: Consuming from a shared plate promotes cooperation. *Psychological Science*, *30*(4), 541–552.

February 18: Dispositional Inferences

Attribution processes; Biases and errors; Spontaneous trait inferences; Self-inferences

Hamilton: Preview Part 5; Readings 17, 18, 19, 20, 21

February 23: No Class – University Instructional Break

February 25: Discussion session

Talaifar, S., Buhrmester, M. D., Ayduk, Ö., & Swann, W. B. (in press). Asymmetries in mutual understanding: People with low status, power, and self-esteem understand better than they are understood. *Perspectives on Psychological Science*.

Eskreis-Winkler, L., & Fishbach, A. (2019). Not learning from failure—the greatest failure of all. *Psychological Science*, *30*(12), 1733-1744.

Zunick, P. V., & Fazio, R. H. (2020). Directed abstraction during initial skill learning promotes performance and lasting self-concept change. *Self and Identity*, 19:8, 887-906.

March 2: MIDTERM

March 4: Review of Midterm

March 9: Stereotype development

Hamilton: Preview Part 7; Reading 26

March 11: Discussion session

Crandall, C. S., Bahns, A. J., Warner, R., & Schaller, M. (2011). Stereotypes as justifications of prejudice. *Personality and Social Psychology Bulletin*, *37*, 1488-1498.

Skinner, A. L., Olson, K. R., & Meltzoff, A. N. (2020). Acquiring group bias: Observing other people's nonverbal signals can create social group biases. *Journal of Personality and Social Psychology, 119*(4), 824–838.

Sherman, J. W., Kruschke, J. K., Sherman, S. J., Percy, E. J., Petrocelli, J. V., & Conrey, F. R. (2009). Attentional processes in stereotype formation: A common model for category accentuation and illusory correlation. *Journal of Personality and Social Psychology*, *96*, 305–323.

March 16: Stereotypes – Activation and Functionality

Stereotype activation; The consequences of stereotypes for information processing; Their functional value

Hamilton: Preview Part 2; Readings 3, 8, 28, 29

March 18: Stereotyping from the perspective of the target

Attributional ambiguity; Stereotype threat

March 23: Discussion session

Jung, K., Shavitt, S., Viswanathan, M., Hilbe, J. (2014). Female hurricanes are deadlier than male hurricanes. *Proceedings of the National Academy of Sciences, 111*, 8782-8787.

Murrar, S., Campbell, M. R., & Brauer, M. (2020). Exposure to peers' pro-diversity attitudes increases inclusion and reduces the achievement gap. *Nature human behaviour*, *4*(9), 889–897.

Haines, E., & Stroessner, S. (2019). The role prioritization model: How communal men and agentic women can (sometimes) have it all. *Social and Personality Psychology Compass*. 13:e12504

March 25: Hypothesis testing

Confirmatory testing; Diagnosticity; Self-serving reasoning

Hamilton: Preview Part 8; Readings 30, 31, 32

March 30: Expectancies and social interaction

The impact of expectancies on social interaction; Expectancy maintenance and confirmation

Hamilton: Readings 12, 27, 37

April 1: No Class – University Instructional Break

April 6: Discussion session

Axt, J. R., Landau, M. J., & Kay, A. C. (2020). The psychological appeal of fake-news attributions. *Psychological Science*, *31*(7), 848–857.

Mayo, R. (2019). Knowledge and Distrust May Go a Long Way in the Battle With Disinformation: Mental Processes of Spontaneous Disbelief. *Current Directions in Psychological Science*, *28*(4), 409–414.

Sellier, A.-L., Scopelliti, I., & Morewedge, C. K. (2019). Debiasing training improves decision making in the field. *Psychological Science*, *30*(9), 1371–1379.

April 8: The affect ↔ cognition interface

Effects of cognition on affect; Misattribution and emotion; Affective consequences of counterfactual thinking

Hamilton: Preview Part 9; Reading 36

April 13: The affect ↔ cognition interface

Effects of affect on cognition; Emotion-congruent processing; Feelings as information; Affect and creativity

Hamilton: Readings 35, 38

April 15: Discussion session

MacCormack, J. K., & Lindquist, K. A. (2019). Feeling hangry? When hunger is conceptualized as emotion. *Emotion, 19*(2), 301–319.

DeCelles, K.A., & Norton, M.I. (2016). Physical and situational inequality on airplanes predicts air rage. *Proceedings of the National Academy of Sciences*, *113*, 5588–5591.

Mrkva, K., Westfall, J., & Van Boven, L. (2019). Attention drives emotion: Voluntary visual attention increases perceived emotional intensity. *Psychological Science*, *30*(6), 942–954.

April 20: Implicit Bias

Implicit measures: How do they work? Claims versus data; What is implicit bias?

April 22: Wrap Up

April 27: Final Exam – 2:00 PM