

Psychology 7871: Social Cognition
Autumn 2018
Tuesday & Thursday 12:45PM - 2:05PM
Psychology Building 219

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. [Available at Barnes & Noble - The OSU Bookstore, <https://tinyurl.com/PSYCH-7871-32999>].

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. (2017). *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 9**.
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 11, 2:00-3:45**.
3. Class participation weighted 30%. 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

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.

Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Disability Services

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.

Tentative schedule (subject to change)

August 21: Course introduction

August 23: 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 28: The rise of social cognition

Priming and category accessibility

Hamilton: Readings 4, 9

August 30: Person memory

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

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

September 4: 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.

Bushman, B. J. (in press). Guns automatically prime aggressive thoughts, regardless of whether a “good guy” or “bad guy” holds the gun. *Social Psychological and Personality Science*.

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.

September 6: Memory as re-constructions of the past

Expectancy-guided retrieval; False memories

Hamilton: Readings 33, 34

September 11: 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.

Putnam, A. L., Ross, M. Q., Soter, L. K., Roediger, H. L., (in press). Collective narcissism: Americans exaggerate the role of their home state in appraising U.S. history. *Psychological Science*.

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.

September 13: Probability estimation

Judgments under uncertainty; Heuristics

Hamilton: Preview Part 3; Readings 10, 11

September 18 & 20: Automaticity

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

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

September 25: 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.

Davidai, S., & Gilovich, T. (2016). The headwinds/tailwinds asymmetry: An availability bias in assessments of barriers and blessings. *Journal of Personality and Social Psychology*, 111, 835-851.

September 27: Dispositional Inferences

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

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

October 2: Discussion session

Sanbonmatsu, D. M., Mazur, D., Behrends, A. A., & Moore, S. M. (2015). The role of the frequency of correspondent behavior and trait stereotypes in trait attribution: Building on Rothbart and Park (1986). *Social Cognition*, 33, 255-283.

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.

O'Connor, K. & Cheema, A. (in press). Do evaluations rise with experience? *Psychological Science*.

October 4: No Class – SESP**October 9: MIDTERM****October 11: No Class – Autumn Break****October 16: Review of Midterm****October 18: Stereotype development**

Hamilton: Preview Part 7; Reading 26

October 23: 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., Meltzoff, A.N., & Olson, K.R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social biases in preschool children. *Psychological Science*, 28(2), 216-224.

Alves, H., Koch, A., & Unkelbach, C. (2018). A cognitive-ecological explanation of intergroup biases. *Psychological Science*, 29, 1126-1133.

October 25: 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

October 30: Stereotyping from the perspective of the target

Attributional ambiguity; Stereotype threat

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.

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

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 6: Hypothesis testing

Confirmatory testing; Diagnosticity; Self-serving reasoning

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

November 8: Expectancies and social interaction

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

Hamilton: Readings 12, 27, 37

November 13: Discussion session

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.

Woolley, K. & Risen, J. (2018). Closing your eyes to follow your heart: Avoiding information to protect a strong intuitive preference. *Journal of Personality and Social Psychology*, 114, 230-245.

Klinger, J.A., Scholer, A.A., Molden, D.C., & Hui, C.M. (2018). Effortful experiences of self-control foster lay theories that self-control is limited. *Journal of Experimental Social Psychology*, 78, 1-13.

November 15: The affect ↔ cognition interface

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

Hamilton: Preview Part 9; Reading 36

November 20: The affect ↔ cognition interface

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

Hamilton: Readings 35, 38

November 22: No Class – Thanksgiving

November 27: Discussion session

MacCormack, J. K., & Lindquist, K. A. (in press). Feeling hangry? When hunger is conceptualized as emotion. *Emotion*.

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.

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.

November 29: Implicit Bias

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

December 4: Wrap Up

December 11: Final Exam, 2:00-3:45