

FIRST YEAR SEMINAR COURSE PROPOSAL

UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:	FSEM 1001		
COURSE TITLE:	INTUITION		
SUBMITTED BY:	David Rettinger	DATE:	2011
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/>

NOTE: Please view the attached *Call for Proposals* or visit the *First-Year Seminar blog* at <http://firstyearsem.umwblogs.org/> to see the criteria used to evaluate courses proposed to meet the first year seminar requirement. See the report entitled "General Education Curriculum as Approved by the Faculty Senate" for additional details.

COURSE DESCRIPTION. In the space below, provide a **1-2 sentence** description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the "Eagle Essentials" booklet).

This course examines the psychology of intuition, when it is reliable, when it is fallible, and why. We'll discuss how our intuition works, what biases it has, and how scientists investigate something as elusive as our split second judgments.

RATIONALE. Using only the space provided in the box below, **briefly** state why this course should be approved as a first year seminar course.

This course is designed to accomplish a number of goals. First, students will learn about the psychology of intuition in an interactive, discussion-oriented environment. In so doing, they'll learn how to read original research in Psychology, write about it, and what to do when they don't understand something. It will help them draw their own conclusions about how to make decisions through a process of exploration. The course will also require a good deal of writing and oral presentation. Writing and critical thinking go together, and this course will encourage both.

Intuition is an inherently interesting investigation. Malcolm Gladwell's *Blink* sold millions of copies precisely because everyone has their own intuitions and many students will be curious about them. Because the topic is engaging, students will be willing to observe their own behavior and dig into abstract theories in order to explain it. This will result in a strong appreciation of how scientific methods are applied to human behavior and of how theoretical explanations of behavior are created.

SYLLABUS. Attach a course syllabus.

SUBMIT this form and attached syllabus **electronically as one document** to Jason Matzke (jmatzke@umw.edu). All submissions **must** be in electronic form.

FSEM 100 Intuition

Dr. David Rettinger

This syllabus is a temporary document. The latest and official version will always be the one available on Blackboard.

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Office Hours: MWF 2-2:50pm, TTh 1-1:50pm and by appointment
Mail box: 3rd floor Psychology suite

This Syllabus: Please read, understand, and hold onto this document. It is an outline of the course, and represents the rules and policies that apply. You are expected to be familiar with its contents, and will **not** be reminded of upcoming deadlines.

About the Course: “This class is going to be great. I can feel it.” We often make decisions based on our ‘gut’ or intuition, even when our more ‘rational’ mind has a different idea. Human intuition has been getting good press lately from Malcolm Gladwell in *Blink* and others. In this course we will consider just what intuition is, what it’s good for, what its limitations are, and how we can best harness our automatic judgment processes. Along the way you will become acquainted with original research in psychology, get practice writing and discussing high level material, and most important, you’ll learn how to evaluate scientific claims both with your intuition and more systematically.

Learning Objectives:

1. To develop a working knowledge of the psychology of intuition
2. To write and speak clearly about the science of psychology
3. To appreciate the way that scientific knowledge of human behavior is created
4. To develop metaintuition

Class Meetings: This is a seminar course – it even says so in the title. What does this mean? A seminar is a course in which everyone teaches everyone else. This is not a lecture in which the professor talks and students frantically write down the material. We are all responsible for each class period. As the professor, I may take up slightly more than my share of air time, but each student should come to class every time prepared to fully engage in discussions and activities.

Readings: There is no textbook for this course. Instead, I’ve selected chapters from books and articles from journals for you to read. Some are short, others are longer. They’re harder than what you’re used to reading, but part of the purpose of this course is to get you used to “primary sources.” **The readings will be available on Blackboard. Some weeks you’ll only have to read one of the articles. Stay tuned.**

Please read the material for each day's assignment before you come to class and be prepared to discuss it. I will design the course on the assumption that you’ve done the readings, although I don’t expect you to have it memorized or anything. Class will not be a recitation of the assigned material, but a time to discuss, clarify and expand upon it.

Assignments (see course handouts on Blackboard for more details):

Intuition Journal – For one week, you’ll keep a journal of decisions you make using both system 1 & system 2. For each one, you’ll note which system seemed to predominate, and whether the other might have led to a different choice. You’ll also note how long it took and how consequential it was.

Journal Analysis – Based on your journal, you’ll write a 3-5 page paper that applies principles we’ve learned in the course to your own decision making. You’ll also make recommendations for changing your own behavior.

Paper Reviews – You will write a 2-3 page summary and review of two readings during the semester (you’ll sign up in advance). These papers are intended to demonstrate that you understand the reading, and to serve as a starting point for discussions during class. To that end, your review should include problems, questions, and related ideas that the paper stimulated.

Research Paper – During the course of the semester, you will each propose a research topic. Once I’ve approved it, you’ll explore what others have written about the topic and write a 10-12 page research paper on that topic. It will explain intuitive behavior that we haven’t discussed in class using references to books and journal articles that you’ve found.

Oral Presentation – At the end of the semester, each student will present their research findings to the class. This isn’t a book report, though. You’ll have 18 minutes, so make it interactive. Demonstrations, questions for discussion, etc. are strongly encouraged.

Class Participation - Participation, in this context means: coming to class prepared, asking good questions, speaking consistently without dominating the discussion, staying on topic, demonstrating your knowledge while at the same time fostering learning in the rest of us, and contributing to a positive atmosphere in class. Of course, you can’t do any of this if you’re not here, so attendance counts.

Grading: Your grade will be based upon your performance on the class assignments in the following manner:

Assignment	Grade %
Intuition Journal	15%
Journal Analysis	15%
Critical Paper Reviews (2 @10% each)	20%
Oral Presentation	10%
Research Paper	30%
Class Participation	10%
Total	100%

Satisfactory midterm progress requires at least 69% of points at the time midterm grades are due.

