



Friday, May 11 *Cascade Room*

4:30 pm Welcome and opening remarks by Scott Allen (University of Lethbridge)

Please register with Peter Dixon if you have not already done so (\$70 for faculty, \$25 for students and postdoctoral fellows).

4:45 pm **B. Keith Payne** (University of North Carolina)

Unconscious influences of racial attitudes: Awareness, control, and responsibility



Implicit measures of attitudes, especially those related to prejudice and stereotypes, have raised eyebrows within psychology and beyond. They also raise controversial questions: Do implicit tests show widespread unconscious prejudice? Does the idea of unconscious bias cause problems for legal and moral notions of responsibility for discrimination? In this talk I will review evidence that some varieties of unconscious cognition are well-supported by implicit tests but others are not. Unconscious attitudes have been over-emphasized but unconscious influences of attitudes have been underemphasized. I will review studies showing how racial attitudes influence judgments and decisions 1) without subjects' apparent knowledge and 2) in direct contradiction of conscious intentions. The main reason for the common emphasis on unconscious attitudes is that people cannot be expected to control something if they do not know it exists. "Consciousness raising" is therefore often cited as a way to prevent unwanted biases. But unconscious influences present an even more direct challenge because a person may know they have a bias, consciously try to avoid it, and discriminate nonetheless.

6:00 pm *Dinner Break*

8:00-11:00 pm **Reception & Poster Session I** *Cascade Room*

Sponsored by the *Canadian Journal of Experimental Psychology* and the Canadian Psychological Association.

Saturday, May 12 *Cascade Room*

8:30 am Coffee, tea, juice, and pastries

Please register with Peter Dixon if you have not already done so.

9:00 am **Drew Rendall** (University of Lethbridge)

Animal vocal communication and the adaptive unconscious



What's it like to be a chimpanzee, a baboon, or a dog? And how much is it like being human? Few questions in history have been pursued as vigorously – or as fruitlessly – because, lacking appropriate theoretical and methodological tools, we relied largely on introspection, for insight about ourselves, and anthropomorphism, for ‘insight’ into other species. The rise of evolutionary thinking promised a robust alternative for understanding ourselves and other species. However, as deployed in comparative psychology, evolutionary thinking has emphasized only the manifest continuity inherent in biological descent and so has assumed that other species are probably very much like us. In this talk, I'll flirt with these issues through a discussion of natural animal ‘languages’ which, on analogy to human language and its intimate connection to human thought and being, are presumed to represent a privileged source of insight into animal thinking and being. Continuing the analogy to language, animal communication systems have often been researched from an explicitly linguistic perspective to understand the extent to which their languages and the minds they reflect are similar to, and help to account for the nature and evolution of, our own. I'll suggest that, while a natural enough approach, linguistically-inspired research on animal communication is still patently anthropomorphic and thus potentially quite misleading (if not entirely circular); and that the broader evolutionary justification for such anthropomorphism (biological continuity) and the ethical questions that flow naturally from its apparent research outcomes (e.g., should animals be granted human rights?), are evolutionarily naïve and logically suspect. I'll offer an alternative, non-linguistic account for the same phenomena in animal communication and, in the process, suggest an escape from anthropomorphic theorizing about other species that does not abandon continuity between humans and animals but adopts a more nuanced approach toward it, hopefully.

10:30 am Coffee, tea, & juice

11:00 am **Louise Barrett** (University of Lethbridge)

It's very dark inside a monkey's head



Living in a group is a cooperative act, which requires a delicate balance between individual and group-level costs and benefits. Among primates, the social intelligence/social brain hypothesis has tended to focus attention on the means by which (Machiavellian) individuals cope with, and overcome, the costs that group-living imposes so that they may reap the associated benefits. These have been argued to involve highly cognitive strategies designed to track, monitor, cooperate with, and potentially outwit, other individuals. This, in turn, stems from a Cartesian, disembodied view of the mind and cognition, and also from the kinds of evolutionary models used to predict and explain cooperative behaviour (reciprocal altruism and the Prisoner's dilemma). This is problematic because it creates a view of primate social complexity that is congenial to our own folk psychological understanding of ourselves, rather than one that can tell us very much about the "folk psychology" by which monkeys and apes might understand each other. Here, I argue for a more embodied and distributed approach to primate cognitive evolution, which resists the temptation to put into the head of the monkey what evolution, quite rightly, left to the world. Such an approach, when incorporated into theories of multi-level selection and niche construction, presents us with the opportunity to explore primate social complexity in ways that allow the animals to speak with their own voice, and to identify true commonalities between ourselves and other species, rather than anthropocentric chimera.

