

Course Outline

PSYC86H3S LEC01

The Psychology of the Unconscious
Winter 2025

Course Meets: Wednesdays 9am-11am in SY 110 (see schedule below)

Instructor: Dr. Shona Tritt, PhD. C. Psych.
E-Mail: shona.tritt@mail.utoronto.ca
Webpage: <http://portal.utoronto.ca>
Office Hours: Office hours will be held on Wednesdays from 8-9am and 11:30-12:30pm.
My office hours are *not* drop-in. 15-minute appointments must be booked at least 24-hours in advance. Please read the "office hours" section below for details about how to book office hours appointments.

Teaching Assistants: Di Mo di.mo@mail.utoronto.ca
Haoyu Zhang haoyuallen.zhang@utoronto.ca

Course Scope and Mission

The concept of the unconscious mind has been integral to our understanding of human behavior ever since Freud introduced the concept in 1915. In this course, we will survey the history of the concept of the unconscious and discuss contemporary theory and research into the nature of the unconscious and its applications and implications for individuals, culture, and society.

Required Readings

Since this is an advanced-level course, there is no textbook. Instead, you will be required to read scholarly articles, which can be found in the time-table at the end of the course syllabus. You can access these readings by following the links in the course syllabus or by finding them yourselves via google scholar.

Course Webpage/ Quercus

All course materials will be posted on Quercus and assignments will be submitted on Quercus. I therefore recommend getting acquainted with Quercus and checking it on a regular basis throughout the semester for announcements and messages. You do not need to apply for Quercus access. If you are registered, you will automatically see this class when you log-on.

Lectures

Lectures will be hosted in-person on Wednesdays from 9-11am in SY 110. Class discussions will be a component of the lectures. I will film all lectures and post them online on Quercus afterwards so that (unless there is a technological failure) you should be able to engage from home, instead of in-person, if you are feeling unwell or have had COVID exposure.

Email Policy

My policy is to respond to emails within 2 working days of receipt. I am available to all my students and encourage you all to visit me during office hours for help with the material, or for a casual chat about psychology. However, given the size of the class and my already overflowing inbox, I would prefer if you would limit clarification emails by doing the following. If you have questions or concerns, always check the course syllabus and the FAQ page on Quercus first. If you don't find your answer there, contact me or a course TA.

Frequently Asked Questions (FAQ)

Please note there is a lengthy FAQ document on Quercus. This contains a collection of common questions I am asked by students. If you have a question that is not listed on the FAQ page, your TAs or I will add it to the FAQ document.

Office hours

I welcome you to book a 15-minute appointment to visit me during office hours, either in-person or virtually. My office hours appointments can be booked on Wednesdays from 8-9am and 11:30-12:30pm. I am happy to use this time to address any of your questions or concerns, to offer feedback on your performance in the course, to discuss strategies for improvement, or to have a casual chat about psychology or about career prospects. However, I ask that you **please send me an email at least 24-hours before office hours to book an appointment, and to give me a heads up about the issue(s) that you would like to address.** This will allow me to prepare for our appointment, when necessary, and it will also serve to prevent line-ups from forming during office hours as **I will book students into 15-minute uninterrupted time-slots.** Given that my office hours tend to get very busy and the 15-minute time-slots are often fully filled, I ask that you please let me know if you would like to cancel your appointment with me, giving as much notice as you can so that I can offer the time-slot to another student. My office hours will take place either in-person in room HW 507A or on Zoom at this link: <https://utoronto.zoom.us/j/86830902095> (passcode: 891820). **When you email me to book an appointment, you can feel free to let me know if you would prefer to meet virtually or in-person.**

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

	Marks	Due Dates
1 st term test	27%	Jan. 29 th
2 nd term test	27%	March 5 th
Final exam	37%	TBD during the exam period
Reflection essays	9%	Due one week after the lecture that the reflection piece is about by 8:59am

Learning Outcomes/Objectives

By the end of this course, students should be able to do the following:

1. Understand the history of the concept of the unconscious and controversies surrounding that history.
2. Understand and be able to critically evaluate the methods that are used in the scientific study of the unconscious.
3. Synthesize and critically analyse contemporary theories on the nature of the unconscious and their applications and implications for mental health, psychotherapy, culture, and society.
4. Understand current controversies in the study of the unconscious and the replicability of some of the most of the important studies in the field.
5. Critically analyze empirical work in the study of the unconscious, and clearly communicate their understanding of – and ideas about – recent research relevant to the unconscious in writing.

