

The Implicit Mind
PSYC 467-080, POSC467-080
Fall, 2019

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Location: Gore Hall Room 204, T, TH 3:30PM-4:45PM

Overview: Daily we encounter a variety of people, make hundreds of decisions, and perform countless tasks. Many of these actions and encounters are straightforward and at times thoughtless: brushing our teeth, walking to class, paying for coffee. Others require a bit more thought and deliberation: what will my friend want for their birthday, should I trust this person, should I apply to medical school. Each decision involves a set of cognitive, social, and/or affective processes some of which are hidden from us. In this course, we will uncover the implicit mind and how it drives our thoughts, feelings, and actions. We will review research from several fields (psychology, economics, political science, and neuroscience, among others) and connect these findings to real-world applications.

The aim of this course is to provide an investigation of implicit processes from the perspective of psychology, economics, political science, and neuroscience. It emphasizes critical thinking, discussion, and the generation of new ideas. We will review key theories and findings, focusing on classic papers, contemporary research, and current debates.

Format: This course is an advanced honors seminar and, as such, it will be taught in a discussion format. Instead of passively receiving information in a lecture your learning will come from thoughtfully reading the selected material and actively exchanging thoughts and ideas with your classmates.

Course Requirements: You will be required to actively participate in class discussions and activities and to submit a final paper or podcast.

- 1) Class Discussion:** The success or failure of this course depends on your active participation in our weekly discussions. It is imperative that you come to class prepared for a productive discussion. This does not simply mean that you've done the readings – you must also have spent time contemplating the material, integrating or contrasting it with other material we've covered in the course or that you have encountered elsewhere in your education. You must come with questions or observations designed to stimulate discussion.

To prepare for the discussion, I urge you to be an active reader – take notes, jot down questions that occur to you as you're reading, highlight passages that you find particularly interesting/troubling/surprising/hard to swallow/worthy of discussion. Really engage with the material and bring your marked-up copies of the readings to class. I will evaluate not only the quantity of class participation, but rather the quality of ideas raised.

- 2) Discussion Leader:** To contribute to discussion, each week at least 1 student will lead the discussion, by presenting the papers. The student presenter(s) should be prepared with four total questions to facilitate discussion. *Post your questions on Canvas the night before class.* Presenters should spend no more than 5 minutes summarizing the readings before we launch into discussion.

The combination of class discussion and participating in class each week will count towards 30% of your final grade. Absences from class will prohibit you from participating in class, which will be reflected in your participation in discussion grade.

3) **Thought Questions:** For non-discussion leaders, please prepare two “thought questions” for each reading for discussion during the following class period. These questions may arise directly from one or more of the readings, or they may be broader questions that link the issues raised in the readings to other topics already considered in the course, to other research or scholarly domains, or to real-world phenomena (e.g., politics, legal proceedings, public health, etc.). *Please submit your questions the day before class via Canvas.* Thought questions are only graded as completed or not completed. The total number of activities completed will count toward 20% of your final grade.

4) **Option 1 Final Paper:** You will submit a final paper, 5-6 single-spaced pages (not counting references), related to the topics discussed in class. This paper should represent your own thoughtful reactions to the material, but the longer format will allow you to delve more completely into the question(s) that you find particularly interesting. This paper should be a research proposal testing a hypothesis that connects material from the course. I expect a thorough literature review in the introduction, detailed methods, and predicted results, as well as a brief discussion of how the results inform the theory/literature. I will send out a prompt describing the final paper in more detail at least two weeks before the last week of class. The final paper is due at noon on **December 10th** via email. LATE PAPERS WILL NOT BE ACCEPTED!!!! The final paper will count towards 30% of your final grade.

Option 2 Final Podcast: You will create an original podcast (as an hour-long audio file) and an accompanying 2-page blogpost that states the purpose of the podcast and discusses the content (as a word document, not including references), related to the topics discussed in class. This podcast should represent your own thoughtful reactions to the material, but the longer format will allow you to delve more completely into the question(s) that you find particularly interesting. This podcast should connect at least 2 weeks of material with real-world applications or a research idea and include an expert guest. I expect literature to be reviewed in the podcast as well as a discussion of some relevant methodologies that allow experts to evaluate their research questions. I will send out a prompt describing the final podcast in more detail at least two weeks before the last week of class. The final podcast is due at noon on **December 10th** via email. LATE PODCASTS WILL NOT BE ACCEPTED!!!! The final podcast will count towards 30% of your final grade.

