

Psychology 591: Implicit Theories and Methods

Fall Semester, 2009

Tuesdays 12:00-3:00 in 605 & 205 Tillett Hall (Lecture/Lab)

Instructor:

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Course Objectives:

The assessment of core constructs identified with Social Psychology (e.g., attitudes, stereotypes, identity, and self-concept) is undergoing a revolution. In a broad sense, this revolution has focused on indirect assessment (as opposed to self-reports). More specifically, technological advances have made it possible to assess these constructs using response latency techniques. The course objectives are to provide (1) a theoretical context for using implicit methods, and (2) “hands-on” training in conducting response latency research.

Pre-requisites. Students must have basic operating knowledge of Windows and SPSS (Statistical Package for the Social Sciences). Knowledge of basic experimental design and Analyses of Variance (ANOVA) is also important. Students need not be familiar with computer programming. The program we use (Inquisit) is easy to learn. Bring a memory stick to each lab so that you can save your modified files (or you can e-mail them to yourself instead).

Readings. The readings are listed in the syllabus below, and all are pdf files available at the Sakai course website (You must have acrobat reader on your PC to read these files. The program is available free at www.adobe.com.) In addition, many other IAT references are available on the Web for downloading, at Tony Greenwald’s site: <http://faculty.washington.edu/agg/> (Search under publications, then choose implicit social cognition; papers are ordered by date). Also visit Brian Nosek’s site for papers and IAT materials: <http://www.briannosek.com/papers/>

Course evaluation. Course grade will be based on seminar participation and assignments. Assignments include successful completion of lab exercises, and a final independent project that consists of a class presentation (scheduled for the last class of the semester). Class enrollment will dictate the length of the presentations (aim for 20 minutes). Lab exercises are available at Sakai (click on Assignments). Printing out the doc files before each class is strongly advised.

Final project. Design an independent project that includes at least one implicit and one explicit measure. Present your independent project to the class as if you had collected real data. Explain why you did what you did, and what your methods and “results” were. Discuss the implications of your research, as well as its limitations. Finally, be sure to suggest future directions. A “Guidelines” doc and ratings sheet are posted on Sakai to help you shape your presentation.

COURSE OUTLINE

- 9/1 1. Course Introduction
- LAB 0: Exposure to affective priming and the IAT.
- Assignment for 9/15: visit the IAT web site; do at least 3 of them at <https://implicit.harvard.edu/implicit/> (once there, click on “Demonstration,” agree to the conditions, and then select a test)
- 9/8 **NO CLASS** – Monday classes shifted to Tuesdays
- 9/15 2. The “U” Word
- Carpenter, S. (2008). Buried prejudice. *Scientific American* (April/May), pp. 33-39.
- Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- LAB 1: Introduction to Inquisit.
- 9/22 3. Overview of Implicit Social Cognition
- Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., Kardes, F. R. (1986) On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50, 229-23.
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102, 4-27.
- LAB 2: Getting data from Inquisit to SPSS.
- 9/29 4. The Implicit Association Test
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, 74, 1464–1480.
- Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002). Harvesting implicit group attitudes and beliefs from a demonstration web site. *Group Dynamics: Theory, Research, and Practice*, 6, 101-115.
- Nosek, B. A., Greenwald, A. B., & Banaji, M. R. (2007). The Implicit Association Test at Age 7: A methodological and conceptual review. In J. A. Bargh (Ed.), *Social psychology and the unconscious* (pp. 265-292). New York: Psychology Press.

LAB 3: Modify an IAT attitude script to suit your own purposes.

10/06 5. Validity of Implicit Measures

Dasgupta, N. (2004). Implicit ingroup favoritism, outgroup favoritism, and their behavioral manifestations. *Social Justice Research, 17*, 143-168.

Rudman, L. A., & Ashmore, R. D. (2007). Discrimination and the Implicit Association Test. *Group Processes and Intergroup Relations, 10*(3), 359-372.

Green, A. R., Carney, D. R., Pallin, D. J., Ngo, L. H., Raymond, K. L., Iezzoni, L., & Banaji, M. R. (2007). Implicit bias among physicians and its prediction of thrombolysis decisions for black and white patients. *Journal of General Internal Medicine, 22*, 1231-1238.

LAB 4: Analyzing IAT data.

10/13 6. Implicit Theories I

Jost, J. T., Pelham, B. W., & Carvallo, M. R. (2002). Non-conscious forms of system justification: Implicit and behavioral preferences for higher status groups. *Journal of Experimental and Social Psychology, 38*, 586-602.

Rudman, L. A., Feinberg, J. M., & Fairchild, K. (2002). Minority members' implicit attitudes: Ingroup bias as a function of group status. *Social Cognition, 20*, 294-320.

Rudman, L. A., & Goodwin, S. A. (2004). Gender differences in automatic ingroup bias: Why do women like women more than men like men? *Journal of Personality and Social Psychology, 87*, 494-509.

LAB 5: Using pictorial stimuli with Inquisit.