1st term test (27%)

The first test is 1 hour and 30 minutes and it will take place in class during class time on Jan. 29th. It covers material discussed in lectures, lecture slides, and covered in the readings required for Lectures 1-3. The test will consist of 45 multiple choice questions designed to gauge your

knowledge about the material presented in the lectures and in the required course readings. Please note that in a multiple choice exam, there is always only 1 correct answer.

2nd term test (27%)

The second test is 1 hour and 30 minutes and it will take place in class during class time on March 5th. It covers material discussed in lectures, lecture slides, and covered in the readings required for Lectures 4-6. It is non-cumulative. The test will consist of 45 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Please note that in a multiple choice exam, there is always only 1 correct answer.

Final exam (37%)

The 3rd test is 2-hours and it will take place in-person during the final exam period. It covers material discussed in lectures, lecture slides, and covered in the required readings for Lectures 7-10. It is non-cumulative. The test will consist of 60 multiple choice questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Please note that in a multiple choice exam, there is always only 1-correct.

Reflection essay assignments (9%)

You are encouraged to regularly reflect on how the course material applies to your own life, and the lives of others. Each lecture will contain at least one reflection essay prompt that you will be encouraged to respond to. **You should write a response to 3 of these essay prompts over the course of the semester. If you respond to more than 3 essay prompts, then only the first 3 will be graded.** These 3 essays should help you to more deeply process and apply the course material, as well as to give you an opportunity to work on your writing skills. The entry should be written in a formal essay format, with a thesis statement and arguments/examples to back-up that thesis statement.

Excellent entries will show great depth of reflection, clarity of writing, and the application of course material to either personal experiences or the specific life stories of fictional others.

Your mark will be based upon your ability to:

- 1) Show that you understand the course material (40% of your mark). Excellent entries will demonstrate a deep understanding of the course material and its application to one's own or others' experiences. Excellent entries will include insightful and detailed analysis, supported by relevant examples.
- 2) Write a clear, well-written, and well-structured response (35% of your mark). Excellent entries will have a clear concise thesis statement with arguments/examples to back-up that thesis statement. Excellent essays will be well-structured with one argument per paragraph and a strong intro and conclusion. Excellent reflections will include accurate and appropriate properly formatted citations in APA style, if any references are cited.
- 3) Demonstrate critical thinking (25% of your mark). Excellent entries will include arguments that are well-reasoned, logical, and thoroughly developed with strong evidence. Excellent essays may also show depth of thought and synthesize divergent perspectives. Evidence should be relevant, credible, and well-integrated into one's arguments.

Your response should not exceed 500 words. **If it is longer than 500 words, you will lose 1% of your mark for every additional word.** You will find information about the UTSC grading scale here: <https://www.utsc.utoronto.ca/registrar/u-t-grading-scheme>

Please note the following about reflection essays:

- These essays are due at 8:59am on their due date.
- Please ensure that your post has been successfully uploaded to Quercus. If you have any doubt or technical difficulties, please email a course TA your entry in order to prove that your entry was submitted on time.
- The course TAs and I will aim to grade all responses to discussion board posts within 2 weeks of responses being posted. If you do not receive a grade within 2 weeks after your response has been posted, please email a course TA to ensure that your response was not missed.
- You are welcome to request a re-grade if you feel that you have been graded unfairly. However, please be aware that if you request a re-grade, your mark could go up, your mark could go down, or your mark could stay the same. The new mark will replace the old mark, whatever it might be.
- Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can **not** be used for course assignments. The following actions are prohibited in this course:
 - o Submitting all or any part of an assignment statement to an online learning support platform;
 - o Incorporating any part of an AI generated response in an assignment;
 - o Using AI to brainstorm, formulate arguments, or template ideas for assignments;
 - o Using AI to summarize or contextualize source materials;
 - o Submitting your own work for this class to an online learning support platform for iteration or improvement.