12:30 pm *Lunch break*

2:00 pm

Jonathan Schooler (University of British Columbia)*Losing track of your mind: Dissociations between experiential consciousness and meta-awareness*

Typically discussions of consciousness assume that cognitive events are either conscious or non-conscious. However, this assumption is challenged when subjective experience is dissociated from the explicit awareness of that experience. Although it may seem that we are inevitably aware of the contents of experience, various situations illustrate dissociations between having an experience (experiential consciousness) and knowing that one is having that experience (meta-awareness). The capacity to lose meta-awareness of the current contents of thought is exemplified by the case of mind wandering while reading, in which one continues to read seemingly oblivious to the fact that their mind has drifted away from the contents of what is being read. Two types of dissociations follow from the claim that meta-awareness involves the intermittent explicit re-representation of the contents of consciousness (Schooler, 2002): Temporal dissociations occur when individuals temporarily lose track of the current contents of thought. Evidence for temporal dissociations comes from recent demonstrations that individuals can be regularly “caught” by random probes engaging in mind wandering or unwanted thoughts before they notice this themselves. Translation dissociations occur when, in the process of characterizing their experience to themselves, individuals distort or omit aspects of the original experience. Evidence of translation dissociations is suggested by cases in which motivation, verbal reflection, or ambiguity influence individuals’ appraisals of their experience, and/or lead to discrepancies between self-reports and other indicators of experience.

3:30 pm

Coffee, tea, juice, cake, & the traditional picture

4:00 pm

Eric Eich (University of British Columbia)*Cognitive and Clinical Perspectives on Mood Dependent Memory*

Recent years have witnessed a revival of research interest in the interplay between cognitive and emotional processes. Much of this interest has centered on mood dependent memory (MDM)—the observation that events experienced in a certain state of affect or mood are most retrievable in that mood. In aid of better understanding MDM, researchers have pursued two distinct but complementary approaches. One approach features laboratory studies involving experimentally induced moods, and focuses on cognitive factors that play pivotal roles in the occurrence of mood dependence (factors such as the manner in which to-be-remembered or target events are encoded and the nature of the retrieval task). The second approach concentrates on clinical studies involving naturally occurring moods. The question posed in these studies is whether it is possible to demonstrate MDM in people who experience marked shifts in mood state as a consequence of a psychopathological condition, such as manic/depressive illness or dissociative identity (aka multiple personality) disorder. In today's talk, I will review recent research on both of these fronts, and illustrate some of the advantages of studying MDM from both a cognitive and a clinical perspective. Time permitting, I will also outline an on-going project that investigates some surprising and theoretically interesting asymmetries in the extent to which information transfers across “normal” versus “abnormal” states of consciousness.

5:30 pm

Closing remarks by John Vokey (University of Lethbridge)

6:00-8:00 pm

Reception & Poster Session II *Cascade Room*

Sponsored by the *Canadian Journal of Experimental Psychology* and the Canadian Psychological Association.

Poster Session I

Friday 8:00 - 11:00 pm

Sponsored by the *Canadian Journal of Experimental Psychology* and the Canadian Psychological Association.

