

Seminar in Social Psychology: Social Cognition (PSY 6710/7710)

Spring 2015

T & R 12:30-1:45pm

UH 6400

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Office Hours: T and R 11:00am-12:30pm (by appointment is best)

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Course website: <http://www.dl.utoledo.edu>

Course Goals and Overview

The course involves an in-depth analysis of selected theories, empirical findings, and methodologies in social cognition. Social cognition is an approach to studying how people make sense of other people, themselves, and social situations. This approach focuses on understanding the cognitive processes and structures that underlie people's judgments, decisions, perceptions, beliefs, and behaviors in social situations. The goal of this course is twofold. The first goal is to familiarize you with most of the major themes that have been central to social cognition both historically and currently. To this end, each week will be devoted to one of the areas of research that I believe to be most important to the field of social cognition. Some of these areas focus on a specific content domain or type of phenomena (e.g., stereotypes), while others address concepts that are relevant to all the content areas of social cognition (e.g., unconscious processing, introspection). The second and perhaps more important goal of this course is to get you to think more carefully about the complexities involved in social cognition more generally. It is my sincere hope that you will leave this class with more questions than answers. To this end, I will not be lecturing in class but trying to generate discussion that provokes all of us (myself included) to think more carefully about what it means to study "minds" and "mental processes" as it pertains to social inference processes. I will at times give mini-lectures when certain topics are raised and there is a need for historical or conceptual framing that goes beyond the scope of the readings, but the format for the class is mostly based on discussion.

Reading Materials

The readings are from various edited books and journal articles (see "Schedule and Readings" on page 5). The core readings will be available for download on the course website. I have tried to mix up the readings for each week: some reviews, some research articles, and book chapters where appropriate. There is a lot of reading for this course. Truthfully, though, I haven't assigned enough. It is impossible to give you a thorough understanding of all the issues that have driven the most successful paradigm shift in the history of social psychology. My goal in class discussion is not to make sure that everyone has read every paper. I have no checklists as we go through discussion. However, I do expect everyone to ask questions and raise issues about the readings.

Structure of the Course

Typically, we will begin seminar meetings for the week with an overview of the topic. This will either be provided by the instructor or will develop through discussion. The majority of the seminar will be discussion-based as we delve into the issues and questions surrounding the topic/articles. Seminar members should bring up questions, ideas, or issues that were raised by the week's readings (either globally or specifically related to studies/aspects of the paper).

Leading Discussion

A portion of your grade will be based on your role as a discussion leader. First, each week during the semester (except "Weeks 1, 7 and 9"), a different student will be designated as the "Discussion Leader". The discussion leader is expected to take a more active role that week during class, in terms of bringing up issues, asking questions, etc. Critically, the discussion leader should help pull everyone through the readings. To do this, the discussion leader for that week will type up an overview for each article to give to the rest of the students. Note that this shouldn't involve just cutting and pasting the abstract. Instead, you should provide 1) an overview of the main research questions or goals, 2) an overview of the method for each study, 3) an overview of the key results, 4) a discussion of the implications, and 5) any interesting discussion points or lingering questions about the study methods, results, points, etc. (limit this to 1-2 pages for each article). Note that we will *usually* read the first two articles in the reading list on Tuesday and the second two articles on Thursday. Thus, the discussion leader can send their summaries split up that way if desirable. Send to everyone via email before class.

Participation/Thought Questions

A portion of your grade will involve general participation and attendance throughout the semester. Additionally, each week students should submit one thought question about an article or the set of articles. These questions should be meant to stimulate discussion during class and, ideally, should be raised during the course of discussion. Students should send these thought questions to me via email by 11am on Tuesday of each week (i.e., about an hour before class).

Take-home Exams

There will be two take-home exams (Due via email **March 20 and May 8**) based on the readings and lecture material. These should be typed and sent to the instructor via email on the due date. The students' name should only appear on the last page of the exam. The instructor will provide the exam questions approximately 1 week prior to the due dates. Students are free to use notes/readings, but are not to work on these with other students from the class. As will be described later in the semester, students will have a page limit for answering the questions (TBA) and failure to follow instructions will result in point deductions. Also, exams handed in late will receive 20 points off for each day unless the student has a university-appropriate excuse.

