

Psychology 873.05
Human Evaluative Learning
Autumn Quarter 2005
Mon. 2:00 - 3:48
Lazenby 120

Instructors

Russell Fazio
100d Lazenby Hall
Phone: 688-5408
E-mail: fazio.11@osu.edu

Roland Deutsch
1211 Lazenby Hall
Phone: 292-5265
E-mail: deutsch.23@osu.edu

Course Overview

This seminar is intended as an opportunity for the instructors and a group of advanced students in social psychology to explore literatures related to human evaluative learning. The aim is to enhance our understanding of the issues that have arisen in research on evaluative conditioning and of the processes that may play a role in such learning.

Course Requirements

Readings assigned for each week will be distributed via e-mail as pdfs. The quantity of reading is intentionally relatively light. What is assigned should be read carefully. Please come to the seminar meeting prepared to raise observations about the readings and, more generally, to contribute to the discussion.

The only additional requirement is a brief research proposal related to evaluative learning. The paper should be written in APA format and should be no more than 3000 words in length (excluding only the list of references). The word count, as indicated by any standard word processor, should be listed on the title page. The papers are due on December 5th. The last one or two meetings of the seminar will be devoted to brief presentations of the research proposals.

Grades will be based on class discussion (67%) and the research proposals (33%).

Tentative List of Topics and Readings

1. *Overviews of the evaluative conditioning literature*

De Houwer, J., Thomas, S., & Baeyens, F. (2001). Association learning of likes and dislikes: A review of 25 years of research on human evaluative conditioning. *Psychological Bulletin*, *127*, 853-869.

De Houwer, J., Baeyens, F., & Field, A. P. (2005). Associative learning of likes and dislikes: Some current controversies and possible ways forward. *Cognition & Emotion*, *19*, 161-174.

Walther, E., Nagengast, B., & Trasselli, C. (2005). Evaluative conditioning in social psychology: Facts and speculations. *Cognition & Emotion*, *19*, 175-196.

2. *General models of associative learning*

Lieberman, D. A. (2000). Learning: Behavior and cognition (pp. 139-189). Belmont, CA: Wadsworth.

Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist*, *43*, 151-160.

Pearce, J. M., & Bouton, E. (2001). Theories of associative learning in animals. *Annual Review of Psychology*, *52*, 111-139. [skim with the aim of understanding the questions that are being asked by animal learning researchers]

3. *Attention in associative learning*

Kruschke, J. K. (2003). Attention in Learning. *Current Directions in Psychological Science*, *12*, 171-175.

Kruschke, J. K., Kappenman, E. S., & Hetrick, W. P. (in press). Eye gaze and individual differences consistent with learned attention in associative blocking and highlighting. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

Olsson, A., Ebert, J. P., Banaji, M. R., & Phelps, E. A. (2005). The role of social groups in the persistence of learned fear. *Science*, *309*, 785-787.

Öhman, A. (2005). Conditioned fear of a face: A prelude to ethnic enmity? *Science*, *309*, 711,713.

4. Role of awareness in evaluative learning

Katkin, E. S., Wiens, S., & Ohman, A. (2001). Nonconscious fear conditioning, visceral perception, and the development of gut feelings. *Psychological Science, 12*, 366-370.

Öhman, A., & Soares, F. (1998). Emotional conditioning to masked stimuli: Expectancies for aversive outcomes following nonrecognized fear-relevant stimuli. *Journal of Experimental Psychology: General, 127*, 69-82.

Purkis, H. M., & Lipp, O. V. (2001). Does affective learning exist in the absence of contingency awareness? *Learning and Motivation, 32*, 84-99.

Fulcher, E. P., & Hammerl, M. (2001). When all is revealed: A dissociation between evaluative learning and contingency awareness. *Consciousness and Cognition: An International Journal, 10*, 524-549.

Hermans, D., Vansteenwegen, D., Crombez, G., Baeyens, F., & Eelen, P. (2002). Expectancy-learning and evaluative learning in human classical conditioning: Affective priming as an indirect and unobtrusive measure of conditioned stimulus valence. *Behaviour Research and Therapy, 40*, 217-234.

5. Implicit Learning

Frensch, P. A., & Rüniger, D. (2003). Implicit Learning. *Current Directions in Psychological Science, 12*, 13-18.

Fiser, J., & Aslin, N. (2001). Unsupervised statistical learning of higher-order spatial structures from visual scenes. *Psychological Science, 12*, 499-504.

Shanks, D. R. (2004). Implicit learning (pp. 202-220). In K. Lamberts and R. Goldstone (Eds.), *Handbook of Cognition* (pp. 202-220). London: Sage.

Olson, M. A., & Fazio, R. H. (2001). Implicit attitude formation through classical conditioning. *Psychological Science, 12*, 413-417.

Olson, M. A., & Fazio, R. H. (2002). Implicit acquisition and manifestation of classically conditioned attitudes. *Social Cognition, 20*, 89-103.

De Houwer, J., & Beckers, T. (2002). A review of recent developments in research and theories on human contingency learning. *The Quarterly Journal of Experimental Psychology, 55*, 289-310.

6. Recent social psychological articles related to conditioning

Note: Some subset of these may be assigned as readings for one or two seminar meetings. Responsibility for other articles will be distributed among the seminar participants; each student will report briefly on a designated article during the class.

Baccus, J. R., Baldwin, M. W., & Packer, D. J. (2004). Increasing implicit self-esteem through classical conditioning. *Psychological Science, 15*, 498-502.

Baldwin, M. W., & Main, J. (2001). Social anxiety and the cued activation of relational knowledge. *Personality and Social Psychology Bulletin, 27*, 1637-1647.

Custers, R., & Aarts, H. (2005). Positive affect as implicit motivator: on the nonconscious operation of behavioral goals. *Journal of Personality and Social Psychology, 89*, 129-142.

Dijksterhuis, A. (2004). I like myself but I don't know why: Enhancing implicit self-esteem by subliminal evaluative conditioning. *Journal of Personality & Social Psychology, 86*, 345-355.

Jones, J. T., Pelham, B. W., Carvalho, M., & Mirenberg, M. C. (2004). How do I love thee? Let me count the Js: implicit egotism and interpersonal attraction. *Journal of Personality & Social Psychology, 87*, 665-683.

Olson, M. A., & Fazio, R. H. (in press). Reducing automatically-activated racial prejudice through implicit evaluative conditioning. *Personality and Social Psychology Bulletin*.

Ratelle, C. F., Baldwin, M. W., & Vallerand, R. J. (2005). On the cued activation of situational motivation. *Journal of Experimental Social Psychology, 41*, 482-487.

Walther, E. (2002). Guilty by mere association: Evaluative conditioning and the spreading attitude effect. *Journal of Personality and Social Psychology, 82*, 919-934.

Walther, E., & Grigoriadis, S. (2004). Why sad people like shoes better: The influence of mood on the evaluative conditioning of consumer attitudes. *Psychology & Marketing, 21*, 755-773.