



**Syllabus for Psychology D58
The Scientific Study of Conscious and Unconscious Influences
Fall Term 1999**

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Classes are Tuesdays from 10-12 am in S356.

General Course Overview

This course addresses the possibility that there are two distinctly different ways in which our mental processes affect performance; via conscious or unconscious influences. We will discuss this issue in several contexts including examinations of perception with and without awareness (e.g., subliminal perception), memory with and without awareness (e.g., amnesia), hypnosis, awareness in animals, and the notion of will.

Throughout, the focus on the course will be to demonstrate how such a difficult issue can be rigorously examined using the scientific method. We will spend a fair amount of time discussing the costs and benefits of certain logics that have been used, and you will be pushed to learn techniques of critical analysis when reading and thinking about papers. I will try my best to highlight the “dynamic” nature of science. That is, the notion that science is not really about uncovering truths, it is about building theories that explain and predict data. These theories are constantly being debated, and one should not believe what is being said just because the author believes it.

In accordance with the above, you will be primarily evaluated on the basis of the thoughts and ideas you have throughout the course, rather than being evaluated on how well you learn the details of any given study. Thus, there will be no exams.

My hope then, is that this course will contribute to your learning of psychology in several ways. You will learn about a number of phenomena related to the issue of conscious versus unconscious influences. You will learn to think critically about the techniques used to examine them, and the implications drawn from them. You will also learn how to express those thoughts in both written and verbal form. Finally, you will learn that psychology is a new and hotly debated field of study, full of interesting possibilities that we are only starting to uncover.

Class Style

This is meant to be a seminar style course. In my view, a seminar course is one where a bunch of people read the same papers each week. One lucky member of the audience then presents one of the readings, while the others listen and ask questions (or raise issues). The purpose of the presentation is to facilitate discussion. Thus, a good presentation will be one that encourages the others to share their views and ideas. In an ideal world then, class would involve a vibrant discussion over topics originally presented by the presenter.

I've been a professor long enough to know that such discussions do not tend to just occur. The students must be made to read the papers, and must be encouraged to enter into discussion. How can I help realize that goal? I rely on the following.

First, every student will have to do one presentation during the course. Again, the presentations are meant to stimulate discussion, and the presenter will be encouraged to look for critical issues in the papers, and raise them in the class. Part of each students grade (15%) will be based on the quality of their presentation.

Second, every student, other than the students who are presenting that day, will be required to write a "thought paper" on the readings for the day. This paper should not be a summary, it should be a description of things you liked, disliked, or thought could be done differently in the experiments. You might also describe how you might like to follow-up on the research, or things you think the author missed. The papers should only be approximately one page long. Each student will hand in 8 such thought papers, worth 6% each for a total of 48% of the final mark.

Third, an additional 12% of the final mark on the course is assigned by me based on in-class participation.

My hope is that these components will indeed make for thought provoking presentations in a context where the other students have read the papers and do have a good reason for presenting their thoughts

Supplementary Materials

I have prepared a course book that includes all the papers we will be discussing in the course. This book should be available during the first lecture for a fee that is not yet known (nothing more than the cost of photocopying though). I have also provided the references for all of the papers so that it is not necessary to buy the book.

Evaluation

As suggested on the previous page, 75% of your mark will come from your presentation, thought papers and in-class participation, as follows:

Thought papers:	8 x 6% →	48%	Due throughout
Presentation:		15%	Varies for each student
Participation:		12%	Decided at end of year

The remainder of your mark is comprised of the following:

Final Paper:	25%	Due December 6 th , 1999
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With respect to the final paper:

I see the final paper as a long essay in which you will take one context from the course and examine it in detail. This will involve discussing relevant papers from the course in addition to at least three to five papers not discussed in the course. The optimal essay will be one that uses these papers to emphasize some issue that could benefit from further research. The student will spell out the research that has currently been done, highlight the issue of primary interest, then propose an experiment (or set of experiments) that could be performed to advance our understanding of the issue in question. Finally, the student will spell out what conclusions would be drawn if certain results were found (especially the expected results, but also results other than those expected).

This final paper should be longer than the thought papers, perhaps 8-15 pages in length. The essays will be marked primarily in terms of the clarity of your arguments, and the novelty of your ideas. You should use APA format throughout, including the appropriate use of abstracts, title pages, tables, figures, references, etc. The final essay will comprise 25% of your final mark.

Topic Menu and Time Line

Week 1 (Sept 14) – Introduction to course

We will discuss the course and decide who will present what when

Section 1: Perception without Awareness

Week 2 (Sept 21) - Controlled vs. Automatic Processing ***TP1 Due***

2.1 Shiffrin (1997)

2.2 Neely (1977)

Week 3 (Sep 28) - Unconscious Perception ***TP2 Due***

3.1 Shevrin & Dickman (1980)

3.2 Marcel (1983) & Merikle (1982)

3.3 Nolan & Caramazza (1982)

Week 4 (Oct 5) - Qualitative Differences ***TP3 Due***

4.1 Groeger (1987)

4.2 Joordens & Merikle (1992)

4.3 Merikle, Joordens & Stolz (1995)

Week 5 (Oct 12) - Attention & Awareness ***Short Essay Due***

5.1 Neisser (1976)

5.2 Merikle & Joordens (1997)

Section 2: Memory without awareness

Week 6 (Oct 19) - Implicit vs. Explicit Memory ***TP4 Due***

6.1 Graf, Squire & Mandler (1984)

6.2 Schacter (1987)

Week 7 (Oct 26) - Alternate Approaches ***TP5 Due***

7.1 Reingold & Merikle (1990)

7.2 Jacoby, Woloshyn & Kelly (1989)

Week 8 (Nov 2) - Process-Dissociation ***TP6 Due***

8.1 Jacoby, Toth & Yonilenas (1993)

8.2 Joordens & Merikle (1993)

Section 3: Other Issues

Week 9 (Nov 9) - Self-Awareness in Animals ***TP7 Due***

9.1 Gallup (1979)

9.2 Gallup (1998)

Week 10 (Nov 16) – Library Class

This class is set aside as a “library research” day.

