

Mind III - SPRING 2022 SOSC 14300

Mind in Context

Spring quarter of Mind examines the highly context-dependent nature of psychological processes and how their operation changes depending on the particular goals, decisions, and applications for which they are used. Context can be viewed broadly to include the physical environment, other people, and the invisible forces of culture and society, i.e., external sources of context. However, it is equally important to consider the internal psychological and biological context of mental activity, e.g., the interactive effects of motivation, affect, attention and knowledge on a particular process or phenomenon. Lectures address a variety of topics, including distraction and attentional control, environmental effects on attention and mood, political attitudes, decision-making, mathematical knowledge, emotion, and language use.

MEETING TIMES AND LOCATIONS

Lecture: Lectures will be **in person** Tuesdays 11 AM - 12:20 PM in Kent 107

Discussion: All sections will meet in person Thursdays at the time and location listed below.

COURSE REQUIREMENTS

Lecture, Readings and Discussions. Lecture will be in person in Kent Hall 107 and a recording will be made available via the Canvas site. You are required to attend and actively participate in weekly Thursday discussions. Each section will convey their own instructions through Canvas for coordinating discussion of the material. To get the most out of the readings and discussion it is essential that you attend lecture and complete ALL the assigned readings prior to discussion. The readings come from a wide variety of primary source materials rather than a textbook. Thus, lectures are necessary to provide a coherent framework in which to understand the readings and situate them within the broader context of issues we address. The reading load is relatively light, giving you time to reflect on the week's material in preparation for writing the weekly paper.

Weekly Discussion Papers. Each week students should submit a short discussion paper (not to exceed 300 words) based on the lecture and readings. ***Section leaders will confirm due date & time as well as any additional paper specifications for their sections.*** The purpose of these papers is not to summarize the lecture and papers' positions regarding a topic, but to stimulate careful consideration of the basis for their claims as well as their broader implications. It is essential that you engage the arguments and evidence in the week's material used to draw conclusions. Papers may take a number of different forms; for example, you may be asked to (a) raise a theoretical or empirical question that arises from careful consideration of the readings and lecture, along with a brief description of what kind of evidence could be used to address your question, (b) identify an unresolved issue, paradox, or conflict in the readings and lecture material and discuss how the issue might be resolved, or (c) present a carefully reasoned critique of the readings and lecture and explain its implications for the issues addressed. In all cases, your reaction paper should draw on the empirical evidence presented in the readings and lecture to support and justify your arguments. It is not sufficient, for example, to base your argument solely on personal experience or your own observations, or to critique an article by simply disagreeing with its methods or conclusions without specifying the basis of your objection and explaining its

significance. In other words, your task in these papers is to provide a succinct, well-reasoned, logically coherent, empirically supported reaction to the readings and lecture.

Research Participation. You are required to participate in on-line studies that fulfill **2 hours** of course credit. You will need to register online with Sona (<http://uchicago.sona-systems.com/>) which lists studies that are currently seeking participants and allows you to sign up to participate for course credit. Alternatively, you may fulfill this requirement by writing 2 brief papers (each approximately 1 page) summarizing the hypotheses, methods, and findings of a research article published in the journal *Psychological Science* (contact your instructor for article assignment). Each paper is worth one credit hour of research participation.

Final Paper. A research paper reviewing the literature on a course-related topic of your choosing is due **Tuesday May 31 at 12 noon**. You will receive additional information about this assignment from your discussion section instructor.

Course grades will be based on weekly position papers (40%), participation in lecture and discussion section (30%), and the final paper (30%). An additional requirement for a passing grade is completion of the research participation requirement or alternative assignment.

Please hand in all work as specified by your section leader. Due to the nature of this team-taught course, all work must be turned in on time. In exceptional circumstances, you must contact your section instructor at least 24 hours before the work is due to make alternative arrangements

READINGS

Readings are available on the Canvas website for the course: <https://canvas.uchicago.edu/>

Please be sure to read ALL required readings in preparation for discussion on Thursday.

Lecture 1: Environmental Neuroscience and Environmental Psychology. (*Berman*)

Kotabe, H. P., Kardan, O., & Berman, M. G. (2016). The order of disorder: Deconstructing visual disorder and its effect on rule-breaking. *Journal of Experimental Psychology: General*, 145(12), 1713.

