

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

PSYCHOLOGY

Academic Unit
PSYCHOLOGY

Book 3 Listing (e.g., Portuguese)
871 Survey of Social Psychology

Number	Title	G	3
Surv Soc Psych			
18-Character Title Abbreviation		Level	Credit Hours

Summer Autumn X Winter Spring Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

Quarter offered: varies Distribution of class time/contact hours: varies

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): NO

Prerequisite(s):

Exclusion or limiting clause:

Repeatable to a maximum of N/A credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	GEC: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")
GEC Courses

B. General Information

Subject Code 42.1601 Subsidy Level (V, G, T, B, M, D, or P) D

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This is a generic course under which specific decimalized courses will be offered.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

N/A

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Approval of the change to the existing Psych 871 to 871.01

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

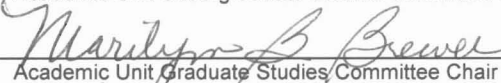
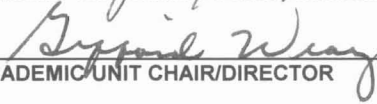
6. Expected section size: 20 Proposed number of sections per year: _____

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
 Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn B. Brewer	3/30/07
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
		4.03.07
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

**The Ohio State University
Colleges of the Arts and Sciences Course Change Request**

Psychology
Academic Unit

Psychology 871
Book 3 Listing (e.g., Portuguese) Course Number

Summer Autumn X Winter Spring Year 2008

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Psychology _____
2. Number: 871 _____
3. Full Title: Social Cognition _____
4. 18-Char. Transcript Title: _____
5. Level and Credit Hours G 3 _____
6. Description: Introduction to the cognitive underpinnings
(25 words or less)
of social behavior. _____

7. Qtrs. Offered : _____
8. Distribution of Contact Time:
(e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s): Grad standing in psych or permission of
instructor. _____
10. Exclusion: Not open to students with credit for 675.
(Not open to....) _____
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: _____
13. Cross-listed with: _____
14. Is this a GEC course? _____
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series? _____
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course
available? Y N
17. Other general course information: _____

B. General Information

**COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested**

1. _____
2. 871.01 _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? Yes

2. Does this course currently satisfy any GEC requirement, if so indicate which category? No

3. What other units require this course? Have these changes been discussed with those units? None

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.
N/A

5. Is the request contingent upon other requests, if so, list the requests? YES – it is contingent on approval of the new course request for a generic 871 course.

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
The social psychology graduate program wishes to organize the substantive courses that comprise the core curriculum under a decimalized 871 number. This would correspond to the system for the 3 research methods courses in the core curriculum (876).

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn B. Brewer	3/30/07
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	4-03-07
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Social and Behavioral Sciences

Academic Unit

Psychology

Book 3 Listing (e.g., Portuguese)

871.02 Social Motivation

Number

Title

Social Motivation

G

3

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

X

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Survey of research on motivational underpinnings of social behavior

Quarter offered:

Distribution of class time/contact hours: 1 3.0-hr cl

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): Graduate standing in Psych or permission of instructor

Exclusion or limiting clause:

Repeatable to a maximum of N/A credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 42.1601 Subsidy Level (V, G, T, B, M, D, or P) D

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

No existing course surveys the literature on the motivational underpinnings of social behavior

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 This course will be part of the regular teaching commitment of a new faculty member. No adjustments are Necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?
 Yes No List: Approval of the generic 871 course

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

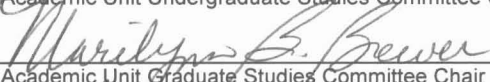
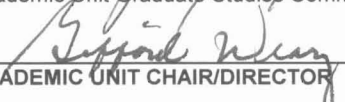
6. Expected section size: 20 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
 Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn B. Brewer	3/30/07
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	4.03.07
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Psychology 871.02 Social Motivation

Instructors

Dr. Kentaro Fujita
Email: fujita.5@osu.edu
Phone: 247-2751
Office: 128 Lazenby Hall

Dr. Lisa Libby
Email: libby.10@osu.edu
Phone: 247-8376
Office: 126 Lazenby Hall

Course description

This seminar provides an overview of classic and contemporary research in the domain of social motivation. We will begin by investigating some basic human motivations—the need to achieve trust and belongingness within dyadic and collective relationships, and the need to evaluate, understand, and feel good about the social world and ourselves. Next, we will consider the social-cognitive mechanisms underlying people’s perceptions of themselves and their relationships. Finally, we will investigate the motivational processes involved in people’s pursuit of goals. This section will cover both the self-regulatory strategies and the social-cognitive mechanisms underlying goal pursuit.

