

**PS 416-A: Intuition
Fall 2005**

Instructor

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Course

Time: 10:00 – 11:30, TTh

Room: JEM 380

The Course

Intuition is a senior topics course that examines how we “think without thinking.” Intuition is our capacity for direct knowledge—immediate insight without deliberate thought. We all have experiences that we would call intuitions, but how accurate are these experiences? Does the heart have “its reasons which reason knows nothing of”? Or are intuitions merely feelings of confidence, regardless of whether they are right? In our postmodern New Age, there is no shortage of books on this topic, but most books fail to mention of the large body of psychological science that is relevant to a balanced assessment of the powers of intuition. In this course, we will examine the “powers and the perils” of intuition with hopes that if you are an “intuitive” you might learn think more critically, and that if you are a “skeptic” you might learn to trust your gut intuitions a little more. Students are expected to master the relevant psychological literature, and to conduct an empirical research project that explores a topic related to intuition. Students will present their work as an in-class presentation and as a poster at the departmental symposium in the spring. Topics for these projects can involve, but are not limited to, thinking without awareness, social intuitions, expert intuition and creativity, memory reconstruction, intuitions about competence and virtue, intuitions about reality, sports intuition, financial investment, clinical assessment, interviewing, risk intuition, gambling intuition, and psychic intuition. Have fun!

Primary Textbooks

Langer, E. J. (1997). *The power of mindful learning*. Cambridge, MA: Da Capo Press.

Myers, D. (2002). *Intuition*. New Haven: Yale University Press.

Wilson, T. (2002). *Strangers to ourselves: Discovering the adaptive unconscious*. Cambridge, MA: The Belknap Press of Harvard University Press.

Grading Standards

- A** Excellent work of consistently high quality, showing notable understanding, insight, creativity, or skill and few weaknesses
- B** Good work of good quality, showing understanding, insight, creativity, or skill
- C** Satisfactory work that is adequate, showing readiness to continue study in the field
- D** Passing work that is minimally adequate, creditable, but raises serious concern about readiness to continue in the field
- F** Failing work that is clearly inadequate, unworthy of credit

Grading Policy

Final Grade = Participation*(.20 * Exam 1 + .30 * Exam 2 + .50 * Term Project)

Participation. Poor attendance, tardiness, or other evidence of a lack of involvement may reduce your final course grade by a constant fraction between 0 and 1. A large part of the participation grade will involve in-class participation in discussions. Each student must prepare a list of four questions before each class period. These questions will be passed in to me prior to the class period, and will become an integral part of the discussions for each class. Late questions will not be accepted.

Exams. Both exams will be long take-home essay exams. Answers will require a creative synthesis of material from the lectures, discussions, and readings.

Term Project. Students will work in groups to complete an original empirical project involving intuition. The results of this project will be presented to the class in the form of a verbal presentation, and to me as a term paper written in formal APA style. It will also be presented at the spring departmental symposium as a poster. The poster is due at the end of this semester. All aspects of the project, verbal presentation, paper, and poster will be graded in terms of the *clarity of the research question*, evidence of the *mastery of the relevant literature*, the *design of the study*, the *analysis and interpretation of the data*, and *coherence* of the project. This is a joint project, so there will be only one poster and one presentation per project. However, each student will submit his/her own final term paper.

Policy on Make-Up Exams. I will be unforgiving of missed paper/exam deadlines.

Academic Integrity

You are responsible for knowing the Academic Integrity code of the college. If you are found in significant violation of academic integrity, you will fail this course and will be subject to further disciplinary action by the institution.

Withdrawal Deadline: The last day to withdraw from the course is October, 21.

Timetable for Topics, Readings, and Exams

Part I: The Powers of Intuition

- 8/30 Myers: pp. 1-11: *Introduction*
- 9/1 Epstein, S. (1994). Integration of the cognitive and the psychodynamic unconscious. *American Psychologist*, 49, 709-724.
- Myers: pp. 1-30: *Thinking Without Awareness*
Wilson: pp. 1-16: *Freud's Genius, Freud's Myopia*
- 9/6 Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- Wilson: pp. 17-41: *The Adaptive Unconscious*
Wilson: pp. 43-66: *Who's In Charge?*
- 9/8 Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, 64, 431-441.
- Myers: pp. 31-50: *Social Intuition*
- 9/13 Wilson, T. D., Lindsey, S., & Schooler, T. Y. (2000). A model of dual attitudes. *Psychological Review*, 107, 101-126.
- Wilson: pp. 67-91: *Knowing Who We Are*
- 9/15** Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.

Project Proposals Due

- 9/20 Graham, T., Ickes, W. (1997). When women's intuition isn't greater than men's. In W. Ickes (Ed.), *Empathic accuracy* (pp. 117-143). New York: Guilford.

- 9/22 Lewicki, P., Hill, J., & Czyzewska, M. (1992). Nonconscious acquisition of information. *American Psychologist*, 47, 796-801.
- Myers: pp. 51-63: *Intuitive Expertise and Creativity*
- 9/27 Chase, W. G., & Simon, H. (1973). Perception in chess. *Cognitive Psychology*, 4, 55-81.
- 9/29 Sternberg, R. J. (1999). Theory of successful intelligence. *Review of General Psychology*, 3, 292-316.
- 10/4 Sternberg, R. J., & Lubart, T. I. (1991). An investment theory of creativity and its development. *Human Development*, 34, 1-31.