5) **Activities:** Throughout the class you will complete several activities that are designed to foster critical thinking about the topic or to introduce you to the methods used to study implicit processes. The due date for each activity is listed next to the activity for that week. Where noted, some activities will be completed in class. Please email me your written activities or a screenshot of the last page of your task so that I can count it towards your grade. Activities are only graded as completed or not completed. The total number of activities completed will count toward 10% of your final grade. If you do not feel comfortable participating in an activity, please let me know so a makeup activity can be arranged.

Readings

I will post the readings on Canvas (19F-POSC467/PSYC467-080). Some readings are URL links. Please just copy those links directly from your syllabus.

Grading:	Thought Questions:	20%
	Activities	10%
	Pop Quiz	10%
	Participation in Discussion:	30%
	Final Paper:	30%

Weekly Topics & Readings

Week 1: Organization and Introduction

8/27:

Sign up for your week to lead discussion. Discuss the format of the course.

8/29:

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. *The self in social psychology*, 461-470.

Activity: Thought question: Are we robots? (Due 9/3)

Week 2: Introducing the Implicit Mind

9/3:

Noba Chapters:

Consciousness: <https://nobaproject.com/modules/consciousness>

The Brain: <https://nobaproject.com/modules/the-brain>

9/5:

Wegner, D. M. (2005). Who is the Controller of Controlled Processes? *The New Unconscious*, 1, 19.

Activity: Pop Quiz! (in class)

Week 3: Reward and Habit Learning

9/10:

O'Doherty, J. P., Cockburn, J., & Pauli, W. M. (2017). Learning, reward, and decision making. *Annual review of psychology*, 68, 73-100.

Activity: Write a paragraph about how rewards or a kind of reward drives your behavior. (due 9/12)

9/12:

Bayley, P. J., Frascino, J. C., & Squire, L. R. (2005). Robust habit learning in the absence of awareness and independent of the medial temporal lobe. *Nature*, 436(7050), 550.

*Activity: Complete a Probabilistic Reward Task (due 9/19), I will send you a link. *Screenshot the last page.*

Week 4: Goal Pursuits

9/17:

No Class

9/19:

Custers, R., & Aarts, H. (2010). The unconscious will: How the pursuit of goals operates outside of conscious awareness. *Science*, 329(5987), 47-50.

Activity: Media Scavenger Hunt (Due 9/24)

Week 5: Development and Implicit Behaviors

9/24:

Casey, B. J., & Jones, R. M. (2010). Neurobiology of the adolescent brain and behavior: implications for substance use disorders. *Journal of the American Academy of Child & Adolescent Psychiatry*, 49(12), 1189-1201.

*Activity: Complete a Stroop Task, <https://faculty.washington.edu/chudler/java/ready.html> (due 9/26) *Screenshot the last page.*

9/26:

Baird, J.A., & Astington, J.W. (2005). The development of the intention concept: From the observable world to the unobservable mind. *The New Unconscious*, 1, 256.

Activity: Write 1 to 2 paragraph(s) about whether and how new media influences the implicit mind (due 10/1).

Week 6: Memory and Nonverbal Behavior

10/1:

Hassin, R. R. (2005). Nonconscious control and implicit working memory? *The New Unconscious*, 1, 196.

*Activity: Complete a Sternberg memory task (due 10/3), I will send you a link. *Screenshot first page.*

10/3:

Choi, Y. S., Gray, H. M., & Ambady, N. (2005). The glimpsed world: Unintended communication and unintended perception. *The new unconscious*, 309-333.

Activity: Media Scavenger Hunt (Due 10/8)

Week 7: Fear/Aversion Learning

10/8:

Hartley, C. A., & Phelps, E. A. (2013). Fear models in animals and humans. In *Pediatric Anxiety Disorders* (pp. 3-21). Humana Press, New York, NY.

10/10:

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(5735), 785-787.

Activity: Ingroups and Outgroups (In class)

Week 8: Heuristics and Judgement and Decision-making

10/15:

Gigerenzer, G., & Gaissmaier, W. (2011). Heuristic decision making. *Annual review of psychology*, 62, 451-482.

10/17:

No Class

Week 9: Implicit Bias

10/22:

Nosek, B. A., Hawkins, C. B., & Frazier, R. S. (2011). Implicit social cognition: From measures to mechanisms. *Trends in cognitive sciences*, 15(4), 152-159.