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. Their services include online resources, virtual drop-in hours, one-on-one consultations, and writing workshops. Information can be found at: <http://ctl.utoronto.ca/twc/main>

The Centre for Teaching and Learning (CTL) is also available to support you in your writing, English language, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site at <http://uoft.me/AcademicLearningSupport>

Term-Test Review/ Feedback on Reflection Essay Entries:

Term-tests: Approximately 2-weeks following the term-tests, after the make-up test has taken place, you will be permitted to attend an "exam viewing" hosted by a course TA in which you will be able to see which answers you got right/wrong on the term-tests. After viewing your test, if you still have questions or concerns, you can feel free to schedule a visit during office hours to discuss your performance on the test – I'm always happy to help you to strategize about how to improve your performance.

Reflection entries: If you would like to obtain additional feedback on your reflection essay entries, you should feel free to reach out to the course TA who graded your entry (Di Mo di.mo@mail.utoronto.ca or Haoyu Zhang haoyuallen.zhang@utoronto.ca). Once you have obtained additional feedback from a course TA, if you would like further feedback, you are welcome to either email me or to book a time to discuss during office hours. At that point, I'll be happy to read your entries to discuss them with you and to try to help you to improve your performance for the future. Please see the office hours section above to find out how to book an appointment with me.

Sharing/distributing test content & other course content

Please be aware that you are strictly prohibited from sharing or distributing the content of tests and exams in any way. To share test material, online, verbally, or otherwise, is an offence of academic integrity. Additionally, lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Asking for Increased Grades, Extra Credit Assignments, "Rounding-up", or Other Extenuating Circumstances:

Please note that I do not believe that it is fair to offer extra credit assignments, increased grades, extensions, etc. to some students and not others. I also do not believe that it is fair to "round-up" some students grades and not others. I am furthermore not permitted by the University to manipulate certain individual student's grades, or to stray from the course syllabus in any way when allotting grades, extensions, or etc. While I understand the pressure that students are often under to achieve a certain grade point average, I hope that you understand that it is not ethical to offer special treatment to some students and not others. For this reason, please do not ask me to do this and know that I will not respond to such requests.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students should not use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to di.mo@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work

Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed TERM TESTS , <ul style="list-style-type: none">- Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS , <ul style="list-style-type: none">- If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting.- If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed.		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar’s Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.

- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Weekly Schedule

Session	Lecture #	Date	Topic	Readings
1	1	Jan. 8	The history of the study of the unconscious mind	<p>Tsikandilakisa, M., Balib, P., Derrfussb, J., & Chapman, P. (2019). The unconscious mind: From classical theoretical controversy to controversial contemporary research and a practical illustration of the “error of our ways”. <i>Consciousness and Cognition</i>, 74, 102771.</p> <p>https://nottingham-repository.worktribe.com/preview/2233429/The%20Unconscious%20Mind_.pdf</p>
2	2	Jan. 15	Unconscious perception & memory	<p>Kouider, S. & Faivre, N. (2017). Conscious and Unconscious Perception. In <i>The Blackwell Companion to Consciousness</i> (Schneider, S. & Velmans, M. Eds.).</p> <p>https://nfaivre.netlify.app/files/reprint_Blackwell_2017.pdf</p> <p>Roediger, H. L. (1990). Implicit Memory: Retention Without Remembering. <i>American Psychologist</i>, 45, 1043-1056.</p> <p>https://users.php.ufl.edu/rbauer/cognitive/Articles/roediger_1990.pdf</p>
3	3	Jan. 22	Unconscious learning	<p>Cleeremans, A. (2002). Implicit Learning. <i>Encyclopedia of Cognitive Science/Implicit Learning</i> (Article 97).</p> <p>https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=9c9e96c73f781f2039b2a213faa8613df5242a2d</p> <p>Dienes, Z. & Scott, R. (2005). Measuring unconscious knowledge: distinguishing structural knowledge and judgment knowledge. <i>Psychological Research</i>, 69, 338–351</p> <p>https://link.springer.com/article/10.1007/s00426-004-0208-3</p>

