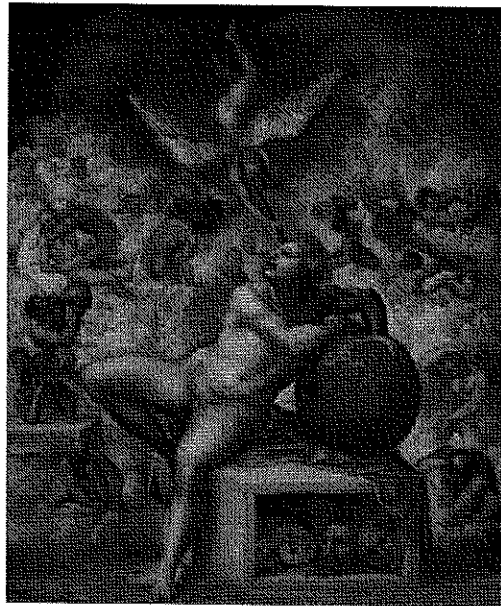


University of Toronto in Scarborough

**Faculty of Life Sciences
Department of Psychology
Psychology D58**

The Scientific Study of Conscious and Unconscious Influences



SUMMER 2008

Lectures: University of Toronto at Scarborough
Thursdays 10 am to 12:00 pm
Location: MW 264

Course Director: Gabriela Ilie, Ph.D.

Contact: gilie@utsc.utoronto.ca

Office hours and location: Thursdays 12-1 pm; Office: SW638.

Course Description:

This course focuses on empirical attempts to distinguish between conscious and unconscious processes, and to better understand the manner in which they combine to affect performance. The course will begin with a brief history of experiments studying conscious and unconscious influences, and will then shift to a detailed examination of more current approaches. Topics covered will include subliminal perception, unconscious emotions, conscious versus unconscious memory, the notion of will, and models of the relation between conscious and unconscious influences.

The knowledge you will gain in this course will help you to learn to think critically about the techniques (both methodological but also theoretical) used to examine conscious and unconscious processes, and the

implications drawn from them. In this course ***you will have to express your thoughts*** about this and the material presented ***in both written and verbal form***. The following is a website that will be helpful to you as you decide whether this is or not a course for you:

<http://www.utsc.utoronto.ca/%7Etlswweb/instruction/taxonomy.htm>.

Course Evaluation:

Class discussion-debates participation and attendance (4 points per class/1 point for attendance; 3 points for participation): **15%**

9 papers (out of 10 possible dates choices) **on any of the assigned readings for the given class** (2 pages max -- double spaced) **5% each – 45%** (No papers can be written for the July 24th class)

Presentation (**schedule will be determined on the first day of class**): **10%**

Final Paper due July 31st in class. **LATE PAPERS WILL NOT BE ACCEPTED. NO EXCEPTIONS WILL BE MADE. Worth 30%**

Text: Cognition and emotion. By Eich, Killstrom, Forgas and Niedenthal, (2000 Edition). Oxford Press. A list of assigned readings is listed below under Presentations.

Course style:

This is a seminar undergraduate style course. That means every week we all get to read the same papers. Each student will pick one reading (we may need to divide some of the reading between two presenters based upon course registration) and present the readings in class while the rest of us listen, write down issues or questions worth discussing after the presenter had introduced us to his interpretation of the issues presented in the readings. The purpose of the presentations is to facilitate class discussion, and get you talk about the readings. In this process you will experience a sense of what it is like to engage in deep scientific talk with some breadth. So, what constitutes a good presentation? One that stimulates thought, that presents material relevant to the readings, that encourages the others to share their views and ideas and that is able to point the crux of the arguments in the readings in a clear, accurate and precise articulated verbal form. A good presentation is one that for example, is able to identify the assumptions underneath the theory presented and present an alternative view based on a different set of assumptions. Relevant mini-video clips are allowed during these presentations.

What will help you be successful in this class?

1. Be an Enthusiastic Informed Presenter:
 - a. Remember everybody will have to read the materials not to mention that they too will have to lead one discussion during the course. So, from experience I know that you will have lots of support. As a presenter you are encouraged to look for the essential, critical issues in the papers, and raise them in class. Remember 15% of your course mark is based on this experience.
2. Be a Thoughtful Writer. If you have taken PSYC82; Courses in reasoning and logic/ or scientific writing; Other D level or graduate courses; Courses in Memory/Cognition/Learning/Personality/Social Psychology – The knowledge you gained in these courses would be helpful along the way.
 - a. Problems writing or presenting? This site may be useful to you:
<http://www.utsc.utoronto.ca/%7Etlswweb/>
 - b. Your mini-paper should be a description of in-depth 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. Depth, clarity and relevance are very important standards of writing this assignment. The papers should be min 1 page, max 2 page long (double spaced). I will post an example of a *good review paper* for you on the intranet.

- c. Start writing on your final paper as soon as the third week of class. Then add a little bit to it each week. Leave yourself ample time for revisions towards the end weeks of the course.
- d. Be open minded and strive to learn something from each class. Allow yourself to grow with the course. Allow yourself to be an active participant in deep Scientific Talks and be prepared to make mistakes, sometimes. You will learn that deep scientific thought is hard work. Have the courage to experience it and learn from it skills that you could employ in all aspects of your life.