Letter grades will be assigned based on these cutoffs (i.e. you must score above this to earn the grade):

	B+: 87%	C+ 77%	
A: 93%	B: 83%	C: 73%	D: 65%
A-: 90%	B-: 80%	C-: 70%	F: below 65%

Note: To earn a grade, you must earn the minimum score before rounding.

Late Assignments: There are generally no extensions, but exceptions can be made for legitimate conflicts. You will be penalized one +/- grade for every day an assignment is late without a previously agreed upon extension. An assignment is considered late if you forget to upload it or upload it in a format that I cannot read, but not due to technical problems outside your control. Because every assignment is important to your development as a student, you must submit all assignments in order to complete the course, even if your grade would be 0.

Assignment Logistics: All assignments are to be submitted via Blackboard using the assignment link NOT the digital dropbox. The only file formats that I can read are Microsoft Word, RTF and text.

Honor Code: All work in this class is covered by the UMW Honor Code. Unless otherwise specified, you are to work alone on every assignment for this class. You must cite all sources in all assignments, no matter how “obvious” the information seems to be. Please see me with any questions about this or how it applies here.

Disability Services

The Office of Disability Services has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Office of Disability Services
209 George Washington Hall

540-654-1266
ods@umw.edu

Course Schedule

Course Schedule: This is an outline of my goals, and in the best possible world we'd follow the schedule. This doesn't always happen, though. I'll keep you posted as changes are made. If we get behind, then only material that we cover will be on each exam. For example, if we don't discuss Attention at all before the second exam, then that material will be pushed back to the third exam. If you have any questions about this, please ask.

Week	Topic	Reading(s)	Due
1	Getting Started	Gladwell	
2	Illusions of Reality	Chapman, 1967 Monty Hall website	<i>Paper reviews*</i>
3	Two Systems of Thinking <i>Two systems of searching – Library Day</i>	Sanfey & Chang, 2008	<i>Paper reviews*</i>
4	Intuition Mechanisms	Bargh & Chartrand, 1999 Bechara, et al., 1997	<i>Paper reviews*</i>
5	Heuristics	Tversky & Kahneman, 1976 Gilovich & Griffin, 2002	<i>Paper reviews*</i>

6	Heuristics 2	Gigerenzer, 1991	Intuition Journal
7	Intuitions about Risk	Slovic, 1987	<i>Paper reviews*</i>
8	Intuitions about Ourselves	Wilson & Gilbert, 2005	Journal Analysis
9	Intuition at Work	Hammond, et al., 1987 Langer, 1975	<i>Paper reviews*</i>
10	Clinical Intuitions	Dawes, et al., 1989	Project Topics
11	Sports Intuitions	Gilovich, et al., 1985	<i>Paper reviews*</i>
12	Moral Intuitions	Ekman, 1999 Greene, 2007	Project Outline
13	Oral Presentations		
14	Oral Presentations		Research project paper

**Each student will sign up for 2 paper reviews which will be due on different days.*

Note: The research paper is your final project, and is due on Blackboard at the time of your scheduled final exam.

Readings

Book

Blink, by Malcolm Gladwell, Little, Brown, & Co. (ISBN 0316172324). All students are expected to have read this before the first class period.

Journal Articles & Book Chapters

- Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- Bechara, A., Damasio, H., Tranel, D., & Damasio, A. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275, 1293-1295.
- Chapman, L. J. (1967). Illusory correlation in observational report. *Journal of Verbal Learning and Verbal Behavior*, 6, 151-155
- Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science*, 243, 1668-1674
- Ekman, P., & O'Sullivan, M. (1999). A few can catch a liar. *Psychological Science*, 10(3), 263.
- Gigerenzer, G. (1991). How to make cognitive illusions disappear: Beyond "heuristics and biases." *European Review of Social Psychology*, 2, 83-115.
- Gilovich, T., & Griffin, D. (2002). Heuristics and biases: Then and now. In T. Gilovich, D. Griffin, and D. Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 1-18). Cambridge: Cambridge University Press.
- Gilovich, T., Vallone, R., & Tversky, A. (1985). The hot hand in basketball: On the misperception of random sequences. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), *Heuristics and Biases: The Psychology of Intuitive Judgment*. Cambridge University Press. pp. 601-616.
- Greene, J. D. (2007). The secret joke of Kant's soul. In W. Sinnott-Armstrong, Ed., *Moral Psychology, Vol. 3: The Neuroscience of Morality: Emotion, Disease, and Development*, MIT Press, Cambridge, MA.
- Hammond, K. R., Hamm, R. M., Grassia, J., & Pearson, T. (1987). Direct comparison of the efficacy of intuitive and analytical cognition in expert judgment. *IEEE Transactions on Systems, Man, and Cybernetics*, 17, 753-770.
- Langer, E. (1975). The illusion of control. *Journal of Personality and Social Psychology*, 32, 311-328.
- Sanfey, A.G. & Chang, L.J. Multiple systems in decision-making. (2008). In W.T. Tucker, S. Ferson, A. Finkel, T.F. Long, D. Slavin, P. Wright (Eds.), *Strategies for risk communication: Evolution, evidence, experience*. New York: Annals of the New York Academy of Science, 1128, 53-62.
- Slovic, P. (1987). Perception of risk. *Science*, 236, 280-285.
- Wilson, T. D. & Gilbert, D. T. (2005). Affective Forecasting: Knowing What to Want. *Current Directions in Psychological Science*, 14(3), 131-134.

Websites

Monty Hall: http://en.wikipedia.org/wiki/Monty_Hall_problem