4		Jan. 29	No lecture - term-test #1 is today	
5	4	Feb. 5	Implicit bias	<p>Moorehouse, K.N. & Banaji, M. R. (2024). The Science of Implicit Race Bias: Evidence from the Implicit Association Test, <i>Daedalus</i>, 153, 21-50.</p> <p>https://direct.mit.edu/daed/article/153/1/21/119942/The-Science-of-Implicit-Race-Bias-Evidence-from</p>
6	5	Feb. 12	Implicit decision-making	<p>Morelli, M., Casagrande, M., & Forte, G. (2022). Decision Making: a Theoretical Review. <i>Integrative Psychological and Behavioral Science</i>, 56, 609–629.</p> <p>https://pubmed.ncbi.nlm.nih.gov/34780011/</p>
		Feb 19	Reading week	
7	6	Feb. 26	The unconscious and the sense of self	<p>Jungmann, S. M. & Witthoft, M. (2020). Medically unexplained symptoms in children and adolescents: Illness-related self-concept and parental symptom evaluations. <i>Journal of Behavior Therapy and Experimental Psychiatry</i>, 68, 1-9.</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S0005791619301946</p> <p>van Tuijl, L. A., Bennik, E. C., Penninx, B. W. J. H., Spinhoven, P., & de Jong, P. J. (2020). Predictive Value of Implicit and Explicit Self-Esteem for the Recurrence of Depression and Anxiety Disorders: A 3- Year Follow-Up Study. <i>Journal of Abnormal Psychology</i>, 129, 788-798.</p> <p>https://pure.rug.nl/ws/portalfiles/portal/144251421/ContentServer.pdf</p>
8		March 5	No lecture - term-test #2 is today	
9	7	March 12	Working with the unconscious in psychodynamic therapy	<p>Leichsenring, F. L. et al. (2023). The status of psychodynamic psychotherapy as an empirically supported treatment for common mental disorders – an umbrella review based on updated criteria. <i>World Psychiatry</i>, 22, 286-304.</p> <p>https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/wps.21104</p>

				<p>Messer, S. B. (2002). A psyddodynamic perspective on resistance in psychotherapy: Vive la resistance. <i>Journal of Clinical Psychology</i> 58, 157-163.</p> <p>https://www.researchgate.net/publication/11566015_A_psyddodynamic_perspective_on_resistance_in_psychotherapy_Vive_la_resistance</p>
10	8	March 19	Working with the unconscious in cognitive behavioural therapy	<p>Romanowska, M. & Dobroczyński, B. (2021). Unconscious processes in the contemporary cognitive therapy of Aaron Beck. <i>Psychoterapia</i>, 3, 5-15.</p> <p>https://www.psychoterapiapt.pl/pdf-142223-81080?filename=Unconscious%20processes%20in.pdf</p>
11	9	March 26	Working with the unconscious in PTSD	<p>Damis, L. (2022). The Role of Implicit Memory in the Development and Recovery from Trauma-Related Disorders. <i>Neuroscience</i>, 3, 63–88.</p> <p>https://www.mdpi.com/2673-4087/3/1/5</p> <p>Lanius, R. A., et. Al. (2017). The innate alarm system in PTSD: conscious and subconscious processing of threat. <i>Current Opinion in Psychology</i>, 14, 109–115.</p> <p>https://www.sciencedirect.com/science/article/pii/S2352250X16302081?casa_token=XX6D4MROAmsAAAAA:egpj7RFn1hClhX2_8QUA-CA0EvEu-7jDd5e2bUs0QRjhrvr54ctnCqAXt7_St5EqPouDJ_4</p>
12	10	April 2	The unconscious and its implications for shaping culture	<p>Erll, A. (2022). The hidden power of implicit collective memory. <i>Memory, Mind & Media</i>, 1, 1–17.</p> <p>https://www.researchgate.net/publication/364494178_The_hidden_power_of_implicit_collective_memory</p> <p>Schultner, D. T., Lindstrom, B. R., Cikara, M., & Amodio, D. M. (2024). Transmission of social bias through observational learning. <i>Sciences Advances</i>, 10.</p>

			https://www.science.org/doi/pdf/10.1126/sciadv.adk2030
Final Exam		TBD	