Course Grading Components

Assignment	Weight	Total Points	Date
Leading Discussion	10%	50 points	TBD
Participation/Thought Questions	10%	50 points	Weekly
Take-home Exam 1	40%	200 points	March 20
Take-home Exam 2	40%	200 points	May 8
<i>Total</i>		<i>500 points</i>	

Letter Grades

A	93+% > 463 points	C	73-76%	363-382
A-	90-92% 448-463	C-	70-72%	348-362
B+	87-89% 433-447	D+	67-69%	333-347
B	83-86% 413-432	D	63-66%	313-332
B-	80-82% 398-412	D-	60-62%	298-312
C+	77-79% 383-397	F	< 60%	<298

Students with Disabilities

Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Accommodations (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the instructor after class or during office hours so that appropriate arrangements may be made.

The contact information for the Office of Accommodations is as follows:

Campus Address: Rocket Hall 1820, Mail Stop #342

Phone Number: 419.530.4981

Web: <http://www.utoledo.edu/utlc/accessibility/>

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Brief Overview of Schedule
(Subject to change based on in-class announcements)

Week	Date	Topic
1	Jan.13	Introduction & Themes in Social Cognition
	Jan.15	Introduction & Themes in Social Cognition
2	Jan. 20	Dual Modes: Controlled & Automatic Processing
	Jan. 22	Dual Modes: Controlled & Automatic Processing
3	Jan. 27	Heuristics and Biases
	Jan. 29	Heuristics and Biases
4	Feb. 3	Unconscious Processing & Rationality/Intuition
	Feb. 5	Unconscious Processing & Rationality/Intuition
5	Feb. 10	Priming & Contrast/Assimilation
	Feb. 12	Priming & Contrast/Assimilation
6	Feb. 17	Social Comparison / Context Effects
	Feb. 19	Social Comparison / Context Effects
7	Feb. 24	No Class (Conference)
	Feb. 26	No Class (Conference)
8	Mar. 3	Comparative Self-Evaluation / Egocentrism
	Mar. 5	Comparative Self-Evaluation / Egocentrism
9	Mar. 10	No Class (Spring Break)
	Mar. 12	No Class (Spring Break)
10	Mar. 17	Introspection, Self-Focused Attention, & Self-control
	Mar. 19	Introspection, Self-Focused Attention, & Self-control
11	Mar. 24	Mental Simulation
	Mar. 26	Mental Simulation
12	Mar. 31	Perspective Taking
	Apr. 2	Perspective Taking
13	Apr. 7	Understanding the Self and Others
	Apr. 9	Understanding the Self and Others
14	Apr. 14	Stereotypes: Implicit Measures
	Apr. 16	Stereotypes: Implicit Measures
15	Apr. 21	Stereotypes: Automaticity & Control
	Apr. 23	Stereotypes: Automaticity & Control
16	Apr. 28	Motivated & Defensive Reasoning/Processing
	Apr. 30	Motivated & Defensive Reasoning/Processing

Exploded Schedule & Readings

1 Introduction and Themes in Social Cognition (January 13, 15)

Hamilton, D. L., Devine, P. G., & Ostrom, T. M. (1994). Social cognition and classic issues in social psychology. In D. L. Hamilton, P. G. Devine, & T. M. Ostrom (Eds.), *Social cognition: Impact on social psychology* (pp. 1-4). Academic Press.

2 Dual Modes: Controlled and Automatic Processing (January 20, 22)

Ferguson, M. J., Bargh, J. A., & Nayak, D. A. (2005). After-affects: How automatic evaluations influence the interpretation of subsequent, unrelated stimuli. *Journal of Experimental Social Psychology*, 41, 182-191.

Smith, E. R., & DeCoster, J. (2000). Dual-process models in social and cognitive psychology: Conceptual integration and links to underlying memory systems. *Personality and Social Psychology Review*, 4, 108-131.

Petty, R., & Cacioppo, J.T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.

3 Heuristics and Biases (January 27, 29)

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-113.

Shah, A.K., & Oppenheimer, D.M. (2008). Heuristics made easy: An effort-reduction framework. *Psychological Bulletin*, 134, 207-222.

Weller, J., Levin, I.P., Rose, J.P., & Bossard, E. (2012). Assessment of decision-making competence in preadolescence. *Journal of Behavioral Decision Making*, 25, 414-426.

