Special Topics: **Science of Mind Reading**
Room R309 Tues/Thurs: 10 - 11:50 am

Instructor: Dr. Darren Campbell, Ph.D. **Office:** H236 **Email:** darrenc@nipissingu.ca
Office Times: Tues: 2:30 - 3:15 pm; Wed: 2 - 2:30 pm

Course Objectives and Content

The purpose of this course is to evaluate the psychological factors that support accurate mental state inferences of people's thoughts, feelings, or general internal tendencies.

Class discussions will focus on the theories and signals (verbal, non-verbal, or physiological) that people use to understand other people's states, traits, and interpersonal communications.
By the end of the course, you will be able to:

1. identify various theories and methods for mental state attributions, and
2. evaluate the empirical evidence of theory of mind, personality recognition, and lie detection.

Evaluation

Participation	20% (reflection papers & in-class exercises)
Exam	30% (various question types on all content previously covered)
Presentation	20% (brief summary and evaluation of 1 research article)
Term Paper	30% (5-6 page Research Proposal)

Participation (20%)
Your participation grade is based on your in-class discussion of the readings, in-class exercises, and the completion of six weekly reflection papers. Each reflection paper should convey specific criticisms, implications, questions, or alternative interpretations of one or more of the assigned weekly readings (see below). Each paper should be approximately 250 words (using sentences and paragraphs). The papers are to be submitted through Blackboard each week by Sunday at 11pm. The specific dates for each paper are: Paper1 Sep 10th, Paper2 - Sep 17th, Paper3 - Sep 24th, Paper4 - Oct 1st, Paper5 - Oct 15th, and Paper6 - Oct 22nd.

Exam (30%)
The midterm will assess your understanding of all course material covered prior to the test.

Presentation (20%)
Each student will describe and discuss one article from a list of "mind reading" articles that complement and supplement the articles previously discussed in class. Each presentation will be 10-12 minutes with sufficient detail to evaluate the purpose, findings, and implications of the paper. Following the presentation, the instructor and others will evaluate and discuss the paper for another 8-10 minutes.

Term Paper (30%)
Your term paper will describe a research proposal reflective of one of the "mind reading" topics covered in class. Your paper will include: a brief introduction to justify your proposal and hypothesis, specific methods and operational definitions to test the hypothesis, and a general analytic approach for evaluation the proposed study results. This proposal should reveal your acquired insights about the "science of mind reading" through your conceptual and methodological descriptions and rationale. The paper should be 5-6 written pages in APA format not including the Title Page, Abstract, or References.

Tentative Schedule and Readings



Week 1 (Sep 5th & 7th) Administration, Theories, & Telepathy

Week 2 (Sep 12th & 14th) Children's Mentalizing Readings

Grueneisen, S., Wyman, E., & Tomasello, M. (2015). "I Know You Don't Know I Know…" Children Use Second-Order False-Belief Reasoning for Peer Coordination. *Child Development*, *86*(1), 287-293.

Leduc, K., Williams, S., Gomez-Garibello, C., & Talwar, V. (2017). The contributions of mental state understanding and executive functioning to preschool-aged children's lie-telling. *British Journal of Developmental Psychology*, *35*(2), 288-302.

Lonigro, A., Laghi, F., Baiocco, R., & Baumgartner, E. (2014). Mind reading skills and empathy: Evidence for nice and nasty ToM behaviours in school-aged children. *Journal of Child and Family Studies*, *23*(3), 581-590.

Week 3 (Sep 19th & 21st) Empathic Accuracy

Blanke, E. S., Rauers, A., & Riediger, M. (2015). Nice to meet you—adult age differences in empathic accuracy for strangers. *Psychology and Aging*, *30*(1), 149.

Hall, J. A., & Schmid Mast, M. (2007). Sources of accuracy in the empathic accuracy paradigm. *Emotion*, *7*(2), 438.

Ma-Kellams, C., & Lerner, J. (2016). Trust your gut or think carefully? Examining whether an intuitive, versus a systematic, mode of thought produces greater empathic accuracy. *Journal of Personality and Social Psychology*, *211* (5), 674-685.