Presentations (10% of your course mark)

Schedule:

The scheduling will be done on a first come/ first served basis, in the first day of class.

If you miss the first day of class so be sure to email me asap.

May 15th, 2008:

1. Kihlstrom, J.F. (2002). The unconscious. In V.S. Ramachandran (Ed.), *Encyclopedia of the Human Brain*, Vol. 4 (pp. 635-646). San Diego, Ca.: Academic. Please print and use the following related report: <http://socrates.berkeley.edu/~kihlstrm/rediscovery.htm>
2. Kihlstrom, J.F. (1994). Psychodynamics and social cognition: Notes on the fusion of psychoanalysis and psychology. *Journal of Personality*, **62**, 681-696. You may download the article from: <http://socrates.berkeley.edu/~kihlstrm/strauman.htm>

May 22st, 2008:

1. Cognition and Emotion. The Emotional unconscious, p. 30 – 35.
2. Kihlstrom, J.F., & Eich, E. (1994). Altering states of consciousness. In D. Druckman & R.A. Bjork (Eds.), *Learning, remembering, and believing: Enhancing performance* (pp. 207-248). Washington, D.C.: National Academy Press. Please download this paper from: <http://books.nap.edu/books/0309049938/html/207.html>.

May 29th, 2008:

1. Cognition and Emotion. The Emotional unconscious, p. 35-42

June 5th, 20008:

1. Cognition and Emotion. The Emotional unconscious, p. 42-47

June 12th, 2008

1. Cognition and Emotion. The Emotional unconscious, p. 47 -55

June 19th, 2008

1. Cognition and Emotion. The Emotional unconscious, p. 55-62

June 26th, 2008

1. Kihlstrom, J.F., Beer, J.S., & Klein, S.B. (2003). Self and identity as memory. In M.R. Leary & J. Tangney (Eds.), *Handbook of self and identity* (pp. 68-90). New York: Guilford Press. Please download the file from: <http://socrates.berkeley.edu/~kihlstrm/SelfIdentityMemory.htm>

July 3nd, 2008: NO CLASS (Reading

week)

July 10th, 2008:

1. A Unified Theory of Implicit Attitudes, Stereotypes, Self-Esteem, and Self-Concept. You may download this file from: <http://faculty.washington.edu/agg/pdf/UnifiedTheory.2002.pdf>

July 17th, 2008:

1. A New Theoretical Framework For Explicit and Implicit Memory (1997) by Andrew R. Mayes, Patricia A. Gooding & Rob van Eijk. To download a copy of the article please access: <http://psyche.cs.monash.edu.au/v3/psyche-3-02-mayes.html>.

July 24rd, 2008:

1. Implicit Theories of Emotion: Affective and Social Outcomes Across a Major Life Transition by Tamir, John, Srivastava and Gross (2007). You may download a copy of this paper from: <http://64.233.169.104/search?q=cache:GqsFNy04N7gJ:www-psych.stanford.edu/~psyphy/pdfs/2007%2520Tamir%2520Implicit%2520Theories%2520of%2520Emotion%2520.pdf+implicit+emotion&hl=en&ct=clnk&cd=7&gl=us&client=firefox-a> or www-psych.stanford.edu/~psyphy/pdfs/2007%20Tamir%20Implicit%20Theories%20of%20Emotion%20.pdf
2. Cognition and emotion: 233-237

July 31th, 2008:

Class discussion of all assigned readings

Term paper (30% of your course mark) – Due on July 31st, 2008 in class

General Instructions:

This is a long essay max. 15 pages double spaced on any of the aspects of conscious-unconscious processes discussed in class. Your job is to pick one aspect and discuss it in detail. Be careful plagiarism can result in a failing paper, failure in the course, and further academic penalties. Please be aware of plagiarism and access UTSC's website on the issue. Your paper will be scrutinized closely and issues of plagiarism will be dealt with according to the University of Toronto's policies and regulations WITHOUT EXCEPTION.

- This assignment involves reading at least 10 research articles on the topic (aspect of the conscious-unconscious processes) you selected and comparing and contrasting this research with a theory (or theories) discussed and presented in the course.
- The articles must be from *scientific journals* (APA psychology journals).
- The paper must be typed, double-spaced, with 1" margins, and **must follow the APA style** and must have appropriate sections (e.g., abstract, introduction, body, conclusion or discussion section).
- Your paper will be graded for both content (were the essays well written, well integrated, how well did they follow the standards and elements of thought, were your arguments logical, did they relate to the theory(ies) you selected from the course material, psychological/scientific interpretation, depth of the critical analysis of the evaluation and form (spelling, grammar, punctuation, presentation).
- A good paper will present, in addition to a well thought out methodological or theoretical argument, methodological or theoretical suggestions for future research. Be sure to review in your write-up the research that has been done on the aspect of the topic you selected, to emphasize the methodological/theoretical aspect that interests you and explain why this aspect is interesting to you.
- The paper is due on **July 31 in class**. The paper should be 15 pages in length, double-spaced without counting the abstract, title page, and references. Late papers WILL NOT be accepted. NO EXCEPTIONS WILL BE MADE. **Be sure to make or save a copy of your paper (either on paper or on computer disk) as a backup before you submit it to me.**