4 Unconscious Processing & Intuition/Rationality (February 3, 5)

Dijksterhuis, A. (2004). Think different: The merits of unconscious thought in preference development and decision making. *Journal of Personality & Social Psychology*, 87, 586-598.

Nieuwenstein, M., & van Rijn, H. (2012). The unconscious thought advantage: Further replication failures from a search for confirmatory evidence. *Judgment and Decision Making*, 7, 779-798.

Inbar, Y., Cone, J., & Gilovich, T. (2010). People's intuitions about intuitive insight and intuitive choice. *Journal of Personality and Social Psychology*, 99(2), 232-247.

Dane, E., Rockmann, K.W., & Pratt, M. (2012). When should I trust my gut? Linking domain expertise to intuitive decision-making effectiveness. *Organizational Behavior and Human Decision Processes*, 119, 187-194.

5 Priming & Contrast/Assimilation (February 10, 12)

Ledgerwood, A., & Chaiken, S. (2007). Priming us and them: Automatic assimilation and contrast in group attitudes. *Journal of Personality and Social Psychology*, 93, 940-956.

Mussweiler, T., & Damisch, L. (2008). Going back to Donald: How comparisons shape judgmental priming effects. *Journal of Personality and Social Psychology*, 95, 1295-1315.

Wegener, D. T., Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality and Social Psychology*, 68, 36-51.

Brochu, P.M. & Dovidio, J.F. (2014). Would you like fries (380 calories) with that? Menu labeling mitigates the impact of weight-based stereotype threat on food choice. *Social Psychological and Personality Science*, 5, 414-421.

6 Social Comparison / Context Effects (February 17, 19)

Alicke, M. D., Zell, E., & Bloom, D. L. (2010). Mere categorization and the frog-pond effect. *Psychological Science*, 21(2), 174-177.

Gilbert, D. T., Giesler, R. B., & Morris, K. A. (1995). When comparisons arise. *Journal of Personality and Social Psychology*, 69, 227-236.

Beer, J.S., Chester, D.S., & Huges, B.L. (2013). Social threat and cognitive load magnify self-enhancement and attenuate self-deprecation. *Journal of Experimental Social Psychology*, 49, 706-711.

Vogel, E., Rose, J.P., Roberts, L.R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 3, 206-222.

7 No Classes (February 24, 26)

8 Comparative Self-Evaluation / Egocentrism (March 3, 5)

Corcoran, K., & Mussweiler, T. (2009). The efficiency of social comparisons with routine standards. *Social Cognition*, 27(6), 939-948.

Mussweiler, T., Ruter, K., & Epstude, K. (2004). The Ups and Downs of Social Comparison: Mechanisms of Assimilation and Contrast. *Journal of Personality and Social Psychology*, 87(6), 832-844.

Kruger, J., Windschitl, P., Burrus, J., Fessel, F., & Chambers, J. (2008). The rational side of egocentrism in social comparisons. *Journal of Experimental Social Psychology*, 44, 220-232.

Rose, J. P., Windschitl, P.D., & Smith, A.R. (2012). Debiasing egocentrism and optimism biases in repeated competitions. *Judgment & Decision Making*, 7, 761-767.

9 No Classes (March 10, 12)

10 Introspection, Self-Focused Attention, and Self-Control (March 17, 19)

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, 74, 1252-1265.

Fischer, P., Greitemeyer, T., Frey, D. (2007). Ego depletion and positive illusions: Does the construction of positivity require regulatory resources? *Personality and Social Psychology Bulletin*, 33, 1306-1321.

Wilson, T. D., & Schooler, J. W. (1991). Thinking too much: Introspection can reduce the quality of preferences and decisions. *Journal of Personality and Social Psychology*, 60, 181-192.

Geers, A. L., Rose, J. P., Fowler, S. L., Rasinski, H., Brown, J., & Helfer, S. (2013). Why does choice enhance treatment effectiveness? Using placebo treatments to demonstrate the role of personal control. *Journal of Personality and Social Psychology*, 105, 549-566.

11 Mental Simulation (March 24, 26)

Kray, L.J., et al. (2010). From what might have been to what must have been: Counterfactual thinking creates meaning. *Journal of Personality and Social Psychology*, 98, 106-118.

Wakslak, C., & Trope, Y. (2009). The effect of construal level on subjective probability estimates. *Psychological Science*, 20, 52-58.