Week 4 (Sep 26th & 28th) Personality Detection

Hirschmüller, S., Egloff, B., Schmukle, S. C., Nestler, S., & Back, M. D. (2015). Accurate judgments of neuroticism at zero acquaintance: A question of relevance. *Journal of Personality*, *83*(2), 221-228.

Letzring, T. D., & Human, L. J. (2014). An examination of information quality as a moderator of accurate personality judgment. *Journal of Personality*, *82*(5), 440-451.

Wall, H. J., Taylor, P. J., Dixon, J., Conchie, S. M., & Ellis, D. A. (2013). Rich contexts do not always enrich the accuracy of personality judgments. *Journal of Experimental Social Psychology*, *49*(6), 1190-1195.

Week 5 (Oct 3rd & 5th) Personality Accuracy via Text

Borkenau, P., Mosch, A., Tandler, N., & Wolf, A. (2016). Accuracy of judgments of personality based on textual information on major life domains. *Journal of Personality*, *84*(2), 214-224.

Hall, J. A., Goh, J. X., Mast, M. S., & Hagedorn, C. (2016). Individual differences in accurately judging personality from text. *Journal of Personality*, *84*(4), 433-445.

Thanksgiving Day (Oct 9th) & **Study Week** (10th – 13th)

Week 6 (Oct 17th & 19th) Sarcasm Recognition: Neural, Verbal, & Behavioural

Matsui, T., Nakamura, T., Utsumi, A., Sasaki, A. T., Koike, T., Yoshida, Y., ... & Sadato, N. (2016). The role of prosody and context in sarcasm comprehension: Behavioral and fMRI evidence. *Neuropsychologia*, *87*, 74-84.

Olkoniemi, H., Ranta, H., & Kaakinen, J. K. (2016). Individual differences in the processing of written sarcasm and metaphor: Evidence from eye movements. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *42*(3), 433-445.

Voyer, D., & Vu, J. P. (2016). Using Sarcasm to Compliment: Context, Intonation, and the Perception of Statements with a Negative Literal Meaning. *Journal of Psycholinguistic Research*, *45*(3), 615-624.

Week 7 (Oct 24th & 26th) Lie Detection: Brain and Behavioural Indicators

Bosco, F. M., Parola, A., Valentini, M. C., & Morese, R. (2017). Neural correlates underlying the comprehension of deceitful and ironic communicative intentions. *Cortex*, *94*, 73-86.

Karton, I., Rinne, J. M., & Bachmann, T. (2014). Facilitating the right but not left DLPFC by TMS decreases truthfulness of object-naming responses. *Behavioural Brain Research*, *271*, 89-93.

Morris, W. L., Sternglanz, R. W., Ansfield, M. E., Anderson, D. E., Snyder, J. L., & DePaulo, B. M. (2016). A longitudinal study of the development of emotional deception detection within new same-sex friendships. *Personality and Social Psychology Bulletin*, *42*(2), 204-218.

Week 8 (Oct 31st & Nov 2nd) Midterm & Presentation Preparation

Midterm Worth 30% - Oct. 31st
Presentations and Qs and As – Nov 2nd

Week 9 (Nov 7th & 9th) Presentations Sets 1 & 2

Set 1: Personality Judges & Targets
Set 2: States-Traits, Age, & Emotional Contributions

Week 10 (Nov 14th &16th) Presentations Sets 3 & 4

Set 3: Personality based on Facebooks, Emoticons, & Selfies
Set 4: How to Improve Mind Reading? +

Week 11 (Nov 21st & 23rd) Presentations Sets 5 & 6

Set 5: Children's Mind Reading with a nonverbal emphasis
Set 6: The Chimpanzees' Perspective +

Week 12 (Nov 28th & 30th) Presentations Sets 7 & 8

Set 7: Lie Detection: What to ask, What to Notice, & the Brain
Set 8: Neurological, Psychosis, & a Dark Triad

Term Paper Due Dec 7th by midnight to be submitted through Blackboard.