Part II: The Perils of Intuition

- 10/6 Loftus, E. F. (2000). Remembering what never happened. In E. Tulving (Ed.), *Memory, consciousness, and the brain* (pp. 106-118). Philadelphia: Psychology Press / Taylor and Francis.
- Myers: pp. 67-86: *Intuitions about Our Past and Future*
- 10/11 No Class
- 10/13** Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, 80, 572-584.

First Draft of Title Page, Abstract, Introduction, and Method Sections

- 10/18 Nisbett, R. E., & Schacter, S. (1966). Cognitive manipulation of pain. *Journal of Experimental Social Psychology, 2*, 227-236.
Wilson: pp. 93-115: *Knowing Why*
- 10/20 Gilbert, D. T., & Wilson, T. D. (2000). Miswanting: Some problems in the forecasting of future affective states. In J. Forgas (Ed.), *Feeling and thinking: The role of affect in social cognition* (pp. 178-197). Cambridge: Cambridge University Press.
Wilson: pp. 117-135: *Knowing How We Feel*
Wilson: pp. 137-158: *Knowing How We Will Feel*
- 10/25 Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance. *Journal of Personality and Social Psychology, 78*, 211-222.
Myers: pp. 87-101: *Intuitions About Our Competence and Virtue*
- 10/27 Dunning, D., Griffin, D. W., Milojkovic, J. D., & Ross, L. (1990). The overconfidence effect in social prediction. *Journal of Personality and Social Psychology, 58*, 568-581.
- 11/1 Fischhoff, B. (2002). Heuristics and biases in application. In T. Gilovich, D. W. Griffin, & D. Kahneman (Eds.), *The psychology of intuitive judgment: Heuristics and biases* (pp. 730-748). New York: Cambridge University Press.
Myers: pp. 104-129: *Intuitions About Reality*

Take-Home Exam on the Powers and Perils of Intuition: Due 11/8

Part III: Practical Intuition

- 11/3 Gilovich, T., Vallone, R., & Tversky, A. (1985). The hot hand in basketball: On the misperception of random sequences. *Cognitive Psychology, 17*, 295-314.
Myers: pp. 133-151: *Sports Intuition*

- 11/8** Arkes, H. R., & Ayton, P. (1999). The sunk cost and Concorde effects: Are humans less rational than lower animals? *Psychological Bulletin*, *125*, 591-600.

Myers: pp. 152-171: *Investment Intuition*

Take-Home Exam Due

- 11/10 Dawes, R. M., Faust, D., & Meehl, P. E. (2002). Clinical versus actuarial judgment. In T. Gilovich, D. W. Griffin, & D. Kahneman (Eds.), *The psychology of intuitive judgment: Heuristics and biases* (pp. 716-729). New York: Cambridge University Press.

Myers: pp. 172-186: *Clinical Intuition*

Myers: pp. 187-197: *Interviewer Intuition*

- 11/15 Finucane, M. L., Peters, E., & Slovic, P. (2003). Judgment and decision making: The dance of affect and reason. In S. L. Schneider & J. Santeau (Eds.), *Emerging perspectives on decision research* (pp. 327-364). New York: Cambridge University Press.

Myers: pp. 198-212: *Risk Intuition*

- 11/17 Gilovich, T. (1999). Superstition and the regression effect. *Skeptical Inquirer*, *23*(2), 24-29.

Myers: pp. 213-225: *Gambler's Intuition*

- 11/22** Bem, D. J., & Honorton, C. (1994). Does Psi exist? Replicable evidence for an anomalous process of information transfer. *Psychological Bulletin*, *115*, 4-18.

Milton, J., & Wiseman, R. (1999). Does Psi exist? Lack of replication of an anomalous process of information transfer. *Psychological Bulletin*, *125*, 387-391.

Myers: pp. 226-246: *Psychic Intuition*

First Draft of Results and Discussion Sections Due

Part IV: How Can We Educate Our Intuitions?

- 11/29 Wilson: pp. 159-181: *Introspection and Self-Narratives*
Wilson: pp. 183-202: *Looking Outward to Know Ourselves*
Wilson: pp. 203-221: *Observing and Changing Our Behavior*
- 12/1 Langer: pp. 1-5: *Introduction*
Langer: pp. 9-31: *When Practice Makes Imperfect*
Langer: pp. 33-49: *Creative Distraction*
Langer: pp. 51-66: *The Myth of Delayed Gratification*
- 12/6 Langer: pp. 67-81: *1066 What? Or the Hazards of Rote Memory*
Langer: pp. 83-98: *A New Look at Forgetting*
Langer: pp. 99-115: *Mindfulness and Intelligence*
Langer: pp. 117-139: *The Illusion of Right Answers*
- 12/8 Presentations of Term Papers and Posters**
- Term Papers and Posters Due**
- Final Take-Home Exam: Due 12/15**

Readings may be deleted or replaced as the semester proceeds, and dates may be changed due to time considerations.

All of the papers listed above are available for download at the website listed above under References.