Berman, M. G., Kardan, O., Kotabe, H. P., Nusbaum, H. C., & London, S. E. (2019). The promise of environmental neuroscience. *Nature human behaviour*, 3(5), 414-417.

Lecture 2: Distraction (*Vogel*)

Kane, M.J., Brown, L.H., McVay, J.C., Silvia, P.J., Myin-Germeys, I., & Kwapil, T.R. (2007). For whom the mind wanders, and when: An experience-sampling study of working memory and executive control in daily life. *Psychological Science*, 18(7), 614-621.

Vogel, E.K., McCollough, A.W., & Machizawa, M.G. (2005). Neural measures reveal individual differences in controlling access to working memory. *Nature*, 438, 500-503.

Lecture 3: Contextual Contributions to Polarized Political Beliefs (Leong)

Brady, W. J., Wills, J. A., Jost, J. T., Tucker, J. A., & Van Bavel, J. J. (2017). Emotion shapes the diffusion of moralized content in social networks. *Proceedings of the National Academy of Sciences*, *114*(28), 7313-7318.

Feinberg, M., & Willer, R. (2019). Moral reframing: A technique for effective and persuasive communication across political divides. *Social and Personality Psychology Compass*, *13*(12), e12501.

Lecture 4: Self and Emotion across Cultural Contexts (Drake)

Park J, Kitayama S, Markus HR, Coe CL, Miyamoto Y, Karasawa M, Curhan KB, Love GD, Kawakami N, Boylan JM, & Ryff CD. 2013. Social status and anger expression: the cultural moderation hypothesis. *Emotion*, *13*(6):1122-1131.

Jack RE, Garrod OGB, Yu H, Caldara R, & Schyns PG. 2012. Facial expressions of emotion are not culturally universal. *PNAS*, *109*(19): 7241-7244.

Lecture 5: Social Contextual Influences on Language Processing (Ledoux)

Moreno, E. M., Casado, P., & Martín-Loeches, M. (2016). Tell me sweet little lies: An event-related potentials study on the processing of social lies. *Cognitive, Affective, & Behavioral Neuroscience*, *16*(4), 616-625.

Van den Brink, D., Van Berkum, J. J., Bastiaansen, M. C., Tesink, C. M., Kos, M., Buitelaar, J. K., & Hagoort, P. (2012). Empathy matters: ERP evidence for inter-individual differences in social language processing. *Social cognitive and affective neuroscience*, *7*(2), 173-183.

Lecture 6: Home, Culture, and Learning to Use Language (Casillas)

Brown, P. (2011). The cultural organization of attention. In A. Duranti, E. Ochs, & B. B. Schieffelin (Eds.), *The Handbook of Language Socialization* (pp. 29-55). Malden, MA: Wiley-Blackwell.

Rogoff, B., Dahl, A., & Callanan, M. (2018). The importance of understanding children's lived experience. *Developmental Review*, *50*(Pt. A), 5-15.

de Barbaro, K., & Fausey, C.M. (2022). Ten lessons about infants' everyday experiences. *Current Directions in Psychological Science*, 28-33.

Lecture 7: Social Influence on Language – How does the Brain do it? (London)

Kuhl, P.K. (2007). Is speech learning 'gated' by the social brain? *Developmental Science*, *10*(1):110-120.

Baran, M.N., Peck S.C., Kim T.H., Goldstein, M.H., and Adkins-Regan, E. (2017) Early life manipulations of vasopressin-family peptides alter vocal learning. *Proc. R. Soc. B.* 284: 20171114.

Lecture 8: Social Context of Math Learning (Levine)

Cvencek, D., Meltzoff, A.N., & Greenwald, A.G. (2011). Math Gender-Stereotypes in Elementary School Children. *Child Development*, 82 (3), 766-779.

Gunderson, E.A. & Levine, S.C. (2011). Some types of parent number talk count more than others: Relation between parents' input and children's number knowledge. *Developmental Science*, 14(5), 1021-1032.

Lecture 9: Language Context Shapes Thinking, Feeling, and Acting (Henly)

Lupyan, G., Rakison, D. H., & McClelland, J. L. (2007). Language is not just for talking: Redundant labels facilitate learning of novel categories. *Psychological Science*, 18, 1077-1083.

Thibodeau, P. H. & Boroditsky, L. (2013). Natural language metaphors covertly influence reasoning. *PLoS One*, 8, 1-7, e52961.