Course requirements

The goals in this course are to exercise critical thinking, integrate existing research into novel frameworks, and generate new hypotheses. Although many of the topics will be introduced with a background lecture, the main thrust of the course will be through active discussion of ideas and frameworks. The course requirements are designed to facilitate this process.

Thought Papers (20% of final grade)

Each week, students will submit to the instructor a one-page thought paper. These papers are due at noon the day before class meets. These papers are to be emailed to instructor. Thought papers should record your reactions to the readings of the week, particularly questions or comments you would like to discuss in class. These papers will be forwarded to the discussion leaders (see below) to facilitate discussion preparation.

Discussion Participation (20% of final grade)

This course is meant to be one in which all students share ideas and participate equally. As added encouragement to speak up, 20% of your final grade in the course will be based on your participation in class.

Discussion Leaders (20% of final grade)

One student each week will be assigned to lead discussion in class. The format of the discussion is at the discretion of the discussion leader in consultation with the instructor. Discussion leaders are not to rehash the reading material. Rather, discussion leaders should raise questions and highlight areas of interest as starting points for discussion and dialogue. Grading of this portion will be based on preparation and organization of discussion points.

Final Paper (40% of final grade)

A term paper is due on the last day of class. Ideally, this paper would be an empirical proposal that would begin with a coherent argument on some issue covered in the course and end with a proposal for future research. You do not have to collect actual data to test your ideas, but doing so will not be discouraged as long as it does not violate any ethical guidelines. If you do

not wish to write an empirical proposal, you may instead write a more theoretical review paper in which you present a coherent argument extending, reinterpreting, or resolving contradictions in research we have covered in the course. These papers should not simply be restatements of material we have already considered but need to be an original contribution to our understanding of judgment and decision making. You are encouraged to discuss your term paper idea with me before you begin writing. Note that there is no explicit page limit for these term papers, but do not add length under the illusion that it is necessarily increasing quality. Make every word count.

STUDENTS WITH DISABILITIES

Any student who feels she or he may need an accommodation based on the impact of a disability should contact the instructors privately to discuss your specific needs. Also, please contact the Office of Disability Services at 614-292-3307 in room 150 of Pomerene Hall to coordinate reasonable accommodations for your documented disability. Their website is www.ods.ohio-state.edu.

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.

SCHEDULE OF READINGS

Part 1: Motivation to Relate

Week 1: Dyadic Belongingness

- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52, 511-524.
- Mikulincer, M. (1998). Adult attachment style and affect regulation: Strategic variations in self-appraisals. *Journal of Personality and Social Psychology*, 75, 420-435.
- Murray, S.L., Holmes, J.G., & Griffin, D.W. (2003). Reflections on the self-fulfilling effects of positive illusions. *Psychological Inquiry*, 14, 289-295.

Week 2: Collective Belongingness

- Tajfel, H. and Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), *Psychology of Intergroup Relations*. Chicago: Nelson-Hall
- Brewer, M. B., (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.
- Tyler, T.R. & Blader, S.L. (2003). The Group Engagement Model: Procedural Justice, Social Identity, and Cooperative Behavior. *Personality and Social Psychology Review*, 7, 349–361.

Part 2: Motivation to Evaluate

Week 3: Consistency Motives

- Festinger, L. (1962). Cognitive dissonance. *Scientific American*, 207, 93-107.
- Harmon-Jones, E., & Mills, J. (1999). An introduction to cognitive dissonance theory and an overview of current perspectives on the theory. In E. Harmon-Jones & J. Mills (Eds.) *Cognitive Dissonance: Progress on a Pivotal Theory in Social Psychology* (pp. 3 – 21). Washington, DC: American Psychological Association.
- Jost, J.T., & Hunyady, O. (2002). The psychology of system justification and the palliative function of ideology. In W. Stroebe & M. Hewstone (Eds.), *European Review of Social Psychology* (Vol. 13, pp. 111-153). Hove, England: Psychology Press.

