

Mind III (Mind in Context): Section 11

SOSC 14300; Spring 2023

Instructor: Dr. Natalie Dowling

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Office: Rosenwald 331A

Office hours: T/Th 2:30-3pm

Office hours sign up: bit.ly/nd-office-hours or by appointment

Lecture: Tuesday 11am-12:20pm

Lecture location: Kent 107

Discussion meetings: Thursday 11am-12:20pm

Discussion location: Cobb 301

**You may also receive emails from nataliegenz@uchicago.edu.*

Course Overview

This quarter we examine 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 will address a variety of topics, including attention, emotions, political attitudes, stereotypes, self, and language.

Course Requirements

Weekly assignments (40%)

NEW REQUIREMENTS & OPTIONS FOR SPRING QUARTER

Weekly papers/reading exercises are due Fridays at 5pm (Week 1 assignment is due Sunday 3/26 at 5pm). Each week you will submit a discussion paper about the week's course materials *or* a structured reading exercise on 2 outside readings. This component of your final grade will be the sum of your **5 highest scores** on the weekly assignments.

Option 1: Discussion papers

Discussion papers should be approximately 400 words. Your paper should present a thesis claim and make an evidence-based argument in support of the thesis based primarily on the course readings and lectures. Papers are graded out of 8 points (see rubric). You can use the "Invested engagement"* reading strategy to help plan and write your papers.

Papers should be submitted via Canvas as a .doc or .docx file. Citations are not necessary if you are citing readings or lectures from this quarter of Mind. If you reference any work other than what has been assigned *in this quarter of this class* you need to include a citation. Citations do not count towards word limits.

New for Spring quarter: Your in-text citations and any listed reference must be in APA format.*

You may revise and resubmit up to 3 weekly papers to improve your grade. Revised papers should address all instructor comments and must be submitted no more than 2 weeks after the original submission OR 1 week following your grade being posted to Canvas (whichever is later). In other words, if I get behind on grading you'll still have 7 days to revise. To resubmit, upload your revised paper on the same Canvas assignment **and** send me an email once you have done so.

You may not revise and submit the last weekly paper (Week 9) simply because there is no time with grading deadlines, so plan ahead to make sure you're happy with your top 5 scores!

Option 2: Literature search and reading exercise

New for Spring quarter: In preparation for the literature review you will write for your final paper, you may do an alternative weekly assignment finding and reading alternative literature. Detailed requirements for this assignment option are posted to Canvas in the "Files" tab.

Using Google Scholar or the UChicago Library website, find **two** psychology articles related to the week's topic to read in-depth. Articles must be empirical, peer-reviewed studies directly related to the week's topic.

Use the "Essential distillation"* structured reading strategy to analyze and summarize each article. You should submit to Canvas 1) PDFs of the articles with your annotations and 2) a Word document that briefly describes how the articles relate to the week's topic (about 2-4 sentences for each paper) *and* the full APA references for each article.

Reading exercises will be graded out of 8 points and may not be revised and resubmitted.

**See documents in the Student Resources folder on Canvas for details about reading strategies and APA citations.*

Final Paper (30%)

A 5-7 page research paper reviewing the literature on a course-related topic of your choosing is due **Tuesday May 23 at 12 noon**. You will receive additional information about this assignment near the end of the quarter.

Participation, discussion leading, and self-evaluation (30%)

This portion of your grade reflects your contribution to class discussion, general attendance and engagement, leading two weeks of class discussion, and perhaps efforts to participate in other ways (e.g., coming to office hours, going above and beyond as a discussion leader, participating in extra Sona experiments).

Active participation

This includes sharing your take on the readings and answering questions, but there are many other ways to engage with your classmates. Ask your classmate to expand on their point, ask for clarification, politely express agreement or disagreement, be conscious of your body language, share something you found surprising or confusing, connect the discussion to something in pop culture, make a joke. Practice the "step up, step back" guideline: step up and say something if you haven't made your voice heard, step back to make space for others to contribute if you've

had the chance to say a lot. I understand some students find it very difficult or anxiety-provoking to speak up in class. Let me know if this is a concern for you. We can plan strategies for how to make speaking up easier and/or find accommodations outside of class time.