Week 11 (Nov 23) –Will & Wandering ***TP8 Due***

11.1 Wegner (1997)

11.2 Wegner and Wheatley (1999)

Week 12 (Nov 30) - Hypnosis and Clinical Issues ***TP9 Due***

12.1 Hilgard (1992)

12.2 Bowers (1992), Fromm (1992) & Kihlstrom (1992)

Friday, Dec 6th ***Final Paper Due***

Formal References for the Papers

Week 2 – September 21

- Shiffrin, R. M. (1997). Attention, automatism, and consciousness. In J. D. Cohen and J. W. Schooler (Eds.), Scientific Approaches to Consciousness. Mahwah, NJ: Erlbaum.
- Neely, J. H. (1977). Semantic priming and retrieval from semantic memory: Roles of inhibitionless spreading activation and limited-capacity attention. Journal of Experimental Psychology: General, 106, 226-254.

Week 3 – September 28

- Shevrin, H., & Dickman, S. (1980). The psychological unconscious: A necessary assumption for all psychological theory? American Psychologist, 35, 421-434.
- Marcel, A. J. (1983). Conscious and preconscious perception: Experiments on visual masking and word recognition. Cognitive Psychology, 15, 197-237.
- Nolan, K. A., & Caramazza, A. (1982). Unconscious perception of meaning: A failure to replicate. Bulletin of the Psychonomic Society, 20, 23-26.
- Merikle, P. M. (1982). Unconscious perception revisited. Perception and Psychophysics, 31, 298-301.

Week 4 – October 5

- Groeger, J. A. (1986). Predominant and non-predominant analysis: Effects of level of presentation. British Journal of Psychology, 77, 109-116.
- Joordens, S., & Merikle, P. M. (1992). False recognition and perception without awareness. Memory & Cognition, 20, 151-159.
- Merikle, P. M., Joordens, S., & Stolz, J. A. (1995). Measuring the relative magnitude of unconscious influences. Consciousness and Cognition, 4, 422-439.

Week 5 – October 12

- Neisser, A. (1976). Attention and the problem of capacity.
- Merikle, P. M., & Joordens, S. (1997). Parallels between perception without attention and perception without awareness. Consciousness and Cognition, 6, 219-236.

Week 6 – October 19

- Graf, P., Squire, L. R., & Mandler, G. (1984). The information that amnesic patients do not forget. Journal of Experimental Psychology: Learning, Memory & Cognition, 10, 164-178.
- Schacter, D. L. (1987). Implicit memory: History and current status. Journal of Experimental Psychology: Learning, Memory and Cognition, 13, 501-518.

Week 7 – October 26

- Reingold, E. M., & Merikle, P. M. (1990). On the inter-relatedness of theory and measurement in the study of unconscious processes. Mind & Language, 5, 10-28.
- Jacoby, L. L., Woloshyn, V., & Kelly, C. (1989). Becoming famous without being recognized: Unconscious influences of memory produced by dividing attention. Journal of Experimental Psychology: General, 118, 115-125.

Week 8 – November 2

- Jacoby, L. L., Toth, J. P., & Yonelinas, A. P. (1993). Separating conscious and unconscious influences of memory: Measuring recollection. Journal of Experimental Psychology: General, 122, 139-154.
- Joordens, S., & Merikle, P. M. (1993). Independence or Redundancy? Two models of conscious and unconscious influences. Journal of Experimental Psychology: General, 122, 462-467.
- Jacoby, L. L., Yonelinas, A. P., Jennings, J. M. (1997). The relation between conscious and unconscious influences: A declaration of independence. In J. D. Cohen and J. W. Schooler (Eds.), Scientific Approaches to Consciousness. Mahwah, NJ: Erlbaum.

Week 9 – November 9

- Gallup, G. G., Jr. (1979). Self-awareness in primates. American Scientist, 67, 417-421.
- Gallup, G. G., Jr. (1984). Self-recognition: Research strategies and experimental design. In S. T. Parker & R. W. Mitchell (Eds.). Self-awareness in animals and humans. Cambridge University Press, New York: NY.
- Marten, K., & Psarakos, S. (1995). Using Self-View Television to Distinguish between Self-Examination and Social Behavior in the Bottlenose Dolphin (*Tursiops truncatus*). Consciousness and Cognition, 4, 205-224.

Week 11 – November 23

- Wegner, D. M. (1997). Why the mind wanders. In J. D. Cohen and J. W. Schooler (Eds.), Scientific Approaches to Consciousness. Mahwah, NJ: Erlbaum.
- Wegner, D. M., & Wheatley, T. P. (1999). Apparent mental causation: Sources of the experience of will. American Psychologist, 54, 480-492.

Week 12 – November 30

- Hilgard, E. R. (1992). Divided consciousness and dissociation. Consciousness and Cognition, 1, 16-31.
- Bowers, K. S. (1992). Dissociated control and the limits of hypnotic responsiveness. Consciousness and Cognition, 1, 32-39.
- Fromm, E. (1992). Dissociation, repression, cognition, and voluntarism. Consciousness and Cognition, 1, 40-46.
- Kihlstrom, J. F. (1992). Dissociation and dissociations: A comment on consciousness and cognition. Consciousness and Cognition, 1, 47-53.