

Psychology 2370: The Development of Social Cognition
Fall 2006

Instructors: Mahzarin R. Banaji and Susan Carey
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Meetings with instructor: By arrangement

Location: Room 422 WJH on Tuesdays 2:00 - 4:00 p.m.

Our engagement with the social world is mediated by our understanding of it, that is to say, our representations of individual people, their relationships, and social groups or kinds. This course will explore what is known about the developmental of social cognition, with emphasis on both *cognitive development* and *social development*. Because social cognition is a type of cognition, general lessons about conceptual representations and their development will apply and we will explore how such research bears on understanding social cognitive development. The “social” in social cognition will lead us to focus on cognition as it relates to the self as a social entity, other individuals, and social groups, in particular, children's representations of other people, their motives, goals, and intentions as well as children's understanding of the groups of which they are members and not. Here, research showing the unique aspects of social cognition will help isolate learning mechanism that are part of our primate and early hominid endowment and designed specifically to help children learn to negotiate the social world.

Wk	Date	Topic	Readings
1	09/19	Introduction and Discussion	What is social cognition? What would a psychology of the development of social cognition entail? How might the study of development inform a theory of social cognition?
2	09/26	Cognition: the neural-computational synthesis. The case of social cognition.	Pinker, S. (1997) <i>How the Mind Works</i> . New York: W.W & Norton Co. Chapter 1, pp 3-58 (Xerox). Macrae, N. & Bodenhausen, G. (2000). Social cognition: thinking categorically about others. <i>Annual Review of Psychology</i> . 51, 93-120. Adolphs, R. (1999). Social cognition and the human brain. <i>Trends in Cognitive Science</i> , 3(12), 469-479.
3	10/03	Core Cognition: Theory of Mind	Carey, S. (forthcoming). <i>The Origin of Concepts</i> . Chapters 1 and 5.
4	10/10	Social Learning: teaching, cooperation, and imitation. What makes humans special?	Gergely, G., Egyed, K., & Kiraly, I. (2007) On pedagogy. <i>Developmental Science</i> , 10(1), 139-146. Cisbra, G. & Gergely, G. (2006) Social learning and social cognition. The case for pedagogy. In Munakata (ed.). <i>Processes of Change in Brain and Cognitive Development. Attention and Performance XXI</i> (pp. 249-274). Oxford: Oxford University Press. Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). Understanding and sharing intentions: The origins of cultural cognition. <i>Behavioral and Brain Sciences</i> , 28, 675-735..
5	10/17	Preferences for the familiar	Elliott, R., & Dolan, R.J. (1998). Neural response during

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			preference and memory judgments for subliminally presented stimuli: A functional neuroimaging study. <i>The Journal of Neuroscience</i>, 18 (12), 4697-4704. Dasgupta, N., McGhee, D., & Greenwald, A.G. (2000). Automatic preference for White Americans: Eliminating the familiarity explanation. <i>Journal of Experimental Social Psychology</i>, 36, 316-328. Monin, B. (2003). The warm glow heuristic: When liking leads to familiarity. <i>Journal of Personality and Social Psychology</i>, 85 (6), 1035-1048. Zajonc, R.B. (2001). Mere exposure: A gateway to the subliminal. <i>Current Directions in Psychological Science</i>, 10 (6), 224-228.
6	10/24	Face perception in infancy: an innate input analyzer? Categories of people? Preference for familiar?	Quinn, P.C., & Slater, A. (2003). Face perception at birth and beyond. In Pascalis, O., Slater, A.: <i>The development of face processing in infancy and early childhood: Current perspectives</i> (pp.3-11). Hauppauge, NY, US: Nova Science Publishers. Simion, F., Cassia, V.M., & Turati, C. (2003). Non-specific perceptual biases at the origins of face processing. In Pascalis, O., Slater, A.: <i>The development of face processing in infancy and early childhood: Current perspectives</i> (pp.13-25). Hauppauge, NY, US: Nova Science Publishers. Hoss, R.A., & Langlois, J.H. (2003). Infants prefer attractive faces. In Pascalis, O., Slater, A.: <i>The development of face processing in infancy and early childhood: Current perspectives</i> (pp.27-38). Hauppauge, NY, US: Nova Science Publishers. Bushnell, I.W.R. (2003). Newborn face recognition. In Pascalis, O., Slater, A.: <i>The development of face processing in infancy and early childhood: Current perspectives</i> (pp.41-53). Hauppauge, NY, US: Nova Science Publishers. Kelly, D.J., Quinn, P.C., Slater, A.M., Lee, K., Gibson, A., Smith, M., Ge, L., & Pascalis, O. (2005). Three-month-olds, but not newborns, prefer own-race faces. <i>Developmental Science</i>, 8(6), F31-F36. Sangrigoli, S., & de Schonen, S. (2004). Recognition of own-race and other-race faces by three-month-old infants. <i>Journal of Child Psychology and Psychiatry</i>, 45(7), 1219-1227.
7	10/31	Us/Them. The minimal group	Tajfel, H. (2001). <i>Experiments in Intergroup Discrimination</i>. In Hogg, M.A. & Abrams, D.: <i>Intergroup relations: Essential readings</i> (pp.178-187). Psychology Press. New York, NY.