Discussion leading

On the first day of class students will sign up to be discussion leaders for 2 weeks. For your weeks you are expected to:

1. Meet (in-person or virtually) with other group members to check in.
2. Kick off discussion with a simple activity. This can be as basic as running a “think/pair/share,” where everyone takes a few minutes to think about a question on their own, a few minutes to pair up and discuss it with a partner, and then come back to the full class to share anything interesting that came up. You can also get more creative with exercises to get the ball rolling: hold a class poll or survey, have everyone contribute to a shared google doc, ask the class to pick out important themes for the week and collect them on the board, etc.
3. Be prepared to keep discussion going when conversation is at a lull. This means preparing some questions or interesting points ahead of time.

You are ***not*** expected to:

1. Give a presentation, with or without slides. (No slides allowed unless you want them for an activity, in which case clear it with me first).
2. Be an expert on the week’s topic.
3. Be entirely responsible for the whole discussion. The goal is to get everyone involved.
4. Lead the class while the instructor sits aside quietly.

Self-evaluation

When you turn in your final paper, you will also turn in a short self-assessment of your participation for the quarter. You will write 1-2 paragraphs reflecting on your engagement this quarter and suggest the grade (out of 30) you would assign yourself. Your self-assessed grade may or may not end up as your actual participation grade, **but it will be seriously taken into consideration no matter what.**

See the assignment on Canvas for more information about the self-evaluation.

Research Participation (SONA)

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 (1 paper per credit hour needed; each approximately 1 page) summarizing the hypotheses, methods, and findings of a research article published in the journal Psychological Science. Each paper is worth one credit hour of research participation.

Do not delay completing your SONA credits! All students in Mind as well as several other large psychology classes require research participation and sign-up slots fill up *fast* (especially in Spring quarter).

You will not receive a grade for the quarter until you complete this requirement. Missing grades automatically convert to Fs two weeks after the end of the quarter.

Policies

Late work & attendance

Life happens. Family emergencies, exams for other courses, COVID-19, roommates in crisis...

If you need an extension, just ask. Send an email to Dr. Dowling *as far in advance as possible* explaining what's going on (vague!) and how much extra time you need (specific).

If you will be missing discussion section for any reason, email Dr. Dowling before the start of class. **Please do not come to class if you are feeling at all ill.** You do not need to be specific about why you will be absent, but please do give a guess as to when you'll be back in class and whether you'll be able to work remotely while you're out. You do not have to send an email if you will be missing a lecture, but if you think it would be useful information to share then please do!

Stressed out by emailing professors? Here are some good examples of what is helpful for your instructor.

I have exams in two other classes 5th week. Is it ok if I take an extra 48 hours to turn in Assignment 5?

I just found out I need to quarantine after a COVID exposure. No positive test as of now, so I'll plan on missing classes Tuesday and Thursday but completing the assignments at home. I'll let you know if anything changes.

I have a family emergency and need to travel home. I won't be able to work while I'm home and I'm not sure how long I'll need to be away. Can we meet over Zoom to make a plan to handle late assignments and absences?

Accessibility and Accommodation

We will commit as a class to creating a welcoming, respectful, and productive classroom. We will expect each other to be mutually respectful of our meaningful identities. I expect that when we engage with each other in discussion we are considerate of the diversity of our classroom with regards to gender, sexuality, disability, race, ethnicity, religion, socioeconomic status, immigration status, and linguistic background. This course will discuss how many of these kinds of identities play roles in the interpretation of interaction. It is critical that we maintain respectful dialogue both academically in discussion of these identities in the abstract as they relate to our

I will work with you to create an accessible learning environment whether or not you disclose your disability or personal circumstances. If you choose to disclose personal information with

me, I will keep those discussions confidential. For certain accommodations you may need to contact Student Disability Services at (773) 702-6000 or disabilities@uchicago.edu.

