

**Psychology 7871: Social Cognition**  
**Autumn 2014**  
**Tuesday & Thursday 12:45PM - 2:05PM**  
**Enarson Classroom Bldg 0346**

Instructor

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Course Overview

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 Textbook

Hamilton, D. (2005). *Social Cognition: Key Readings*. New York: Psychology Press.

This book of readings is a collection of classic and contemporary 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, will be made available on the course's Carmen website.

The following are excellent texts that can provide useful background information, if you desire additional information about any given topic.

Fiske, S. T., & Taylor, S. E. (2013). *Social Cognition: From Brains to Culture*. London: Sage.

Bless, H., Fiedler, K., & Strack, F. (2004). *Social Cognition: How Individuals Construct Social Reality*. New York: Psychology Press.

Moskowitz, G. B. (2004). *Social Cognition: Understanding Self and Others*. New York: Guilford.

### Course Requirements

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

Grades will be based on:

1. Midterm exam covering the first half of the syllabus and weighted 40% of the course grade. The midterm will be administered during class on October 16.
2. Final exam covering the second half of the syllabus and weighted 40%. The final will be administered during finals week. According to the Registrar's final exam schedule, the exam is scheduled for Tuesday, December 16, 2:00-3:45.
3. Class participation weighted 20%. This includes contributions to the discussions in general, as well as the discussion that each student will be leading. Each of the discussion articles will be assigned to a student, who will assume the responsibility of: (a) preparing a single-page handout summarizing the reading for distribution to the class, (b) presenting a brief overview of the article, (c) offering observations about the research, and (d) generating issues or questions for class discussion.

### Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. 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.

### Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Tentative schedule (subject to change)**

**August 28: Course introduction**

**September 2: 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

**September 4: The rise of social cognition**

Priming and category accessibility

Hamilton: Readings 4, 9

**September 9: Person memory**

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

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

**September 11: Discussion session**

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.

Santos, A. F., Garcia-Marques, L., Mackie, D. M., Ferreira, M. B., Payne, B. K., & Moreira, S. (2012). Implicit open-mindedness: Evidence for and limits on stereotype malleability. *Journal of Experimental Social Psychology, 48*, 1257-1266.

Slepian, M. L., Masicampo, E. J., Toosi, N. R., & Ambady, N. (2012). The physical burdens of secrecy. *Journal of Experimental Psychology: General, 141*, 619-624.

**September 16: Memory as re-constructions of the past**

Expectancy-guided retrieval; False memories

Hamilton: Readings 33, 34

**September 18: Discussion session**

Lenton, A. P., Blair, I. V., & Hastie, R. (2001). Illusions of gender: Stereotypes evoke false memories. *Journal of Experimental Social Psychology, 37*, 3-14.

Frenda, S. J., Knowles, E.D., Saletan, W., & Loftus, E.F. (2013). False memories of fabricated political events. *Journal of Experimental Social Psychology, 49*, 280-286.

Sahdra, B., & Ross, M. (2007). Group identification and historical memory. *Personality and Social Psychology Bulletin, 33*, 384-395.

**September 23: Probability estimation**

Judgments under uncertainty; Heuristics

Hamilton: Preview Part 3; Readings 10, 11

**September 25 & 30: Automaticity**

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

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

**October 2: No Class – SESP**

**October 7: 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.

Bargh, J. A. (2014). The historical origins of priming as the preparation of behavioral responses: Unconscious carryover and contextual influences of real-world importance. *Social Cognition, 32*, 209-224.

**October 9: Dispositional Inferences**

Attribution processes; Biases and errors; Spontaneous trait inferences

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

**October 14: Discussion session**

Carlston, D. E. & Skowronski, J.J. (2005). Linking Versus thinking: Evidence for the different associative and attributional bases of spontaneous trait transference and spontaneous trait inference. *Journal of Personality and Social Psychology*, *89*, 884-898.

Lammers, J., Dubois, D., Rucker, D. D., & Galinsky, A. D. (2013). Power gets the job: Priming power improves interview outcomes. *Journal of Experimental Social Psychology*, *49*, 776-779.

Bryan, C. J., Walton, G. M., Rogers, T., & Dweck, C. S. (2011). Motivating voter turnout by invoking the self. *Proceedings of the National Academy of Sciences*, *108*, 12653-12656.

**October 16: MIDTERM****October 21: Review of Midterm****October 23: Stereotypes**

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

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

**October 28: Stereotype development**

Hamilton: Preview Part 7; Reading 26

**October 30: 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.

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

Martin, D., Hutchison, J., Slessor, G., Urquhart, J., Cunningham, S. J., & Smith, K. (in press). The spontaneous formation of stereotypes via cumulative cultural evolution. *Psychological Science*.

**November 4: Stereotyping from the perspective of the target**

Attributional ambiguity; Stereotype threat

**November 6: Discussion session**

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, *331*, 1447-1451.

Brauer, M., & Er-rافی, A. (2011). Increasing perceived variability reduces prejudice and discrimination. *Journal of Experimental Social Psychology*, *47*, 871–881.

Deutsch, R., & Fazio, R. H. (2008). How subtyping shapes perception: Predictable exceptions to the rule reduce attention to stereotype-associated dimensions. *Journal of Experimental Social Psychology*, *44*, 1020-1034.

**November 11: No Class – Veterans Day****November 13: Hypothesis testing**

Confirmatory testing; Diagnosticity; Self-serving reasoning

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

**November 18: Expectancies and social interaction**

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

Hamilton: Readings 12, 27, 37

**November 20: Discussion session**

Stinson, D. A., Logel, C., Shepherd, S., & Zanna, M. P. (2011). Rewriting the self-fulfilling prophecy of social rejection: Self-affirmation improves relational security and social behavior up to 2 months later. *Psychological Science*, *22*, 1145-1149.

Neel, R., Neufeld, S.L., & Neuberg, S.L. (2013). Would an obese person whistle Vivaldi? Targets of prejudice self-present to minimize appearance of specific threats. *Psychological Science*, *24*, 678-687.

Shea, C. T., Davison, E. K., & Fitzsimons, G. M. (2013). Riding other people's coattails: Individuals with low self-control value self-control in other people. *Psychological Science*, *24*, 1031-1036.

**November 25: The affect ↔ cognition interface**

Effects of cognition on affect; Misattribution and emotion

Hamilton: Preview Part 9; Reading 38

**November 27: No Class – Thanksgiving**

**December 2: The affect ↔ cognition interface**

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

Hamilton: Readings 35, 36

**December 4: Discussion session**

Storbeck, J. & Clore, G. L. (2005). With sadness come accuracy, with happiness, false memory: Mood and the false memory effect. *Psychological Science, 16*, 785-791.

House, J., DeVoe, S. E., and Zhong, C. (2014). Too impatient to smell the roses: Exposure to fast food impedes happiness. *Social Psychological and Personality Science, 5*, 534-541.

Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science, 22*, 57-62.

**December 9: Wrap Up**

**December 16: Final Exam, 2:00-3:45**