10/20 7. Implicit Theories II

Greenwald, A. G., Banaji, M. R., Rudman, L. A., Farnham, S. D., Nosek, B. A., & Mellott, D. S. (2002). A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. *Psychological Review, 109*, 3-25.

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science, 13*(2), 80-83.

Rudman, L. A., Phelan, J. E., & Heppen, J. (2007). Developmental sources of implicit attitudes. *Personality and Social Psychology Bulletin, 33*(12), 1700-1713.

LAB 6: Implicit Mood Task. We will analyze data that looked at people's tendency to recognize "subliminal primes" as a function of experimental manipulations.

10/27 8. The Lexical Decision Task

Rudman, L. A., & Borgida, E. (1995). The afterglow of construct accessibility: The behavioral consequences of priming men to view women as sexual objects. *Journal of Experimental Social Psychology*, 31, 493-517.

Wittenbrink, B., Judd, C. M., & Park, B. (1997). Evidence for racial prejudice at the implicit level and its relationship with questionnaire measures. *Journal of Personality and Social Psychology*, 72, 262-274.

LAB 7: Introduction to lexical decision tasks (LDTs). We will analyze data that looked at the automaticity of negative and positive stereotypes for Whites and Blacks, and their association with self-reported prejudice.

11/3 **NO CLASS: NSF ADVISORY PANEL**

11/10 9. The Nature of Implicit Attitudes and Beliefs I

Olson, M. A., & Fazio, R. H. (2001). Implicit attitude formation through classical conditioning. *Psychological Science*, 12, 413-417.

Ashburn-Nardo, L.A., Voils, C. I., & Monteith, M. J. (2001). Implicit associations as the seeds of intergroup bias: How easily do they take root? *Journal of Personality and Social Psychology*, 81, 789-799.

Fazio, R. H., Jackson, J. R., Dunton, B. C., & Williams, C. J. (1995). Variability in automatic activation as an unobtrusive measure of racial attitudes. A bona fide pipeline? *Journal of Personality and Social Psychology*, 69, 1013-1027.

LAB 8: The Adjective Evaluation Task (AET). We will analyze data that tests the validity of two implicit measures of prejudice (the AET and the IAT).

11/17 10. The Nature of Implicit Attitudes and Beliefs II

Dasgupta, N., & Greenwald, A. G. (2001). Exposure to admired group members reduces automatic intergroup bias. *Journal of Personality and Social Psychology*, 81, 800-814.

Rudman, L. A., Ashmore, R. D., & Gary, M. L. (2001). "Unlearning" automatic biases: The malleability of implicit stereotypes and prejudice. *Journal of Personality and Social Psychology*, 81, 856-868.

Rudman, L. A., Dohn, M. C., & Fairchild, K. (2007). Implicit self-esteem compensation: Automatic threat defense. *Journal of Personality and Social Psychology*, 93, 798-813.

LAB 9: Independent project. Design your own response latency experiment. It should have at least one implicit and one explicit measure in it. You are encouraged to modify an existing Inquisit script. What kinds of questions would you like to answer (using implicit methods) in your own research?

11/24 **NO CLASS (THANKSGIVING BREAK)**

Assignment over break: Complete your independent projects; build Powerpoint talks. NB: Time limit for class presentations will depend on class enrollment.

12/1 11. Class Presentations of Final Projects

12/8 **12. NO CLASS – Instructor at Federation Meeting**

Suggested for further reading (not required):

Arkes, H. R., & Tetlock, P. E. (2004). Attributions of implicit prejudice, or “Would Jesse Jackson ‘fail’ the Implicit Association Test?” *Psychological Inquiry*, 4, 257-278.

Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2004). No place for nostalgia in science: A response to Arkes & Tetlock. *Psychological Inquiry*, 4, 279-310.

Greenwald, A.G., Poehlman, T. A., Uhlmann, E., & Banaji, M. R. (2009). Measuring and using the Implicit Association Test: III. Meta-analysis of predictive validity. *Journal of Personality and Social Psychology*, 97, 17-41.

Jost, J. T., Rudman, L. A., Blair, I. V., Carney, D., Dasgupta, N., Glaser, J. & Hardin, C. D. (in press). The existence of implicit bias is beyond reasonable doubt: A refutation of ideological and methodological objections and executive summary of ten studies that no manager should ignore. *Research in Organizational Behavior*.

Karpinski, A., & Hilton, J. L. (2001). Attitudes and the Implicit Association Test. *Journal of Personality and Social Psychology*, 81, 774-788.

Nosek, B. A., & Hansen, J. J. (2008). The associations in our heads belong to us: Searching for attitudes and knowledge in implicit evaluation. *Cognition and Emotion*, 22, 553-594.

Gawronski, B., LeBel, E. P., & Peters, K. R. (2007). What do implicit measures tell us? Scrutinizing the validity of three common assumptions. *Perspectives on Psychological Science*, 2(2), pp. 181-193.

Fazio, R. H., & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and use. *Annual Review of Psychology*, 54, 297-327.