Diversity, Inclusion, and Community

We will commit as a class to creating a welcoming, respectful, and productive classroom. We will expect each other to be mutually respectful of our meaningful identities. I expect that when we engage with each other in discussion we are considerate of the diversity of our classroom with regards to gender, sexuality, disability, race, ethnicity, religion, socioeconomic status, immigration status, and language. It is critical that we maintain respectful dialogue in the classroom, which includes using correct names and pronouns. If a member of our community – including myself – is creating an unwelcome space for you, I hope you will bring this to my attention immediately.

Schedule

DATE	TOPIC	LECTURER
Tue 3/21	Environmental Neuroscience and Environmental Psychology	Berman
Tue 3/28	Distraction	Vogel
Tue 4/4	Emotions and Motivational Context	Rockwood
Tue 4/11	Contextual Contributions to Polarized Political Beliefs	Leong
Tue 4/18	The Many-Sided Self	Light
Tue 4/25	Psychological Essentialism and Stereotypes across Contexts	Bian
Tue 5/2	Enculturation: Becoming Yourself in Sociocultural Context	Lembo
Tue 5/9	Home, Culture, and Learning to Use Language	Casillas
Tue 5/16	Social Influence on Language – How Does the Brain do it?	London
Final paper due Tuesday, May 23 at noon		

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 the following Thursday.

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

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.

Stier, A.J., Schertz, K.E., Rim, N.W., Cardenas-Iniguez, C., Lahey, B.B., Bettencourt, L.M.A., & Berman, M.G. (2021). Evidence and theory for lower rates of depression in larger US urban areas. *Proceedings of the National Academy of Sciences*, 118(31), e2022472118.

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: Emotions and Motivational Context (Rockwood)

van Baar, J.M., Halpern, D.J., and FeldmanHall, O. (2021). Intolerance of uncertainty modulates brain-to-brain synchrony during politically polarized perception. *Proceedings of the National Academy of Sciences*, 118(20), e2022491118.

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 5: The Many-Sided Self (Light)

Chen, S. (2019). Authenticity in context: Being true to working selves. *Review of General Psychology*, 23(1), 60-72.

Effron, D.A., Markus, H.R., Jackman, L.M., Muramoto, Y., & Muluk, H. (2018). Hypocrisy and culture: Failing to practice what you preach receives harsher interpersonal reactions in independent (vs. interdependent) cultures. *Journal of Experimental Social Psychology*, 76, 371-384.

Lecture 6: Psychological Essentialism and Stereotypes across Contexts (Bian)

Gelman, S.A. (2004). Psychological essentialism in children. *TRENDS in Cognitive Sciences*, 8(9), 404-409.

Shu, Y., Hu, Q., Xu, F., & Bian, L. (2022). Gender stereotypes are racialized: A cross-cultural investigation of gender stereotypes about intellectual talents. *Developmental Psychology*, 58(7), 1345-1359.

Lecture 7: Enculturation: Becoming Yourself in Sociocultural Context (*Lembo*)

Martin, K.A. (1998). Becoming a gendered body: Practices of preschools. *American Sociological Review*, 63(4), 494-511.

Cerulo, K.A. (2018). Scents and sensibility: Olfaction, sense-making, and meaning attribution. *American Sociological Review*, 83(2), 361-389.

Lecture 8: Home, Culture, and Learning to Use Language (*Casillas*)

de Barbaro, K., & Fausey, C. M. (2022). Ten lessons about infants' everyday experiences. *Current Directions in Psychological Science*, 31(1), 28-33.

Bergelson, E., Amatuni, A., Dailey, S., Koorathota, S., & Tor, S. (2019). Day by day, hour by hour: Naturalistic language input to infants. *Developmental science*, 22(1), e12715.

Lecture 9: 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.