Week 4: Self-Evaluative Motives

- Swann, W. B., Griffin, J. J., Predmore, S. C., Gaines, B. (1987). The cognitive-affective crossfire: When self-consistency confronts self-enhancement. *Journal of Personality and Social Psychology*, 52, 881-889.
- Trope, Y., & Neter, E. (1994). Reconciling competing motives in self-evaluation: The role of self-control in feedback seeking. *Journal of Personality and Social Psychology*, 66, 646-657.
- Sedikides, C. & Strube, M.J. (1997). Self evaluation: To thine own self be good, to thine own self be sure, to thine own self be true, and to thine own self be better. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 29, pp. 209-269). San Diego, CA: Academic Press.

Week 5: Function of Self-Esteem

- Alloy, L. B. & Abramson, L. Y. (1982). Learned helplessness, depression, and the illusion of control. *Journal of Personality and Social Psychology*, 42, 1114-1126.
- Taylor, S. E., & Brown, J.D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.
- Leary, M.R., & Baumeister, R.F. (2000). The nature and function of self-esteem: Sociometer theory. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 32, pp. 1-62). San Diego, CA: Academic Press.

Part 3: Social-cognitive mechanisms I

Week 6: Motivated Cognition

- Lord, C. G., Ross, L., & Lepper, M. R. (1979). Biased assimilation and attitude polarization: The effects of prior theories on subsequently considered evidence. *Journal of Personality and Social Psychology*, 37, 2098-2109.
- Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, 108, 480-498.
- Dunning, D., Meyerowitz, J. A., & Holzberg, A. D. (1989). Ambiguity and self-evaluation: The role of idiosyncratic trait definitions in self-serving assessments of ability. *Journal of Personality and Social Psychology*, 57, 1082-1090.
- Dawson, E., Gilovich, T., & Regan, D. T. (2002). Motivated reasoning and performance on the Wason Selection Task. *Personality and Social Psychology Bulletin*, 28, 1379-1387.
- Balcetis, E., & Dunning, D. (2006). See What You Want to See: Motivational Influences on Visual Perception. *Journal of Personality and Social Psychology*, 91, 612-625.

Part 4: Motivational Dichotomies

Week 7: Intrinsic vs. Extrinsic Motivation

- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.
- Dweck, C. S., & Leggett, L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.

Week 8: Approach vs. Avoidance Motivation

- Miller, N. E. (1944). Experimental studies of conflict. In J. Hunt (Ed.), *Personality and the behavioral disorders*. Oxford: Ronald Press, 431-465.
- Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.
- Harmon-Jones, E. & Allen, J. J. B. (1998). Anger and frontal brain activity: EEG asymmetry consistent with approach motivation despite negative affective valence. *Journal of Personality and Social Psychology*, 74, 1310-1316.

Part 5: Social-cognitive mechanisms II

Week 9: Goal Structure

- Carver, C. S., & Scheier, M. F. (1982). Control theory: A useful conceptual framework for personality-social, clinical, and health psychology. *Psychological Bulletin*, 92(1), 111-135.
- Carver, C. S. & Scheier, M. F. (1990). Origins and functions of positive and negative affect: A control-process view. *Psychological Review*, 97, 19-35.
- Kruglanski, A. W., Shah, J. Y., Fishbach, A., Friedman, R., Chun, W. Y., Sleeth-Keppler, D. (2002). A theory of goal systems. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 34. pp. 331-378). San Diego, CA: Academic Press.

Week 10: Goal Dynamics

- Förster, J., Liberman, N., & Higgins, E. T. (2005). Accessibility from active and fulfilled goals. *Journal of Experimental Social Psychology*, 41, 220-239.
- Shah, J. Y., Friedman, R., & Kruglanski, A. W. (2002). Forgetting all else: On the antecedents and consequences of goal shielding. *Journal of Personality and Social Psychology*, 83, 1261-1280.
- Fishbach, A., Dhar, R., & Zhang, Y. (2006). Subgoals as Substitutes or Complements: the Role of Goal Accessibility. *Journal of Personality and Social Psychology*, 91, 232-242.

- Kivetz, R., Urminsky, O., & Zheng, Y. (2006). The goal-gradient hypothesis resurrected: purchase acceleration, illusionary goal progress, and customer retention, *Journal of Marketing Research*, 43, 39-58.