

Psychology 7871: Social Cognition
Autumn 2016
Tuesday & Thursday 12:45PM - 2:05PM
Smith Lab 2186

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 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 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 35% of the course grade. The midterm will be administered during class on **October 18**.
2. Final exam covering the second half of the syllabus and weighted 35%. The final will be administered during finals week. According to the Registrar's final exam schedule, the exam is scheduled for **Tuesday, December 13, 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.
4. Thought paper weighted 10%. Details regarding this brief (1000 words or less) paper will be provided approximately two weeks prior to the due date of **September 30**.

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 http://studentlife.osu.edu/pdfs/csc_12---31---07.pdf.

Students with disabilities

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Tentative schedule (subject to change)

August 23: Course introduction

August 25: 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.]

August 30: The rise of social cognition

Priming and category accessibility

Hamilton: Readings 4, 9

September 1: Person memory

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

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

September 6: 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.

Meyer, M. L. & Lieberman, M. D. (2016). Social working memory training improves perspective-taking accuracy. *Social Psychological and Personality Science*, 7, 381-389.

September 8: Memory as re-constructions of the past

Expectancy-guided retrieval; False memories

Hamilton: Readings 33, 34

September 13: Discussion session

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.

Chatard, A., Guimond, S., & Selimbegović, L. (2007). "How good are you in math?" The effect of gender stereotypes on students' recollection of their school marks. *Journal of Experimental Social Psychology, 43*, 1017-1024.

September 15: Probability estimation

Judgments under uncertainty; Heuristics

Hamilton: Preview Part 3; Readings 10, 11

September 20 & 22: Automaticity

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

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

September 27 & 29: No Class – SESP

September 30: Thought paper, Due electronically by 5:00 PM

October 4: 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.

Cian, L., Krishna, A., & Schwarz, N. (2015), Positioning rationality and emotion: Rationality is up and emotion is down. *Journal of Consumer Research, 42*, 632-651.

October 6: Dispositional Inferences

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

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

October 11: 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.

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.

Harrington, J. R., & Gelfand, M. J. (2014). Tightness–looseness across the 50 united states. *Proceedings of the National Academy of Sciences*, *111*, 7990-7995.

October 13: No Class – Fall Break**October 18: MIDTERM****October 20: Review of Midterm****October 25: Stereotypes**

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

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

October 27: Stereotype development

Hamilton: Preview Part 7; Reading 26

November 1: 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.

Williams, K. E. G., Sng, O., & Neuberg, S. L. (2016). Ecology-driven stereotypes override race stereotypes. *Proceedings of the National Academy of Sciences*, *113*, 310-315.

November 3: Stereotyping from the perspective of the target

Attributional ambiguity; Stereotype threat

November 8: 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.

Emerson, K.T.U., & Murphy, M.C. (2015). A company I can trust? Organizational lay theories moderate stereotype threat for women. *Personality and Social Psychology Bulletin*, *41*, 295-307.

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 10: Hypothesis testing

Confirmatory testing; Diagnosticity; Self-serving reasoning

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

November 15: Expectancies and social interaction

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

Hamilton: Readings 12, 27, 37

November 17: Discussion session

Otto, A. S., Clarkson, J. J., & Kardes, F. R. (2016). Decision sidestepping: how the motivation for closure prompts individuals to bypass decision making. *Journal of Personality and Social Psychology*, *111*, 1-16.

Lemay, E. P., Jr., & Wolf, N. R. (2016). Projection of romantic and sexual desire in opposite-sex friendships: How wishful thinking creates a self-fulfilling prophecy. *Personality and Social Psychology Bulletin*, *42*, 864-878.

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.

November 22: The affect ↔ cognition interface

Effects of cognition on affect; Misattribution and emotion

Hamilton: Preview Part 9; Reading 38

November 24: No Class – Thanksgiving

November 29: 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 1: Discussion session

Otto, A. R., Fleming, S.M., & Glimcher, P.W. (2016). Unexpected but incidental positive outcomes predict real-world gambling. *Psychological Science, 27*, 299-311.

Jamieson, J.P., Peters, B.P., Greenwood, E.J., & Altose, A.J. (2016). Reappraising stress arousal improves performance and reduces evaluation anxiety in classroom exam situations. *Social Psychological and Personality Science, 7*, 579-587.

Shiner, R. (2015). Maximizers, satisficers, and their satisfaction with and preferences for reversible versus irreversible decisions. *Social Psychological and Personality Science, 6*, 896-903.

December 6: Wrap Up

December 13: Final Exam, 2:00-3:45