1. **How distinctive encoding reduces the DRM illusion: Evidence from source judgments**
Tanjeem Azad, Raymond W. Gunter, Glen E. Bodner
University of Calgary
2. **Reasoning about research: Changing perspectives and belief bias**
Erin Beatty, Valerie Thompson
University of Saskatchewan
3. **The repetition proportion effect is in full effect in accuracy-focused tasks**
Glen E. Bodner, Jeremy C. S. Johnson
University of Calgary
4. **Memory consolidation during rapid visual presentation: Investigations using direct and indirect memory tests**
Andreas Breuer, Michael E. J. Masson, D. Stephen Lindsay, Anna-Lisa Coen
University of Victoria
5. **Reality source monitoring in toddlers: Do context cues make a difference?**
Alisha Brown, Suzanne Hala
University of Calgary
6. **Age differences in the effect of phonotactic probability and neighbourhood density in spoken word recognition**
Constance M. Clarke-Davidson, Chris Westbury, Gail Moroshcan
University of Alberta
7. **Eye gaze provides a window on children's processing of verbal irony**
Emma Climie, Penny Pexman
University of Calgary
8. **Race categorization and the other-race effect**
Michelle A. Corcoran, John R. Vokey
University of Lethbridge
9. **Behavioural and neurobiological evidence for mathematical independence**
Jacqueline Cummine, Ron Borowsky, Gordon Sarty
University of Saskatchewan
10. **Marijuana and prospective memory**
Carrie Cuttler, Ryan McLaughlin, Peter Graf
University of British Columbia
11. **How squirrels see the world: Evidence from their communication about predators**
Shannon M. Digweed, Drew Rendall
University of Lethbridge
12. **Both men and women prefer male protagonists**
Peter Dixon, Marisa Bortolussi, Paul Sopcak
University of Alberta
13. **Colour SNARC**
Brian Duffels
University of Alberta
14. **Semantic processing: The role of the premotor, motor, and somatosensory cortices**
Carrie Esopenko, Ron Borowsky, Jacqueline Cummine, Gordon Sarty
University of Saskatchewan
15. **There are many ways to be rich: Effects of three measures of semantic richness on lexical and semantic processing**
Ian Hargreaves, Penny Pexman, Glen Bodner, Jamie Pope
University of Calgary

Poster Session II

Saturday 6:00 - 8:00 pm

Sponsored by the *Canadian Journal of Experimental Psychology* and the Canadian Psychological Association.

16. **Age-related differences in metacognitive calibration: Comparisons of confidence and accuracy in metamemory**
Gregory P. Krätzig, Katherine D. Arbuthnott
University of Saskatchewan
17. **Can't touch this: Effects of physical affordances on word recognition**
Iain Law, Penny Pexman
University of Calgary
18. **The role of consciousness and complexity in decision satisfaction**
Lila McCormick, Valerie Thompson
University of Saskatchewan
19. **Antidepressant properties of the hippocampal cannabinoid CB1 receptor**
Ryan McLaughlin, Matthew Hill, Anna Morrish, Boris Gorzalka
University of British Columbia
20. **Effects of sequential vs. simultaneous presentation of operands on simple arithmetic performance**
Arron W. S. Metcalfe, Jamie I. D. Campbell
University of Saskatchewan
21. **Proportion-modulated masked priming of fixed and free choices**
Reh Mulji, Glen E. Bodner
University of Calgary
22. **Does retrieval-induced forgetting occur in children practicing basic arithmetic?**
Thomas Phenix, Simona Fiege, Katherine Robinson
Campion College at the University of Regina
23. **The role of reasoning processes in confidence judgments**
Jamie Prowse Turner, Valerie A. Thompson
University of Saskatchewan
24. **Where are the words? Using stress to segment speech**
Sally-Joy Reaper, Suzanne Curtin
University of Calgary
25. **Practice makes imperfect: Interference in factoring and multiplication**
Nicole D. Robert, Jamie I. D. Campbell
University of Saskatchewan
26. **The effects of elaboration on binding and the source monitoring of preschool children**
Valerie San Juan, Suzanne Hala
University of Calgary
27. **Visual search in event based prospective memory**
Daniel Siu, Peter Graf
University of British Columbia
28. **Effects of task switching on processing of numerical features**
Shawn Tan Chin Yang, Peter Dixon
University of Alberta
29. **Can we produce lag 2 sparing in the attentional blink?**
Christopher M. Warren
University of Victoria
30. **Peer emails are totally riddled with tonnes of figurative language**
Juanita Whalen, Carly McMorris, Penny Pexman
University of Calgary
31. **Irony production in children and their parents**
Lenka Zdrazilova, Penny M. Pexman
University of Calgary

Acknowledgments

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