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			Brown, R. (1965). <i>Ethnocentrism and Hostility</i>. In <i>Social Psychology</i>, 2nd Ed. pp. 541-585. Greenwald, A.G., Pickrell, J.E., & Farnham, S.D. (2002). Implicit partisanship: Taking sides for no reason. <i>Journal of Personality and Social Psychology</i>, 83 (2), 367-379. Pettigrew, T.F., & Tropp, L.R. (2006). A meta-analytic test of intergroup contact theory. <i>Journal of Personality and Social Psychology</i>, 90 (5), 751-783. Jost, J.T., Banaji, M.R., & Nosek, B.A. (2004). A decade of System-Justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. <i>Political Psychology</i>, 25 (6), 881-919.
8	11/07	Developmental work on the minimal group	Spielman, D. A. (2000). Young children, minimal groups, and dichotomous categorization. <i>Personality & Social Psychology Bulletin</i>, 26, 1433-1441. Patterson, M. M. and Bigler, R. S. (2006). Preschool children's attention to environmental messages about groups: social categorization and the origins of intergroup bias. <i>Child Development</i>, 77, 847-860.
9	11/14	Implicit attitudes/prejudice	Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. <i>Psychological Review</i>, 102(1), 4-27. Cunningham, W.A., Johnson, M.K., Raye, C.L., Gatenby, C.J., Gore, J.C., & Banaji, M.R. (2004). Separable Neural Components in the Processing of Black and White Faces. <i>Psychological Science</i>, 15(12), 806-813. Olsson, A., Ebert, J. P., Banaji, M. R., & Phelps, E. A. (2005). The role of social groups in the persistence of learned fear. <i>Science</i>, 309(5735), 785-787. Nosek, B. A., Banaji, M.R., & Greenwald, A. G. (2002). Math = male, me = female, therefore math ≠ me. <i>Journal of Personality and Social Psychology</i>, 83(1), 44-59. Devos, T., & Banaji, M.R. (2005). American = White? <i>Journal of Personality and Social Psychology</i>, 88(3), 447-466.
10	11/21	No class—Tuesday before Thanksgiving Break.	
11	11/28	The developmental course of implicit attitudes.	Rutland, A., Cameron, L., Milne, A., & McGeorge, P. (2005). Social norms and self-presentation: Children's implicit and explicit intergroup attitudes. <i>Child Development</i>, 76,

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			451 – 466. Rudman, L.A. (2004). Sources of implicit attitudes. <i>Current Directions in Psychological Science</i>, 13(2), 79-82. Dunham, Y., Baron, A.S., & Banaji, M.R. (2006). From American city to Japanese village: A cross-cultural investigation of implicit race attitudes. <i>Child Development</i>, 77(5), 1268-1281. Olson, K.R., Banaji, M.R., Dweck, C.S., & Spelke, E.S. (2006). Children's biased evaluations of lucky versus unlucky people and their social groups. <i>Psychological Science</i>, 17(10), 845-6. Dunham, Y., & Banaji, M.R. The invariance of intergroup bias across the lifespan. <i>Manuscript in preparation</i>. Optional: Baron, A.S., Banaji, M.R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. <i>Psychological Science</i>, 17(1), 53-58.
12	12/05	Race as an explicit social category—developmental issues	Hirschfeld, L. A. (1996). <i>Race in the Making</i>. Cambridge, MA: MIT Press. Introduction, Chapters, 1,3, & 4. Astuti, R., Solomon, G., & Carey, S. (2004). Constraints on Conceptual Development. <i>Monographs of the Society for Research in Child Development</i>, 69(3), vii-135. Chapters 1 & 6.
13	12/12	Is moral reasoning a domain of core cognition?	Hamlin, J.K., Wynn, K., & Bloom, P. Social evaluation by preverbal infants. <i>Manuscript in preparation</i>. Nurock, V., Jacob, P., Margules, S., & Dupoux, E. A precursor of moral judgments in infants. <i>Manuscript in preparation</i>. Greene, J. The secret joke of Kant's soul. <i>Manuscript in preparation</i>. Blair, R.J.R. (1995). A cognitive developmental approach to morality: investigating the psychopath. <i>Cognition</i>, 57, 1-29. Shweder, R.A., & Haidt, J. (1993). The future of moral psychology: Truth, intuition, and the pluralist way. <i>Psychological Science</i>, 4(6), 360-365.
14	12/17	Moral reasoning—attribution of responsibility	Darley, J., & Shultz, T. (1990). Moral rules: Their content and acquisition. <i>Annual Review of Psychology</i>, 41, 525-556. Lerner, M. (2003). The justice motive: Where social psychologists found it, how they lost it, and why they may not find it again. <i>Personality and Social Psychology Review</i>, 7(4),

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			388-399. Olson, K. & Spelke, E. Foundations of morality in preschool children. <i>Manuscript in preparation</i>. Optional: Brosnan, S.F. (2006). Nonhuman species' reactions to inequity and their implications for fairness. <i>Social Justice Research</i>, 19(2), 153-185.

35% of the final grade will be based on weekly submission of discussion questions.

35% of the final grade will be based on class participation

30% % of the final grade will be based on a grant proposal that will be submitted on Dec 19th.

A well-conceived and thoughtful question/comment must be available to the instructor and class leaders by midnight on Monday.