*Activity: Complete an IAT (due 10/24) <https://implicit.harvard.edu/implicit/takeatest.html>
Screenshot first page.

Assign Debate Groups (in class)

10/24:

Correll, J., Hudson, S. M., Guillermo, S., & Ma, D. S. (2014). The police officer's dilemma: A decade of research on racial bias in the decision to shoot. *Social and Personality Psychology Compass*, 8(5), 201-213.

Week 10: Implicit Processes and New Media

10/29:

Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature communications*, 9(1), 588.

Przybylski, A. K., & Weinstein, N. (2019). Violent video game engagement is not associated with adolescents' aggressive behaviour: evidence from a registered report. *Royal Society open science*, 6(2), 171474.

10/31:

Debate Activity: Is there an implicit mind? (in class)

Week 11: Social Biases Continued

11/5:

Uleman, J.S., Blader, S.L., & Todorov, A. (2005). Implicit Impressions. *The New Unconscious*, 1, 362.

11/7:

Rule, N. O., & Alaei, R. (2016). "Gaydar" The Perception of Sexual Orientation From Subtle Cues. *Current Directions in Psychological Science*, 25(6), 444-448.

Activity: Media Scavenger Hunt (Due 11/12)

Week 12: Social Biases Continued

11/12:

Mattan, B. D., Wei, K. Y., Cloutier, J., & Kubota, J. T. (2018). The social neuroscience of race-based and status-based prejudice. *Current Opinion in Psychology*, 24, 27-34.

11/14:

Higgins, E. T. (2005). Motivational Sources of Unintended Thought: Irrational Intrusions or Side Effects of Rational Strategies. *The New Unconscious*, 516-36.

Activity: Paper Idea Generation: List three paper topics you could write about for your final paper (due 11/19)

Week 13: Social Biases Continued**11/19:**

Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. *Proceedings of the National Academy of Sciences*, 108(17), 6889-6892.

Activity: Media Scavenger Hunt (Due 12/03)

11/21:**No Class**

Thanksgiving Break 11/26 and 11/28

Week 14: Implicit Biases in the real world**12/03:**

Redlawsk, D. P., Pierce, D., Arzheimer, K., Evans, J., & Lewis-Beck, M. (2017). Emotions and voting. *Sage handbook of electoral behaviour*, 406-432.

12/05:

Rudman, L. A., McLean, M. C., & Bunzl, M. (2013). When truth is personally inconvenient, attitudes change: the impact of extreme weather on implicit support for green politicians and explicit climate-change beliefs. *Psychological science*, 24(11), 2290-2296.

POLICIES

Classroom Conduct

The content of the course may be difficult for some individuals because at times we will be discussing discrimination or other social biases. I expect students to engage in respectful discussions with each other and me throughout the course. In addition, some readings were written during a time when certain words, which are viewed as inappropriate today, were commonly used. Please feel free to let me know if you are having difficulties with the content of the course or during discussions.

If you want to read the paper, talk to friends, Facebook, or text — stay at home. Finally, please turn off your cell phone in class.

Grading Scale

A	94.50 and over
A-	89.50 to 94.49
B+	86.50 to 89.49
B	82.50 to 86.49
B-	79.50 to 82.49
C+	76.50 to 79.49
C	72.50 to 76.49
C-	69.50 to 72.49
D+	66.50 to 69.49
D	62.50 to 66.49
D-	59.50 to 62.49
F	Below 59.49

Attendance

Attendance is required and will count towards your discussion grade. Please let me know via email if you will miss class.

Absences on religious holidays listed in university calendars is recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

Communication

My preferred channel of communication is email. Please send all written assignments to me via email or post them to canvas (i.e. the discussion questions). In case of emergencies/class cancelations, I will email the class ASAP. Also, please note that I will try to respond to emails as soon as I receive them. However, know that it may take up to a full day for me to respond.

Plagiarism

Zero tolerance policy. Plagiarism will be reported.

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 HULLIHEN HALL, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 HULLIHEN HALL, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour

crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:
Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullahen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu
Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm)

Additional Student Resource: Oral Communication Consultants Program. The OCC are undergraduate peer tutors within the Writing Center who help students (one-to-one) with any stage of the public speaking process. This includes: creating an argument, strengthening a visual aid, and rehearsing one's presentation.

To schedule an appointment, visit: www.writingcenter.udel.edu<<http://www.writingcenter.udel.edu>>
or www.udel.mywconline.net<<http://www.udel.mywconline.net>>