Walsh, E., & Ayton, P. (2009). My imagination versus your feelings: Can personal affective forecasts be improved by knowing other peoples' emotions? *Journal of Experimental Psychology: Applied*, 15(4), 351-360.

Epley, N., & Schroeder, J. (2014). Mistakenly seeking solitude. *Journal of Experimental Psychology: General*, 143, 1980-1999.

12 Perspective Taking (March 31, April 2)

Epley, N., Keysar, B., Van Boven, L., Gilovich, T. (2004). Perspective taking as egocentric anchoring and adjustment. *Journal of Personality & Social Psychology*, 87, 327-339.

Eyal, T. & Epley, N. (2010). How to seem telepathic: Enabling mind reading by matching construal. *Psychological Science*, 21, 700-705.

Lin, S., Keysar, B., & Epley, N. (2010). Reflexively mindblind: Using theory of mind to interpret behavior requires effortful attention. *Journal of Experimental Social Psychology*, 46, 551-556.

Todd, A. R., Hanks, K., Galinsky, A. D., & Mussweiler, T. (2011). When focusing on differences leads to similar perspectives. *Psychological Science*, 22(1), 134-141

13 Understanding the Self and Others (April 7, 9)

Eibach, R. P., Libby, L.K., & Gilovich, T.D. (2003). When change in the self is mistaken for change in the world. *Journal of Personality & Social Psychology*, 84, 917-931.

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, 77, 1121-1134.

Rose, J. P., Windschitl, P. D., & Jenson, M. E. (2011). The joint influence of consensus information and situational information on trait inferences for targets and populations. *Social Cognition*, 29, 147-165.

Waytz, A. & Epley, N. (2012). Social connection enables dehumanization. *Journal of Experimental Social Psychology*, 48, 70-76.

14 Stereotypes: Implicit Measures (April 14, 16)

Ruys, K. I., & Stapel, D. A. (2009). Learning to like or dislike by association: No need for contingency awareness. *Journal of Experimental Social Psychology*, 45(6), 1277-1280.

Gawronski, B., LeBel, E. P., & Peters, K. R. (2007). What do implicit measures tell us? Scrutinizing the validity of three common assumptions. *Perspectives on Psychological Science*, 2, 181-193.

Olson, Michael A.; Fazio, Russell H. (2004). Reducing the Influence of Extrapersonal Associations on the Implicit Association Test: Personalizing the IAT. *Journal of Personality & Social Psychology*, 86, 653-667.

Teige-Mocigemba, S., & Klauer, K. C. (2008). 'Automatic' evaluation? Strategic effects on affective priming. *Journal of Experimental Social Psychology*, 44, 1414-1417.

15 Stereotypes: Automaticity and Control (April 21, 23)

Gailliot, M.T., Peruche, B.M., Plant, E.A., & Baumeister, R.F. (2009). Stereotypes and prejudice in the blood: Sucrose drinks reduce prejudice and stereotyping. *Journal of Experimental Social Psychology*, 45, 2009, 288-290.

Macrae, C. N., Bodenhausen, G. V., Milne, A. B., & Jetten, J. (1994). Out of mind but back in sight: Stereotypes on the rebound. *Journal of Personality and Social Psychology*, 67, 808-817.

Maddux, W. W., Barden, J., Brewer, M.B., & Petty, R.E. (2005). Saying no to negativity: The effects of context and motivation to control prejudice on automatic evaluative responses. *Journal of Experimental Social Psychology*, 41, 19-35.

Shih, M., Pittinsky, T.L., Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science*, 10, 80-83.

16 Motivated & Defensive Reasoning/Processing (April 28, 30)

Balcetis, E., & Dunning, D. (2010). Wishful seeing: More desired objects are seen as closer. *Psychological Science, 21*, 147-152.

Klein, W. M. P., & Harris, P. R. (2009). Self-affirmation enhances attentional bias toward threatening components of a persuasive message. *Psychological Science, 20*, 1463-1467.

Maner, J.K., Gailliot, M.T., Rouby, D.A., & Miller, S.L. (2007). Can't take my eyes off you: Attentional adhesion to mates and rivals. *Journal of Personality and Social Psychology, 93*, 389-401.

Windschitl, P. D., Smith, A.R., Rose, J.P. & Krizan, Z. (2010). The desirability bias in predictions: Going optimistic without leaving realism. *Organizational Behavior and Human Decision Processes, 111*, 33-47.