



Course Code & Title	LISS349: A Focused Introduction to Implicit Social Cognition: From Theories to Measures		
Convenor(s)	Dr. Yang Ye: yang.ye@qmul.ac.uk		
Institution	Queen Mary University of London	Department	Linguistics
Academic Year	2018-2019	Term	Summer 2019
Number of Sessions	2	Length of Session(s)	3 hrs per session
Day, Date		Start : End	Room Location
Wednesday 26 June 2019		09:00 : 12:00	Room GC201, Graduate Centre, Queen Mary
Wednesday 26 June 2019		14:00 : 17:00	
Enrolment Link:	http://tiny.cc/k7774y - You may be prompted to log into SkillsForge		

Course Description:

Implicit social cognition is the study of psychological processes that occur outside of conscious awareness or control and influence thoughts and behaviours. Progresses in this field have been largely driven by two forces: theoretical models about the automatic and controlled processes that underlie behaviours, and implicit measures that allegedly tap into behaviours that people cannot or do not want to explicitly report. The main purpose of this course is to provide an overview of the past and current research in this field, as well as focused introductions to key theoretical issues (e.g., automaticity) and measurement paradigms (e.g., the implicit association test/IAT). Upon the completion of the course, you will obtain knowledge about the theoretical and methodological basis of implicit social cognition, as well as practical know-hows for the implementation of implicit measures in your own research.

Course Outline:

Session 1: Theoretical models [3hr]

The first half of the session will involve an overview about the theoretical and methodological roots of implicit social cognition research, and recent progress in key theoretical models such as dual-process models. The second half will involve an in-depth analysis and critical discussion about one of the most debated concept in social cognition: automaticity, and related concepts including awareness, consciousness, and control. There will be a 15-minute break between the two halves.

Session 2: Implicit measures [3hr]

The first half of the session will involve an overview of implicit measures in social cognition and research using these measures. I will review some of the most popular measurement paradigms, as



well as some promising new paradigms emerging in the field. We will then discuss the appeal of these paradigms and how they may bring additional value to existing research topics, using examples from a wide range of research areas such as health psychology and consumer behaviours. The second half of the session will involve a focused introduction to the IAT, the most popular implicit measure so far. There will be a review about its procedure of the measure, scoring methods, and recent evidence about its validity. Then, students will get the opportunity to design and build an online IAT task themselves using R, IATGen, and Qualtrics. There will be a 15m break between the two parts.

Reading List:

- **Overview**

Nosek, B. A., Hawkins, C. B., & Frazier, R. S. (2011). Implicit social cognition: From measures to mechanisms. *Trends in cognitive sciences*, 15, 152-159.

- **Dual-process models**

Gawronski, B., & Bodenhausen, G. V. (2006). Associative and propositional processes in evaluation: An integrative review of implicit and explicit attitude change. *Psychological Bulletin*, 132, 692-731.

Evans, J. S. B. (2008). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology*, 59, 255-278.

- **Automaticity**

Bargh, J. A. (1994). *The four horsemen of automaticity: Awareness, intention, efficiency, and control in social cognition*. In R. S. Wyer & T. K. Srull (Eds.), *Handbook of social cognition* (pp. 1-40). Hillsdale, NJ: Erlbaum.

Moors, A. (2016). Automaticity: Componential, causal, and mechanistic explanations. *Annual Review of Psychology*, 67, 263-287.

- **Implicit measures**

Gawronski, B., & Hahn, A. (2019). *Implicit measures: Procedures, use, and interpretation*. In H. Blanton, J. M. LaCroix, & G. D. Webster (Eds.), *Measurement in social psychology* (pp. 29-55). New York, NY: Taylor & Francis.

Greenwald, A. G. (2012). There is nothing so theoretical as a good method. *Perspectives on Psychological Science*, 7, 99-108.

- **The IAT**

Greenwald, A. G., McGhee, D. E., & Schwartz, J. K. L. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, 74, 1464-1480.

Kurdi, B., Seitchik, A. E., Axt, J. R., Carroll, T. J., Karapetyan, A., Kaushik, N., & Banaji, M. R. (2018). Relationship between the Implicit Association Test and intergroup behavior: A meta-analysis. *American Psychologist*. Advance online publication.



Online Resources

Project implicit, where one could take an IAT test and learn more about “unconscious bias”, is used by companies such as Facebook in “unconscious bias training” programmes:

<https://implicit.harvard.edu/implicit/aboutus.html>

IAT Gen, an R package for building and analyzing fully functional Qualtrics surveys that contain IATs (Greenwald, McGhee, & Schwartz, 1998).

<https://iatgen.wordpress.com/>

Eligibility:

This course is designed for behavioural researchers who wants to expand their repertoire of research methods. PhD students in all areas of psychology or related disciplines in social science (e.g., sociolinguistics, consumer behaviour) are eligible. Participants should be familiar with quantitative research methods, psychometrics and behavioural measurement.

Pre course preparation:

It is essential for all participants to read the listed papers prior to participation. PDFs of all papers will be made available online at the time of registration.

To obtain first-hand experience with the IAT and see how implicit social cognition is being communicated to the general public, participants should visit the Project Implicit website (see “online resources” for link), take an IAT test of their own choice, and browse the “Education” section prior to participation.

Participants should bring their own laptop to the course, with R (or R Studio) and the “iatgen” package (see <https://osf.io/ew2gn/>) installed.

Number of students:

30