

Psychology 7871: Social Cognition
Spring 2013
Tuesday & Thursday 12:45PM - 2:05PM
University Hall 0151

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. (2008). *Social Cognition: From Brains to Culture*. New York: McGraw-Hill.

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 February 26.
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 April 30, 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)

January 8: Course introduction

January 10: 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

January 15: The rise of social cognition

Priming and category accessibility

Hamilton: Readings 4, 9

January 17: No class – SPSP meeting

January 22: Person memory

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

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

January 24: 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., Rule, N. O., & Ambady, N. (2012). Proprioception and person perception: Politicians and professors. *Personality and Social Psychology Bulletin*, 38, 1621-1628.

January 29: Memory as re-constructions of the past

Expectancy-guided retrieval; False memories

Hamilton: Readings 33, 34

January 31: Discussion session

Karpicke, J.D., McCabe, D.P., & Roediger, H.L. (2008). False memories are not surprising: The subjective experience of an associative memory illusion. *Journal of Memory and Language*, 58, 1065-1079.

Bernstein, D. M., Laney, C., Morris, E. K., & Loftus, E. F. (2005). False beliefs about fattening foods can have healthy consequences. *Proceedings of the National Academy of Sciences*, 102, 13724-13731.

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

February 5: Probability estimation

Judgments under uncertainty; Heuristics

Hamilton: Preview Part 3; Readings 10, 11

February 7: Automaticity

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

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

February 12: Discussion session

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

Zhong, C., & DeVoe, S. E. (2010). You are how you eat: Fast food and impatience. *Psychological Science*, 21, 619-622.

Loersch, C., & Payne, B. K. (2011). The situated inference model: An integrative account of the effects of primes on perception, behavior, and motivation. *Perspectives on Psychological Science*, 6, 234-252.

February 14: Dispositional Inferences

Attribution processes; Biases and errors

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

February 19: Spontaneous trait inferences

Trait inferences; Trait Transference

Hamilton: Reading 18

February 21: 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.

Todorov, A., Mandisodza, A., Goren, A., & C. Hall. (2005). Inferences of competence from faces predict election outcomes. *Science*, 308, 1623-1626.

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.

February 26: MIDTERM

February 28: Review of Midterm

March 5: Stereotypes

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

Hamilton: Preview Part 2; Readings 3, 8

March 7: Stereotype development

Hamilton: Preview Part 7; Readings 26, 28, 29

March 12 & 14: No class – Spring break

March 19: Discussion session

Rubin, M., & Badaea, C. (2012). They're all the same! . . . but for several different reasons: A review of the multicausal nature of perceived group variability. *Current Directions in Psychological Science*, 21, 367-372.

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

Osborne, D., & Davies, P. G. (2012). Eyewitness identifications are affected by stereotypes about a suspect's level of perceived stereotypicality. *Group Processes & Intergroup Relations*, 15, 1-17.

March 21: Stereotyping from the perspective of the target

Attributional ambiguity; Stereotype threat

March 26: 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.

Er-rafi, A., & Brauer, M. (2012). Increasing perceived variability reduces prejudice and discrimination: Theory and application. *Social and Personality Psychology Compass*, 6, 920-935.

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.

March 28: Hypothesis testing

Confirmatory testing; Diagnosticity; Self-serving reasoning

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

April 2: Expectancies and social interaction

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

Hamilton: Readings 12, 27, 37

April 4: Discussion session

Shelton, J. N., & Richeson, A. (2005). Intergroup contact and pluralistic ignorance. *Journal of Personality and Social Psychology*, 88, 91-107.

Bernstein, M. J., Young, S. G., Brown, C. M., Sacco, D. F., & Claypool, H. M. (2008). Adaptive responses to social exclusion: Social rejection improves detection of real and fake smiles. *Psychological Science*, 19, 981-983.

Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2013). Commitment and behavior change: Evidence from the field. *Journal of Consumer Research*, 39, 1070-1084.

April 9: The affect ↔ cognition interface

Effects of cognition on affect; Misattribution and emotion

Hamilton: Preview Part 9; Reading 38

April 11: 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

April 16: Discussion session

Markman, K.D., Lindberg, M.J., Kray, L.J., & Galinsky, A.D. (2007). Implications of counterfactual structure for creativity and analytical problem solving. *Personality and Social Psychology Bulletin*, 33, 312-324.

Job, V., Bernecker, K., & Dweck, C. S. (2012). Are implicit motives the need to feel certain affect? Motive–affect congruence predicts relationship satisfaction. *Personality and Social Psychology Bulletin*, 38, 1552-1565.

Kraft, T. L., & Pressman, S. D. (2012). Grin and bear it: The influence of manipulated facial expression on the stress response. *Psychological Science*, 23, 1372-1378.

April 18: Wrap Up